

**ENGLISH PROFICIENCY FOR ECONOMIC
SELF-RELIANCE FOR IMMIGRANTS
IN PORTLAND, MAINE**

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LIST OF ABBREVIATIONS AND NEW CONCEPTS

Abbreviations

US:	The United States of America
ESL/ELL:	English as Second Language/English Language Learners
ICF:	International Christian Fellowship
SNHU:	Southern New Hampshire University
CED:	Community Economic Development
USM:	University of Southern Maine
LEP:	Limited English Proficiency
AAJC:	Asian American Judicial Center
MAKDEF:	Mexican American Legal Defense & Education Fund
UNHCR:	United Nations High Commission on Refugees

New Concepts

Great Lakes Region: The area of Africa that is comprised of Burundi, Rwanda and the Democratic Republic of Congo and where there are the following lakes: Tanganyika, Kivu and Victoria.

Immigrant: A person who migrates to another Country for permanent residency including refugees, asylum seeker and new comers.

Refugee: A person who flees seeking immediate refuge or a place of safety.

Labor market: The available supply of appropriate or specialized labor.

Integration: The organization of the constituent elements of a person's life into coordinated harmony with the dominant culture.

Language access: A body of words and their structural systems for their use common among a group of people who are of the same community or geographic area

Asylum: A temporary refuge granted those asserting political persecution or bodily harm if they return to their home country.

ABSTRACT

The primary motivation for taking on this particular project is the increasing numbers of Africans in Portland Maine who are not realizing their full potential in the labor market. The community targeted for intervention is people who have immigrated to Portland from the three countries of Burundi, Rwanda and the Democratic Republic of Congo. The three countries are collectively known as the Great Lakes Region of central Africa. All three countries have experienced many years of war and unmitigated violence. Portland has experienced a wave of immigration over the past ten years exacerbating the competition for what limited jobs there are available. This project focuses on 80 men and women who were chosen on the basis of their education, professional experience, and motivation to improve and perfect their English in order to improve their job income, position or prospect. Wage earners are concentrated in the health care field where wages are comparatively low and higher education and English-language proficiency are keys to long term success.

The significant outputs are organizing the men and women into activities that will improve their English skills as well as their job seeking skills in a short period of time. The target group is motivated to begin. The project is exciting to them. The major outcomes to date are the relationships we have built with key partners and the awareness by the whole community of 800 of the need for such work. We recommend swift action for early success. The problem worsens as the potential talent pool grows and the job Market recovers from the recession.

INTRODUCTION

English language proficiency is necessary for all immigrants to achieve economic security, and contribute to the economic well-being of their new country. In particular, immigrants that come to the U.S. already as highly educated professionals, it represents more of a missed opportunity for the U.S. to utilize the professional skills and education of this category of immigrants.

Besides missing out on the economic contributions that educated immigrants could provide, the U.S. does not promote what could be much better social and cultural integration of these immigrants into the mainstream, status quo organizations and institutions. Prejudice and xenophobia may be lessened in the interactions of all, diverse groups in professional settings if the English proficiency was fast-tracked in a way that allowed faster integration of immigrants into the workplace and other U.S. institutions, including church, schools, and community-based organizations.

My intent is to convince policymakers the importance of professional-based English proficiency to hasten the speed of integration of well-educated immigrants into the higher echelons of business and entrepreneurship.

An argument against the importance of English proficiency for educated immigrants is that there would not be a clear economic benefit to it. As well, an argument could be made that immigrants with the least skills and education are the ones that should get the benefit of the most assistance and programs, since the educated immigrants should be able to take care of themselves better. Lastly, this need is already taken care of by existing adult education programs.

Well-educated immigrants are able to catch up and learn proficiency easier and quicker than other immigrants obtaining the English proficiency and integration of these immigrants will enable them, in turn, to provide help and assistance with other immigrants from similar African, French-speaking immigrants. The U.S. will have to

ultimately spend less money for services for all immigrants from those similar countries because the English language proficiency learning will come with it an expectation that their newly acquired language skills are then shared with others. Adult education uses models and goals of teaching Basic English, instead of professionally based English teaching which is an expression of the nomenclature or terminology of an existing specific field of education and expertise. This professionally based English language comprehension and presentation skills training needs to be provided on weekends and other times when the working professionals are available. The majority of educated adult Africans who can take advantage of this training, including this writer, work overnight as Personal Support Specialists for one of the many agencies home caring for disabled or ill people. For these people, having a class that begins at 1 or 2 pm in the afternoon is best.

This writer came to this country and spent three to four years working menial jobs before having sufficient English skills and spoken proficiency to continue education at the graduate level. English proficiency could have been mastered in an intensive, professional-based eight month or so program. English learning programs must be more adapted to those immigrants who are highly-educated to serve the population that may well contribute best to U.S. society, culture, and economy.

1 COMMUNITY CONTEXT

1.1 Community Profile

Maine is a state of 1,350 million people spread out over a vast territory that is bounded on three sides by ocean or Canada. More than 250,000 reside in the Greater Portland area comprising 14 communities in the southern part of the state. Maine has suffered economically through decades of plant closures and fishing grounds depletion. More than 5000 jobs were lost between 1980 and 2010 and replaced by only 2300 jobs almost entirely in new industries or technologies. Portland continues to play a leading role as the state's largest economy, largest population center and largest social services administrative center. Portland's school system is the largest in the state with more than one-third of the student body made up of immigrants or children of immigrants. This figure is estimated by some to increase to fifty percent within the next ten years.

Maine has experienced a net out migration of young people for the past 10 years leading to focused intervention by the Legislature to retain them through loan forgiveness and special school to work programs. As a result of the out-migration of the young and the aging of the population Maine has an increasingly small pool of highly skilled professionals and employers increasingly bring needed employees in from other parts of the region, the country or the world. Maine and Portland in particular need to acknowledge, understand and work steadily toward recognizing the largely untapped potential of the current immigrant population.

In recent history, the largest immigrant group to settle in Maine and become American citizens has been the Canadians and Western Europeans. Of the foreign born in Maine in 2009, 60% reported their race as white only, 18.4% reported Asian, and 17.1% reported black or African American. The largest share of immigrants was, in order, from North America, Western Europe, Asia, Africa, and Oceania. However, the percentage of African immigrants to Maine rose from 0% in 1990 to an estimated .08% of the Maine population in 2010 and is now estimated between 8,000 and 10,000 people.

Portland was designated a Refugee Resettlement Community in 1980. The contractor for receiving and assisting refugees is Catholic Charities Maine. They partner with seven organizations to support successful settlement which includes English language competency, job seeking assistance, and education to American ways in general. From 1980 to 2000, Portland continued to receive mostly Russians, Vietnamese, Cambodians, and other Asians as new settlers. Starting in 2000 the overwhelming proportion of immigrants into Portland have been Africans, which some estimate to comprise more than 6,500 people or 10% of the population of the City of 65,000.

From January 2003 to October 2009, an estimated 771 immigrants aged 5 to 65 years originally from Congo, Burundi, and Rwanda arrived in Portland, Maine. (It is important to note that since October of 2009 more than 50 people have come and more than 10 babies have been born.) Among this Target Community, 378 children are in elementary, middle and high schools. Another 393 adults are working in different plants and factories in the Greater Portland area.

The Central Africa Great Lakes Region combines three countries, which are DR Congo, Burundi and Rwanda. Together, there are about 75 million people with Congo having more than 60 million and Burundi and Rwanda with about 8 million each. People from the region share the same history from their initial colonization by Europeans to their periods of independence. These countries are neighbors; people speak the same mother language and can easily switch dialects to communicate easily. Because of the colonization, these countries have the same system of education and the same language for education (French until several months ago when the official language of education of Rwanda changed to English). Students can move easily from one country to another seeking a highly ranked or a cheaper university. However, all people have suffered deeply from the ravages and the continuing aftermath of the civil wars. They moved from their country to another seeking asylum, some back and forth for many years. The first political refugees to the United States were from Rwanda in 1958.

In 1994, the former government in Rwanda supported genocide against the Tutsi tribe and 800,000 people were killed in 90 days. At the same time, those who killed and their relatives as well as the victims of genocide who survived fled to different countries in Africa, Europe, Canada and the US. When they fled their country, some of them were received in the refugee camps by the United Nations High Commission on Refugees (UNHCR) while others came to other countries by legally obtaining a visa. At the same time, in 1996 in eastern Congo and in Burundi civil wars again flared related to the 1994 genocide in Rwanda. People were killed by government armies, by independent or local militias or by those who committed genocide in Rwanda and who fled justice. This situation in the region made people flee their homes. They went all across the world seeking security and great numbers of refugees arrived in Portland, Maine beginning in early to mid-1994.

Refugees continue to flee their countries seeking security. These people are divided into two categories: there are refugees who are accepted to enter the US from the camps in DR Congo, Rwanda, Burundi, Zambia, Malawi, Gabon, Togo, Kenya, Tanzania and Congo-Brazzaville. There are also those who come of their own accord seeking asylum. Refugees can work from the day they arrive; asylum-seekers have to wait until they submit their application to Homeland Security and have it officially accepted, a process that can take up to one year. Catholic Charities Maine gives very limited help to asylum-seekers who receive general assistance from the City like any other “low-income” individual.

In Portland, there are other NGO’s that help immigrants. This Project is partnering with one of the largest and most influential called “Living With Peace”. LWP has continuing and close relationships with many members of the Target Community as a result of years of training and one-on-one mentoring and coaching.

1.2 Community Needs Assessment

There have been a number of scholarly and government reports as well as community-led surveys and assessments of the challenges and corresponding needs of the immigrant community in Maine, less so for just Portland. The most recent that did focus on Portland was a thesis written by Sergine Gakwaya, a Rwandese woman receiving her degree at Brandeis University. Her assessment shows that, in general, current conditions for this community are not stable enough for long-term economic sustainability. People are still trying to deal with years of personal and tragic loss of life, torture, violence, and mental instability. Yet today, the young adults starting their new families here have to contend with continued loss of life back home and the disintegration of a deeply tight-knit cultural identity. The chief challenge for this community like all African communities is sustaining their cultural identity while at the same time subsuming their language, behavior and performance to western business practices and expectations. The first requirement for success at any level is having an excellent grasp of the English language in general as well as a clear understanding of its application in the workplace. Lack of competency in workplace English, technical English, and slang English represents the chief challenge for these job seeking, educated adults. This focus of this project's intervention is a subset of Great Lakes adult, working age individuals. The project will assess their current capacity for achievement and their future ability to improve their economic performance. This project's expected outcomes are based on a series of activities that follow the philosophy that English language excellence is a pre-requisite for success in the American workplace and in civic affairs in general.

There have been focused attempts at surveying the challenges and needs of particular communities by their leadership. Each of the tribes of southern Sudan, for instance, has developed their communities into separate legal tax exempt non-profit organizations that help tribal community members' progress in their new home country. There is an umbrella Sudanese Community Association governing the policies and activities of all of the approximately 35 Sudanese tribes living in Greater Portland. Each group knows intimately what the challenges are for their group. For the women, it is feeding the

children, often five or six children in a family while working full time. For the men, it is working full time, going to school, and participating in their community political and civic affairs, attending meetings to decide issues in the community as the men have done for hundreds of years.

The Great Lakes Community, the focus of this project, likewise, has specialized into four separate non-governmental organizations (NGO's) that includes: 1) Congolese-Kinshasa Community of Maine; 2) Rwandese Association of Maine; 3) Burundi Association (not yet a formally organized non-profit); and 4) the Banyamulenge Tribe's self-help group and community association known as "Gakondo". Each of these groups has a recognized leadership structure that is typically elected by an assembly of the people for one or more years.

On November 8, 2009, meetings were held with representatives of the Great Lakes communities at the International Christian Fellowship Church (ICF) on Munjoy Hill, Portland, to discuss the challenges facing them since leaving their countries for the USA. According to the dialogue, it appeared that they have had and continue to have a lot of challenges related to housing, education, health care, employment, and most of all the new culture.

However, some of them who were educated at home stated that the biggest challenge they face is English proficiency because, as they said, "We can't sell ourselves in the labor market in the US if we have no skills in communication." They also stated that they have built up the strength of their community associations. They are referring to their association of immigrants organized according to their country of origin. They are proud of this achievement as it is difficult to manage people from back home in Africa the same way here in America.

Immigrants who are now professionals, having spent time in school here in Portland, as well as relatives who are newcomers with little or no skill in communicating in English spoke readily about the difficulties. On Sunday, November 15, 2009, two teachers at

Portland High School, a nurse at Seaside Nursing Home and a social worker at Granite 65Bay Care discussed their situations. These people are professionals and they have lived in the US for a long time. For them, English proficiency is the key to success in the US because it is the basic criterion for earning a college education; it is critical for being competitive in the labor market and it is a key to advancement and higher wages.

Although ultimately inadequate, the response to the need has been significant. There are nine classrooms of up to 25 adults each at the government-sponsored Adult Education classes at the West School, and there is a centrally-located adult education center in Portland where immigrants study English for free. The consensus was that there are immigrants who do not show up for classes. The team stated that there are different reasons for this, but the most important are 1) the time involved in getting to class and home and actually taking the studies seriously, 2) the way the teaching is performed, and 3) the crowded classrooms. Because they have to take care of their families, which often mean one or even two regular jobs, they do not have time to go to school. The facility is unique in Portland helping immigrants improve their English but it is not enough. The community assessment took into consideration all stakeholders and all institutions and initiatives involved in meeting immigrants' English education needs were surveyed.

The City instituted an Adult Education Center where immigrants at different educational levels study English. This Center is on a bus route and is easy to get to. Learning Works, an NGO dedicated to immigrant education, opened in the West End of the City and in only a few short years has outstripped its capacity. In addition, different churches took up the initiative to volunteer teaching English as a second language. The churches are located across the City so people have more choices location wise. For instance, the First Baptist Church in Portland is located off the Portland Peninsula of dense urban neighborhoods, in the North Deering neighborhood that is more suburban in its environment. This Church has graduated dozens and dozens of immigrants from the Great Lakes region but is constrained by having enough volunteer ESL teachers. ICF Church has one volunteer who teaches English twice a week who teaches church

members from the Great Lakes Region, those who are unable to attend English classes at the Adult Education Center.

There is an inadequate supply of English-language teaching facilities or teachers in Portland. This is a situation that will not be rectified in the short term and continues to serve as a direct impediment to career advancement for a significant segment of the population. As a result, well qualified people stay in low-paying jobs. The CNA showed the majority of educated and employed community members had low paying positions in food processing plants, local manufacturing or retail companies, and across an array of health care facilities as aides and personal support specialists.

1.3 Project Target Community

The community targeted for intervention is the Great Lakes Community of Africans working full time or seeking full time work in Portland, Maine. The unique characteristics of this group include common languages spoken, common history and cultural identity, inter-related family structures that supports a philosophy of mutual interdependence. There are a total of approximately 775 to 800 immigrants from the target community living in Portland. By focusing on these particular 80 men and women aged 25 to 55, who represent well-educated English speakers to some degree, this project has the capability of “catapulting” more than 50 immigrant families to economic security. As the economy improves, these 80 individuals will be ready to take on new and more professional positions.

Demographics

Houghton-Mifflin Dictionary describes the word demographics as: *the characteristics of human populations and population segments, especially when used to identify (consumer) markets*. We studied the total immigrant population from the three countries, the total population of professionals from this group and total population of working adults from this community of people.

Table 1: Population of Immigrants from the Great Lakes Region 2008-2009

YEAR	POPULATION	AGES		
		5-10	10-18	18-65
2008-2009	RWANDA	100	85	94
	BURUNDI	40	38	55
	CONGO	98	137	94
TOTAL		238	260	243

(Source: ICF Report, October 2009)

The statistics show that most resident immigrants from the Great Lakes are between 5 and 18 years old.

Table 2: Professionals from the Great lakes Region currently working in different segments

COUNTRY OF ORIGIN	NURSES	PHARMA-CISTS	ENGINE-ERS	TEACH-ERS	ACCOUNT-ANTS
RWANDA	2		4	4	6
BURUNDI			2	6	2
CONGO		2		8	10

(Source: ICF Report, October 2009)

Statistics show that there are some immigrants who have an education; others are already professionals but cannot practice in their profession because of a lack of English competency needed to compete for a US license. There are also some teenagers who spent less time in High School because of their living conditions in refugee camps. When they arrived in the US, they need to spend enough time learning English and other sciences to be competitive for college studies.

Table 3: Immigrants from the Great Lakes Region currently working 2009

IMMIGRANT	CURRENT JOB	NUMBER OF PEOPLE
RWANDA	Cleaners	24
	Factory	72
	Support Professional	12
	Other	unknown
BURUNDI	Cleaners	17
	Factory	42
	Support Professional	7
	Other	unknown
CONGO	Cleaners	23
	Factory	52
	Support Professional	24
	Other	unknown
ALL THREE COUNTRIES	Cleaners	64
	Factory	167
	Support Professionals	43
TOTAL		274

(Source: ICF Report, October 2009)

Statistics show that most immigrants including those who were well educated at home are currently working in factories.

2. PROBLEM ANALYSIS

2.1 Problem Statement cause and affect

Specific areas targeted for change through this project are implementing new and more effective strategies to increase the number of well paid employed people from the Great Lakes region of Africa. Expectations for those well educated from their home countries are high while expectations from those who have received their only education in a refugee camp are much lower. Nonetheless, all immigrants need to be fully engaged in the economy which means all immigrants need to have a good grasp of the language. This project intervention recognizes that the opportunity to succeed rests with those who have the experience, the motivation, and the capability to progress in their chosen profession; in this case, it rests on 80 men and women.

There are three categories of immigrants who have come from the Great Lakes Region to the US in general and to Portland specifically. Most of them came from their home countries through refugee camps located in neighboring countries such as Zambia, Gabon, Burundi, Tanzania, and Kenya. Others came to the US with legal travel visas and declared their intentions to seek asylum because of their alleged persecution. The third category is people who moved for different reasons from a state where they initially lived to Portland where they believe they would find a better life. These immigrants are called secondary migrants. But, all of them are in the US for the common purpose of seeking stability and security for them and their families.

They share the same challenge of English proficiency whether they are educated or not because they come from places where people use only French as a language of education and for doing business. Some of them have never been to school so they may only speak their mother tongue, but cannot read or write it. Teenagers who fled with their parents or fled alone spent more than five years before they were allowed to migrate to the US. During that time, they did not go to school. Now they have to integrate into school life. Most parents appeared to have the same challenge in helping their children do their homework, whether the parents were educated or not. As stated before, immigrants from

the Great Lakes Region of Africa include people from both ends of the educational spectrum - from very highly educated professionals to people who have very little or no educational background. They share similar working conditions today in the factories and hospital corridors where they do not have to use English, and almost all of them still need interpreters at doctor's appointments.

Few of these people are competitive in the labor market, not because they are not highly intelligent or experienced and educated in their home country but because of the lack of effective communications skills. The consequence is one or a series of jobs where wages are low which means they are unable to afford a house or to pay for their education. In these circumstances it is difficult to plan for a stable and secure future and many immigrants lose hope. One of the biggest challenges the Project has is to keep up the incentive and the motivation to complete the course of instruction and apply the rules to getting a better job or engaging better in the workplace.

As more people from the Region arrive in Portland—perhaps five a month—the timeframe for them to get gainfully engaged in the economy shortens and the competition for jobs stiffens. This means that if an immigrant has legal documentation to work, he or she needs to and will get a job, any job, as soon as possible. Housing is increasingly scarce and parents continuously work to move to better quarters. The City and several NGO's have addressed the problem well but it is increasingly inadequate to the task. It is time for the people themselves to address the issue.

This project recognizes that the leaders of the Target Community need to prepare better for the successful future of its people. The leaders also recognize that not all will be successful in the labor force. Consequently, the Project focuses on those who have the potential to succeed and help influence the general standard of living of the entire group.

2.2 Stakeholder Analysis

The director of the Adult Education Center in Portland and the senior Pastor of International Christian Fellowship (ICF) talked about English proficiency. It appears from these discussions that there are a lot of new immigrants in Portland who need English communication skills. Churches took the initiative to provide English proficiency to those who were interested to praise God in their churches, but it seems that it may not be sustainable because teaching English is not their primary agenda. The senior Pastor of ICF and a volunteer who provides English proficiency to Christians who attend the Sunday service are concerned by the increasing numbers of new immigrants in Portland who need English basics to go shopping, to respond to phone calls, to follow their children's homework at school and to deal with simple transactions. The Adult Education Center is overwhelmingly full of immigrants so much so that the leaders welcome others initiatives to provide English proficiency for immigrants in the area. First Baptist Church in Portland helps immigrants pay the security deposit to their landlords when they start their new life here. They were requested by a lot of immigrants in 2007 seeking security deposits at their office and volunteers decided to teach English to those who needed it. All these informal initiatives provided by individuals through their organizations demonstrates how English proficiency is needed to improve immigrants' lives by helping them get better jobs, a house or apartment, continuing education and have a satisfying career.

There is one prominent stakeholder that is often left out of CED projects – the mothers. In this case, the Project gains from the insights from and the needs assessment performed by the Rwandese Women's Association called "Umumuri." They have identified seven distinct areas of help and assistance that they need: 1) What to eat and what not to eat, for the whole family and for each person; 2) The place, time, and money to teach the children their native language; 3) The place, time and money to teach the older people how to read and write English; 4) Lessons on "Following the Law" especially as it pertains to the children; 5) How to buy, store, prepare, cook and present American food; 6) Help to ease the terrible transportation problems they have; and 7) Assistance in developing Umumuri

as a cohesive group to help them understand their new lives and to be there to answer their questions about where, how and what they need to do to improve their collective situation? It is because of the women and the collective “mindset” they employ in raising their children that has prompted some Americans to take the phrase “it takes a village to raise a child” to heart. The President of Umumuri noted, “We are a big community now but the families are isolated in their own homes and it is not easy to reach out to others. That means we don’t see each other and we don’t know each other. We are now struggling by ourselves. We need to understand our alternatives. We need to take back our kitchens from our children.” These are committed women and will be well-represented in the group of participants.

Table 4: Stakeholder Analysis

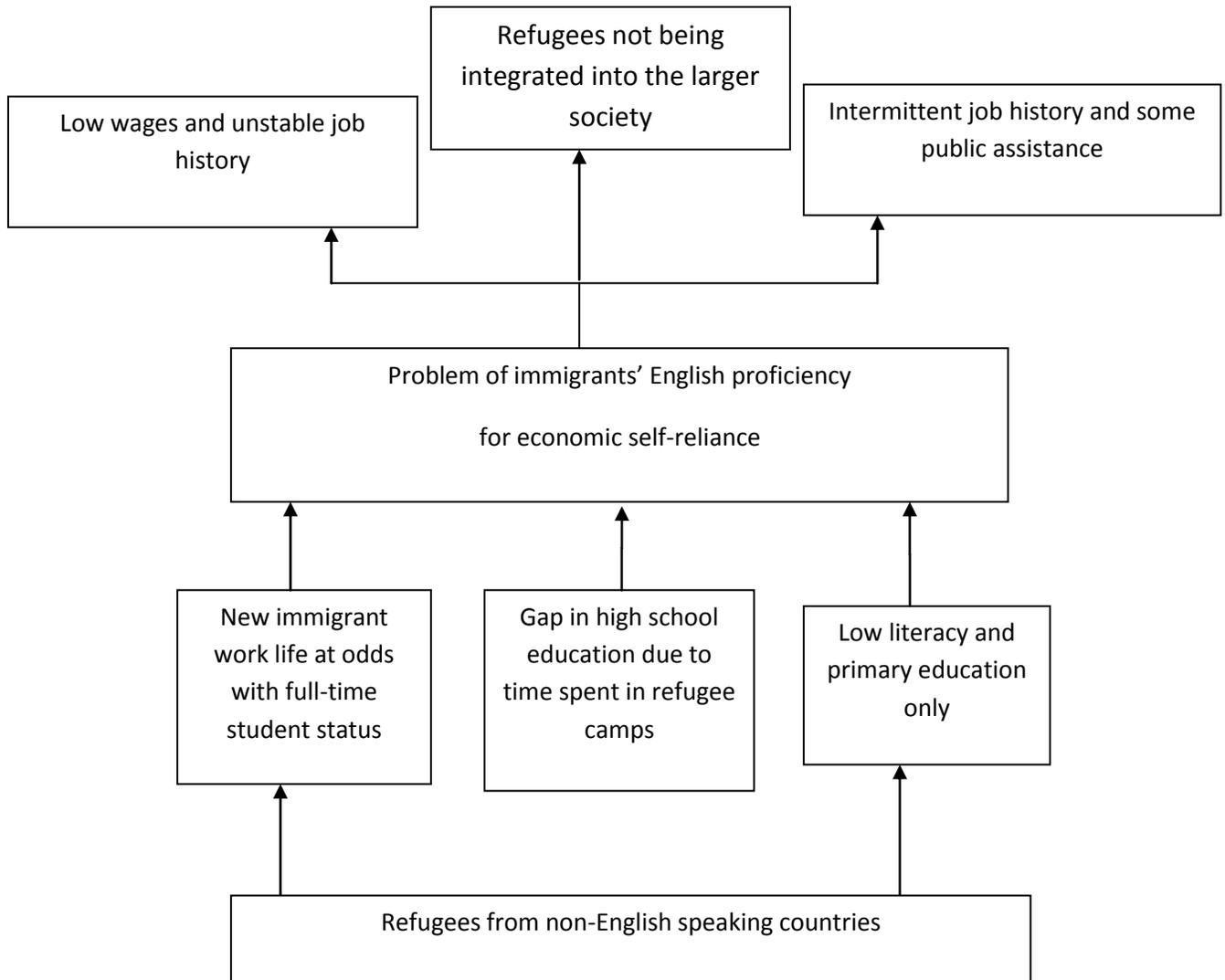
Stakeholder Analysis	
Stakeholders	Activity
<ul style="list-style-type: none"> • Chair of the Board of Directors (or so delegated) 	<ul style="list-style-type: none"> • Raises funds, reports to full Board, supervisor audit officer, and hire personnel
<ul style="list-style-type: none"> • Education Specialist Coordinator 	<ul style="list-style-type: none"> • Manage the program, prepare and submit reports, supervise teacher and volunteers
<ul style="list-style-type: none"> • Teachers and Volunteers 	<ul style="list-style-type: none"> • Perform 400 hours of teaching of English
<ul style="list-style-type: none"> • Students and their families 	<ul style="list-style-type: none"> • Complete 400 hours of English language skills development and actively engage in seeking more suitable employment.

The Project foresees one major issue in stakeholder and community participation—time to invest the level of effort and commitment needed to be successful. We are investigating how we can place this training online so participants can engage from the comfort and safety of their own home. In Maine, weather can undercut any continuously offered program of instruction on a regular basis.

2.3 Problem Tree

The Problem Tree seeks to illustrate the major causes and effects of the problem that immigrants face when they reach out to attain some stable level of economic self reliance. In Table #3, it is shown that 742 immigrants arrived in Portland from 2003 to 2009, but 393 of those adults are working in factories. One hundred and twenty (120) immigrants take between 4 to 6 hours a week studying English at Adult Education and at ICF Church. Therefore, 273 are working without any skills-building assistance in more effective communications.

Chart 1: The Problem Tree



2.3 Project Goals in CED Terms

Community Economic Development represents a way of approaching the improvement in the lives of many people by focusing on the accomplishments of a subset of participants who are inter-related and socially influential in multiple ways with the larger Target Community. It is these influential participants that bring about the desired change both directly for themselves and indirectly for the larger group through their ability to extend and lift the benefits of their experience to the whole population.

This project, called “English Proficiency for Economic Self-reliance for Immigrants in Portland,” expects the 80 participants from the Great Lakes Region of Africa to achieve a high level of English comprehension in a fairly short timeframe. The ramifications of 80 adults speaking excellent English in the workplace in the short term means they communicate better, in the intermediate term means they can embrace change better for the opportunities it brings, and in the long term can lay a firm foundation for accomplishments for their own children and relatives.

In Portland, the Target city, there is an influx of new immigrants from all across the world including those from the Great Lakes Region of Africa. Uniformly, it appears, these individuals lack English language comprehension, reading and advanced writing skills. Even if skilled and schooled in their home countries, these otherwise professionals find themselves in low wage positions. They live below the poverty line for years and, like all low income marginalized people, they lack adequate access to legal services and never fully integrate into the larger society. “These problems are linked; the lack of one resource or opportunity caused the effect of another, says Halpern. (Halpern, 1995). He goes on to state, “The argument in part is that if the problem in one domain strongly affects possibilities in another, then mutual influences should also be able to be used in a positive way.” Therefore, this project connects the immigrant community, the City refugee assistance program and stakeholders together in a mutual collaboration. This mutual collaboration allows all the parties involved to work together for a successful

outcome. This opportunity for lasting and positive change bringing long term employment success is based on its sustainability as a value-based CED project.

3. REVIEW OF THE LITERATURE

There is an increasing pool of relevant research about the importance of host language acquisition and appropriate usage in the workplace to on the job success. This literature has directly influenced the underpinnings of the proposed Project. The literature suggests that immigrants to the United States have always faced the issue of learning English as quickly as possible in order to begin to integrate into society and more importantly, into the workforce. The more quickly immigrants learn the language, the easier it is to understand their new environment and avail of opportunities present in the labor market and in their wider societal context. This paper, while acknowledging that integration or assimilation into a new host country involves many aspects of socio-cultural life as well as the personal characteristics and human capabilities of the newcomers themselves (Block 2008, 21), focuses mainly on academic literature that has examined English language proficiency as a pre-condition for job market entry and advancement.

Current assimilation literature is based on research regarding significant populations of immigrants in large urban areas. The literature related to the US focuses on historic patterns of immigration from Europe, the former Soviet Union, Central and South America and the Caribbean basin, and to a lesser extent, China, Cambodia and Vietnam. Yet, the Migration Policy Institute (MPI 2010, website) data shows that, increasingly, immigrants into the United States are coming from Africa and other parts of Asia rather than Europe and Central/South America/Caribbean, origins that have little if any English language foundations.

In the case of Maine, immigrants traditionally have come overwhelmingly from Canada and Europe, including Russia. Now, newcomers increasingly come from nations or regions of the world that have had no prior relationship with such intense Western culture as represented in the United States. Research also shows that refugees are increasingly being resettled into smaller cities and more rural settings. In Maine, the overwhelming majority of African and Asian settlers are in the Greater Portland area and the Twin Cities of Lewiston and Auburn (Catholic Charities Maine, 2010). There is relatively little research data available on the

economic adaptation experience of African immigrants, other than Somalis, in rural areas such as Maine.

Integrating immigrants into the local community is hard because of a lack of English language skills. Upon arrival, they are not able to use their assets in the labor market to their best advantage. Immigrants in Portland are divided into different groups according to their origins. There are refugees who fled their countries for the refugee camps seeking security. There are others who came by visa to the US seeking asylum and there are those who came to Maine from other states to join their family members (Pat Nyhan & Reza Jalali, 2009, p. 149).

The City of Portland helps all low-income families including those immigrants who came from the Great Lakes Region with food, rent for their apartment, and health care insurance as a transitional phase before their integration into the labor market. The City encourages immigrants to search for jobs so that they may pay for their own living arrangements. As a counterpart obligation, the people who receive these benefits must participate in a program called "Work Fair". The program consists of having people work in different departments owned by the City of Portland such as The Barron Center, Homeless Shelters. These programs are not meant for people to remain on long. There are time and income limits. Immigrants have little time to organize and prepare themselves for the Maine labor market. City authorities encourage new Mainers to seek full-time employment in order to be able to take care of themselves and their families, but also to move them off City services as quickly as possible to make way for newer arrivals. The City of Portland's Refugee Services Program helps immigrants find jobs in local companies such as Aramark, a food services company, Barber Foods, a chicken processing factory, Granite Bay Care, a human service agency, and Maine Medical Center. However, these immigrants are not competitive in the wider labor market because they do not proficiently communicate in English. Thus, they get and stay in low-paying positions that cannot help them meet their families' needs.

The study of the labor market in Portland from 1996 to 2000 conducted about refugees shows that immigrants with English education were immediately accepted into the labor market after their resettlement (Vaishali Mamgain & Karen Collins, 2003).

Employment is a major part of the refugee and immigrant integration strategy. Employment requires language competency, some level of education, and acceptance of the reality and necessity of “starting over.” Nonetheless, an effective integration strategy is one that recognizes that host societies have a dynamic relationship with immigrants and that their job is one of enabling and supporting immigrants to use their resources and capabilities to contribute to community life “as early and as fully as possible” (Papademetriou 2003, 2).

One way of contributing to employment success is to ensure host country language success. Koopermans has underscored the role of strong government incentives to promote immigrant adaptation because it leads to positive integration outcomes. In this sense, a positive integration outcome is one where there is high labor market participation, high levels of cross-cultural integration and a low representation among convicted criminals (Koopermans 2010, 26). The key incentive was the requirement for acquisition of the host country language followed by restrictive state welfare benefits. Strong incentives to assimilate coupled with low state benefits resulted in the highest rates of labor market participation and integration with the dominant host culture.

Even while states and local communities require English proficiency of immigrants, it is important to note that there are different levels of literacy. Low level literacy does not mean that there is lack of literacy skills. Unfortunately, in the United States, there is a perception that illiteracy is associated with ignorance and inability, even dependency, which can impede the integration of immigrants into society. In the US illiteracy is seen as obstructing successful adaptation to daily life, and in such a context, it is hardly surprising to find low literate immigrant adults having a difficult time finding and keeping a job (Walter 1998, 123). English language proficiency is not just about getting, keeping and advancing at the workplace. Language barriers are the greatest challenges imposed upon trans-national immigrants in the 21st century. “Unmet language instruction needs is one of the key factors of social exclusion, barriers to employment, education and training, and inequity in access to services,” according to Peter Aspinall who writes about language barriers and lack of equity in access to medical care (Aspinall 2005, 363).

The opposite situation, however, does not necessarily bring employment or job advancement. English language proficiency alone does not guarantee economic adaptation. There are a series of demographic characteristics that have the greatest influence on economic adaptation including gender, disability, education and household composition. Government integration intervention policies can make a difference in one area alone: education. Education is found to be the greatest predictor among all the researched variables of economic adaptation. Therefore, one of the biggest impacts on refugee economic adaptation that local governments can make is by focusing group or individual interventions on educational improvements (Potocky-Tripodi 2003, 63). As Potocky-Tripodi explains, “English reading ability is correlated with English speaking ability, and the multivariate results indicate that English speaking ability is the stronger predictor of employment status.” But, the question must be posed, how much schooling is enough? Is there a problem with too much schooling? Fang and Wald have found that compared with Canadian-born workers, recent immigrants are found to have a relatively high incidence of over-education and to earn relatively low returns for their surplus schooling. These are shown to be major contributors to the earnings gap between recent immigrants and workers born in Canada (Fang, Wald 2008, 457).

Where the education is received, however, is another great stumbling block to early immigrant economic adaptation. The immigrant population from the Great Lakes Region of Africa is more highly educated on average than recent refugees in general or Africans in general. They bring considerable skills with them. Many have college and master’s degrees, law degrees, are medical doctors, etc. However, perhaps because of racial discrimination, Ephram Andemariam suggests, African immigrants are perceived by Americans to be uneducated and illiterate. As he asserts, for Africans, it is not a matter of their skills or their education that they cannot find suitable employment. As primary informants in the ICF October, 2009 report also indicated, American companies and government do not recognize educational credentials attained by immigrants. The result is lower self esteem and less confidence. As a consequence, they are placed behind native born in their field of specialization both in terms of recognition and credentialing, income and professional advancement (Andemariam 2007, 111).

It is little wonder that highly skilled African immigrants are insulted because their credentials are not formally or informally recognized, their language competencies are interpreted for intelligence or lack thereof, they are underutilized in the labor market (Morris 2005, 12), and there are the ever present considerations of racial prejudice.

Bayar states that the level of integration is directly predicated upon the “ethnic distance” between host country and immigrants. He uses this ethnic phenomenon to explain why immigrant groups who come from non-Western traditions have a hard time acculturating. He defines ethnic distance as the “degree to which two ethnic identities have been solidified as opposed to each other by their dyadic violent conflicts and religious and/or nationalistic education” (Bayer 2009, 1639). The Africans from the Great Lakes Region have absolutely no oppositional feelings about the USA; however, to the extent that Africans are mistaken for African-Americans, there may be enduring stigma and diminishing opportunities (Fernandez-Kelly, Schauffler 1994, 662).

There appears to be is a relationship between highly educated immigrants and faster assimilation as Rosenthal and Auerbach found in researching the assimilation of Israeli immigrants into the USA. By testing variables and their influence over the rate of assimilation, it was found that “the higher the educational attainment of a respondent, the higher the mean cultural assimilation. Israeli immigrants with a higher degree of socioeconomic status reported a higher degree of fluency in the English language, ability to read printed material and exposure to US cultural than those who had a lower socioeconomic status. Those with higher level English language fluency are also more apt to have stable employment (Rosenthal and Auerbach 1992, 982).

By examining data from the 1980 and 1990 US Census, Carliner found that English language fluency among new immigrants had begun to decline by 0.3 percentage points per year starting in the fifties due to the change in the countries of origin from Europe to Latin America and Asia. However, years living in the USA and years of additional education raised the fluency levels each year. Carliner notes that the large difference in English language skills by immigrants is based on their countries of origin. What is noteworthy is that he has associated English language skills more with “geographic

distance from the US than with the source country's per capita income or linguistic distance from English" (Carliner 2000, 158). Data from the 2000 Census has not been analyzed and reported out on this investigation. Most Africans began coming to the USA and to Maine in the early 2000's. The 2010 Census will be reviewed and analyzed intensely. When language fluency is further analyzed, from the perspective of accent, comprehension, and writing ability, it is found that the most important identifier is spoken-English (Dewing and Munro 2009, 181). This is the key finding for purposes of this paper. The research shows that spoken English without accent and with the ability of both the speaker and the listener to comprehend fully is preferred by workplace colleagues, regardless of education level of the speaker.

Scientists differ on one important aspect of immigrant assimilation and integration into the labor force that impacts this discussion, and that is the nature of the single barrier or the series of personal barriers that confront immigrants. Morrice asserts that "Refugees face a range of practical barriers which are specific to their situation." She reports on a project at the University of Sussex (UK) where refugees explored their own perceptions of the barriers and challenges that they face in the labor market and elsewhere. As a result of this inquiry, a specialized course was designed and provided and it was successful by her account (Morrice 2005, 12). On the other hand, Potocki-Tripodi using Census data finds that the data supports only one variable – "demographic characteristics" as the factor that explains the differences refugees experience as they adapt to labor force requirements. Her analysis informs government and nonprofit efforts by targeting those characteristics related to gender, disability, education and household composition. She goes on to suggest that only one of these characteristics is amenable to intervention (targeted change) and that is education (Potocki-Tripodi 2003, 63).

In summary, the research indicates clearly that English-language competency and fluency is the underlying requirement for entry into the job market. One factor plays a key role as a practical matter in the success of immigrants in general in finding "suitable" employment and that is education. Whether re-credentialing is the purpose of the further

education or learning a new field, immigrants who take the challenge will reap the rewards.

4. PROJECT DESIGN/LOGIC MODEL

Intervention means targeted change. Targeted change is successful when well planned and executed. A realistic and achievable project is designed on the basis of a logic model that sets out the framework for action in a way that is meaningful to multiple users such as planners, managers and evaluators. For planners, the model offers a clear framework for planning personnel and other resources for carrying out the identified project in a pre-set timeframe with set expectations for specific outcomes. For managers, the logic model affords them an integrated picture of roles, tasks, and responsibilities to achieve outcomes over time. For evaluators, the model provides a way to assess measured performance indicators.

The Logic Model that follows illustrates clearly how the project will use “Inputs”—teachers, consultants, volunteers and existing learning institutions, and churches—to design, assess and provide English language instruction according to the particular needs of the 80 participants. The “Output” is a group of graduates who have completed their English language training and have made strides toward improving their job prospects. The “Outcomes” in the short term are 80 immigrants who have significantly increased their capabilities in English communications and upgraded their knowledge and skill of speaking and writing the language; in the intermediate term we see the 80 participants being able to communicate in English with little to no difficulty and working in appropriate and remunerative employment; and in the long term we see more than 50 immigrant families living in greater economic security because one or more parents has improved his or her job situation.

Chart 2: The Logic Model

Long term outcome	80 immigrants are fully integrated into the larger society and participate into community organizations
Intermediate outcome	<ul style="list-style-type: none"> • 80 immigrants are fully responsible for • themselves • 80 immigrants are working in a suitable and remunerative position
Short term outcome	<ul style="list-style-type: none"> • 80 immigrants write advanced English composition and communication • 80 immigrants comprehend and speak English
Outputs	<ul style="list-style-type: none"> • 80 immigrants completed English training • 400 hours of teaching provided
Activities	<ul style="list-style-type: none"> • Designing English modules • Collecting funds • Classroom and office identified and rented • Training of teachers
Inputs	Funds, computers, personnel, trainers

The logic model illustrates how building up English language skills can help overcome challenges to advancements and achievements in the labor market. Challenges to greater economic security is a direct result of lack of language proficiency and the Project seeks to replicate a series of activities that together propel a Targeted Community forward on the basis of acquired English language competency/excellence. There are two short term outcomes: 1) 80 immigrants write advanced English composition and 2) 80 immigrants comprehend and speak a high level of English. For both outcomes, the project estimates completion by all 80 participants of 400 hours of training through an approved program set up by the Project in collaboration with its chief partners.

5. METHODOLOGY AND IMPLEMENTATION PLAN

5.1 Participants and Beneficiaries

The direct beneficiaries of the project are the 80 immigrants accepted into and graduating from the program as well as the companies that hire them. Indirect beneficiaries are the partners and collaborators, employees, and contractors in the program. Other beneficiaries are the families and the other community members who will be influenced to learn English better and improve their employment situation. In addition to the program participants and staff, the key participant in the program is a non-profit organization called Living With Peace (LWP). Living With Peace has been in existence for more than four years and has a Board of nine, two Rwandese, two Congolese, one Burundian, two Sudanese, and one Somali in addition to the American President. Board members have served in positions of distinction, some even today in Kampala and in Juba, for instance, helping their countries rebuild. LWP exists on donations and grants. It has received a \$4,000 grant from the People of Color Fund of Maine Community Foundation to create an International Learning Center where children learn their own languages while parents learn comprehensive English.

5.2 Community Role

The Project will establish an advisory board comprised of Living With Peace, ICF Church, area NGO's and neighborhood associations, students, an auditor, and at least one private donor and college or university. Project staff includes a Project Manager who will be in charge of everyday activities and will manage the activities of the education specialist, the Treasurer and the bi-lingual teachers. The teaching program itself will be designed and directed separately by a Teaching Programs Coordinator (staff). The Project beneficiaries are primarily the 80 students with English language proficiency and secondarily, the businesses that ultimately will utilize their assets to the fullest degree and pay them accordingly. Other stakeholders include the City of Portland, the Adult

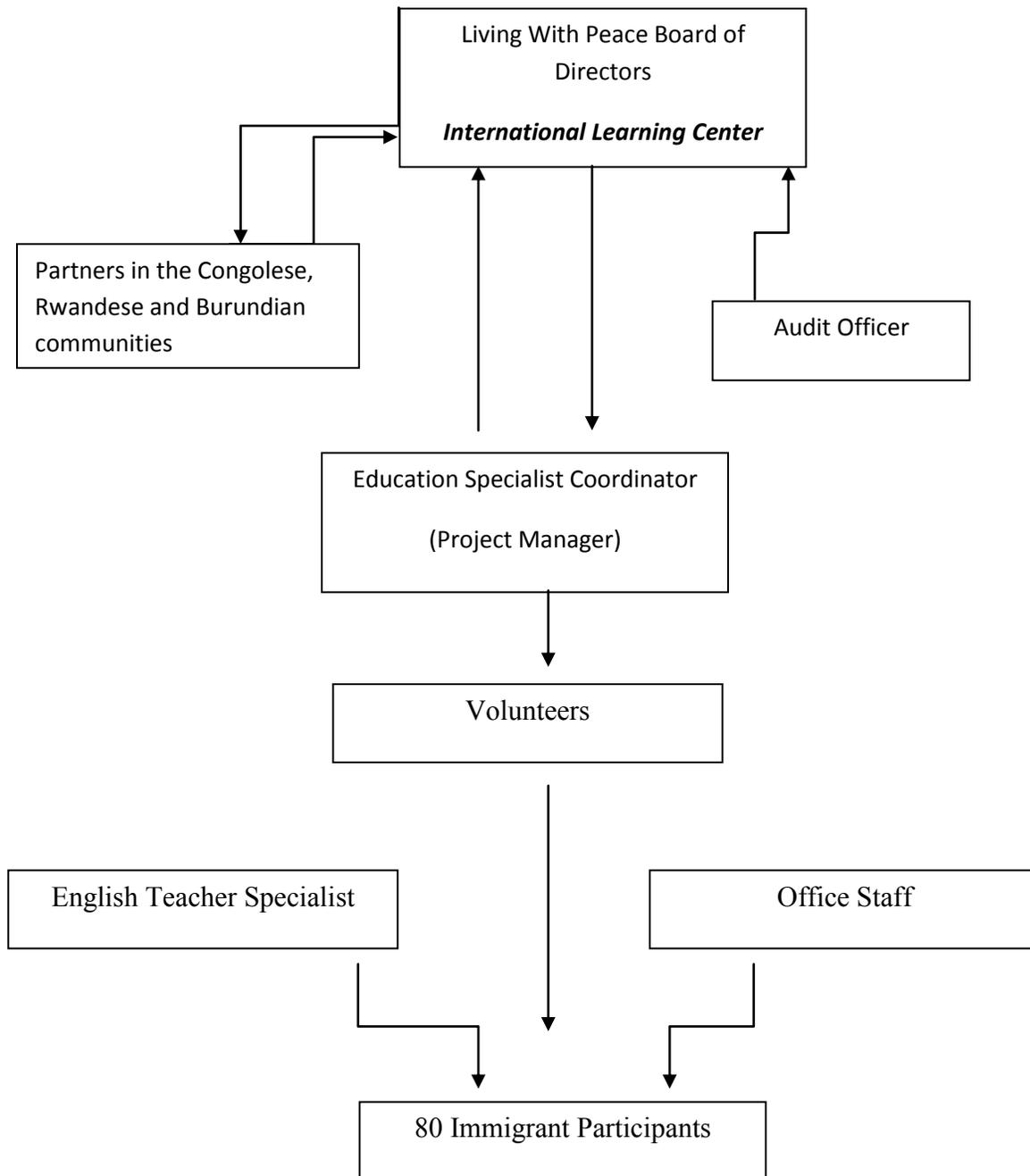
Education Center, neighborhood leaders, and members of the business and civic community. The timeframe for action is October 2010 through October 2011.

The methodology the project will utilize is based on clear guidelines for completing the program, as well as criteria for acceptance into the program, progress reports, feedback forms, exams, quizzes, and exit interviews or surveys. Participants must be high school age or older. They must commit to a program and to its completion in writing. Participants must show completion of Adult Education coursework to enter the program or must be able to show proof of at least one year of college or university back home before arriving in the US.

5.3 Host Organization

How an effort is organized to respond to its sense of purpose—its driving force—can determine whether it is successful or not in getting people to change, either their behavior, or their thinking or both. Nobody wants change, especially immigrants in a new world where everything is change and represents change. Young people are more attuned to change. They respond more directly to the sense of urgency, the sense of direction. The organization is filled with people who are honest, who insist on a drive for success, treating people as deserving to know that facts, treating them as equals, communicating. Fifty percent of the time could be talking about why it should happen, not what should happen. In Africa, the term “putting our heads together” is often literal as we sit side by side solving problems and discussing solutions. In the African communities, getting whole families to embrace the need to speak and understand English is really critical to their success in the economy and in society.

Chart 3: Organizational Structure



5.4. Project Staffing

a) The Board of Director: The Board Chairman is the head of the Board. The Board will be in charge of:

- Elaborating and managing project policies;
- Making a midterm project review;
- Approving the annual budget and an annual report of the project;
- Hiring project staff;
- Fundraising for the project, and seeking stakeholder support.

b) Audit Officer will be: An independent person used by the Board of Director to review and check on operations. He/she will provide advice to the board of directors and the education specialist coordinator on the budget execution and the manner in which to provide a well oriented education program.

c) Education Specialist Coordinator will: Be the everyday manager of the project:

- He/she reports to the Chair of the Board of Directors;
- He/she must follow the Board-approved audit officer advice;
- Make the graduation Certificates for those who finish the training.

d) Teacher specialist will:

- Teach adult students and ensure they are on time;
- Give homework and grade it;
- Give a quiz at the end of every chapter and a final exam.

e) Volunteers will: Work as directed by the Education Specialist Coordinator and under the supervision of the teacher.

f) Office staff: They will work under the Direction of the Education Specialist Coordinator.

5.5 Project Implementation

The Implementation Plan is comprised of seven major program activities, such as creating and designing the English learning modules and assessing equipment and capital needs for the project. These are two of the first activities. The final activity will be the completion of training of participants, with recorded grades of quizzes, final exam and certificates of graduation. We will expect the 80 participants to pay \$2 per week for the time they are in the program. We will present the budget and the schedule of specific activities and expected outputs in the next sections. These participants are expected to graduate. They have years of experience of being students. The goal of project implementation is the “ability to express oneself properly in writing and oral presentation.”

Chart 4: Gantt chart

This type of illustration helps visualize what needs to happen during which month in order for the outcomes to be reached when expected. A Gantt Chart is also helpful in both the monitoring process and the evaluation process to see if performance goals were met or not.

Activities	Oct '10	Nov	Dec	Jan '11	Feb	Mar	Apr	May	Jun	Jul	Aug
Stakeholders meet	Red	Red									
Board director chosen			Red								
Classroom and office equipped				Red							
Personnel hired; Volunteers chosen			Red	Red							
English teachers trained					Red						
English classes provided						Red	Red	Red	Red	Red	Red
Certificate provided											Red
Monitoring & evaluation of results			Red	Red	Red	Red	Red	Red	Red	Red	Red
Auditor's Report			Green		Green		Green		Green		Green
Board Report		Yellow			Yellow			Yellow			Yellow

5.6 Budget Plan

The implementation of English Proficiency for Economic Self-reliance for immigrants in Portland-Maine project activities requires inputs and resources that amount to \$ 52,000.00. The budget is detailed on the following page:

Table 5: Budget Plan

Item	Amount in \$	Percentage
Source of fund		
School fees	3,800.00	7%
ICF church	5,200.00	10%
First Baptist Church	7,000.00	13%
Living With Peace	1,000.00	2%
Maine Initiatives Fund (apply)	25,000.00	48%
The Betterment Foundation (apply)	10,000.00	19%
Total	52,000.00	100%
Direct costs		
Personnel wages	37,000.00	71%
Supplies	10,000.00	19%
Total Direct Costs	47,000.00	90%
Indirect Costs	5,000.00	10%
TOTAL COSTS	52,000.00	100%

The project budget totals \$ 52,000.00. The budget plan is a general plan, an estimated accounting for funds in major categories. The budget may be generally on target or it may change as the Implementation Plan proceeds, and when Monitoring commences.

6. MONITORING

6.1. Monitoring Indicators

The monitoring system is designed to support continuous program improvement, and it will be used by different offices involved in project implementation to make sure that the project will achieve the outputs expected by the beneficiaries. The project will use an independent auditor on a volunteer basis to keep track of progress including financial accountability, the education process and management efficiencies. The evaluation process examines the outcomes expected by the beneficiaries.

Table 6: Monitoring Indicators

The monitoring plan consists of very specific activities undertaken by the volunteers, teachers, or education specialist coordinator at the same time every day (attendance), week (quiz), month (grade posting), and graduation (certificate). The methods of collection change over time to ensure new, raw data is collected. These activities are a way to substantiate completion of the 400 hours at a satisfactory level.

Two important parts of the monitoring plan is the student progress reports prepared by the teachers and the student reports that participants keep (in English).

Table 6: Monitoring Indicators

Outputs	Indicators	Data source	Collection method	Frequency	Who
English module completed	100% of English modules provided were taught	Board director	Monthly board director visiting report	monthly	Education specialist coordinator
80 immigrants	100% of immigrants	Education specialist	Participants Exam record	The last month	Education specialist

completed English training	will pass final exam	coordinator office report			coordinator
400 hours of teaching provided	100% of hours scheduled have been taught	Monthly report of teaching progress by the coordinator	Education specialist coordinator supervision visit.	Weekly	Teachers

6.2. Methods, Tools and Forms

In addition to regular self-assessment tests, teachers and volunteers maintain a checklist of necessary or approved activities and actions during the day. Teachers review participant progress through the use of feedback forms, surveys, and interviews as well as the quizzes and tests.

6.3 Teams and Tasks

The teams include volunteers, teachers and the Director of the Learning Center. There will be continuous and effective communication among the players as the teams work with the students on a regular and intensive basis. Their tasks are divided up according to their schedule, their students, and the needs of the Learning Center.

6.4 Monitoring Schedule

The monitoring schedule begins in May of 2011 and ends in December of 2011. These months are spent reviewing the documentation and stated policies of the organization.

7. EVALUATION

Evaluation is a separate identifiable program activity using a separate data collection method than that used in the budget process. Evaluators use their own methodology to review and analyze how successfully the outcomes were reached and where particular strengths and weaknesses can be mobilized to improve future outcomes.

7.1. Evaluation Indicators

The Project has identified a range of indicators to assess and evaluate the effectiveness of the program in reaching its projected outcomes. The data that informs the assessment process comes from an audit of the records of the students, the teachers and the program administrators. The data also comes from qualitative and quantitative research described below.

7.2. Data Gathering Methods, Tools, and Forms

The primary baseline data on the underlying causes of the problems to be solved was collected in 2009 through the auspices of ICF Church under the leadership of Pastor Mutima Peter. Subsequent data gathering will commence upon receipt of applications for the class of 80 students, for the teacher specialist position (s) and the volunteer pool. All service providers will submit reports and may be interviewed about their participation, expectations, and realization of outcomes. Staff will provide students and teachers with the opportunity to submit self evaluation reports through online and paper forms on a regular basis. In this way, students who fall behind or fear falling behind have a mechanism to restore their pathway to completion of the program.

7.3 Data Analysis

Project staff is responsible for maintaining all forms and attendance records, surveys, student enrollment information; volunteer applications and activity reports, as well as monthly reports to the Board of Directors, advisory board, stakeholders, and beneficiaries.

The Audit Officer is responsible for directing the analysis of raw data and presentation of findings to the advisory board and to the board of directors.

7.4 Evaluation Team and Tasks

Project staff is responsible for maintaining records submitted by service providers. On a weekly and monthly basis project staff submits collated data to the Project Manager and the Audit Officer. The Evaluation Team is made up of the Project Manager, the Audit Officer, representatives of the Advisory Board and representatives of the Board of Directors. Their tasks are to collect independent raw data, evaluate it, analyze it, and compile useful reports on budget and outcome indicators.

Table 7: Evaluation Outcomes

Outcomes	Indicators	Data Source	Collection method	Who
80 immigrants write advanced English composition and communication	100% of students will pass weekly quiz evaluation	Monthly exam report	Writing exam	Teachers
80 immigrants comprehend and speak English	100% of students will prepare a resume book and present it in class	Education specialist coordinator report	Monthly presentation	Teachers

7.5. Evaluation Schedule

The evaluation begins six months into the program and continues until one year after the conclusion of the program. A final report will be submitted to the Board of Directors by the Evaluation Team.

8. SUSTAINABILITY PLAN

Sustainability of project activities and resources

The ultimate goal of The International Learning Center is to accept, teach, and graduate adult students from the three countries Burundi, Congo and Rwanda, the people of the Great Lakes Region of central Africa for the sole purpose of improving their ability to find and interview for a suitable job as well as speak, write and present in English in order to earn their valued employee status. Because this project involves a number of community and institutional stakeholders, including local employers, government and non-governmental organizations, a great deal of time and effort was spent engaging these players on a personal level and at large intercultural events. Portland, Maine is a small city of 65,000 people where personal attention still brings results. This personalized attention over the past year has led to a firm, but fledgling coalition of partners:

- Living With Peace, 501c3 NGO dedicated to immigrant integration and owner of the lease and the learning methodology related to the International Learning Center;
- The Rwandese Women's Association of Maine;
- The Rwandese Association of Maine;
- The Burundian Community of Maine;
- Congo-Kinshasa Community of Maine;
- Makera Meng, Cambodian refugee, owner of MittPheap market and current master leaseholder of the space and Chair of the ILC Advisory Board;
- International Christian Fellowship Church (ICF) led by Pastor Mutima Peter from Congo;
- The Munjoy Hill Neighborhood Organization, a 32 year old group and publisher of the Observer newspaper that has a column every issue from Living With Peace about a different aspect of being an immigrant in Maine, has added a goal about immigrant support to its strategic plan. The MHNO covers the area in which the property is located;

- The East Bayside Neighborhood Association, begins across the street from the property (see map Appendix C), and has a large population of immigrants living there;
- The City Council of Portland, Maine, and the City's Refugee and Immigrant Services has been welcoming and generally supportive of immigrant integration in the city. Portland will be holding its first election for Mayor in 80 years this Fall and the immigrant citizen vote is very important;
- The five major educational institutions are or will be partners in this endeavor— University of Southern Maine, Southern Maine Community College, University of New England, the Portland Public School Department, and Adult Education; and
- Local employers who really need skilled workers who can speak perfect English. We have met with and identified more than a dozen local business owners who would like to help serve as mentors, coaches, or volunteers to help this project succeed.

The partnership documents have been written and are now being reviewed by the parties. The partnership agreements reflect the commitment by all the parties to use their resources and their influences to make this successful and sustainable.

The purpose of this project is to show how assimilation for immigrants into the social, economic and civic life of their communities is dependent on comprehensive and thorough fluency in English. It was established that the communities from the Great Lakes Region of Africa are well-positioned to take advantage of suitable employment opportunities if they have a) fluency in English, b) support from stakeholders, and c) proper education.

Based on immigrant studies made through different interviews and discussions, it was found that English fluency was the first challenge met by newly arriving immigrants trying to integrate into the local community. In order to deal with the challenge and

provide a solution, the project design provides for English language proficiency to improve their chances for further education and for more suitable jobs.

In summary, the goal of the project is to mainstream 80 immigrants through intensive language study and practice. The long term outcome will be 80 immigrants who are actively involved in their neighborhoods, in their communities, in the life of their children and in the local schools and churches. These immigrants will be fully capable of entering and staying in any job that requires English language comprehension and expression for sustained job performance.

The results of this project will form the basis for educational interventions for other immigrant communities extending the reach and the potential for change throughout the African Diaspora Communities. As the model is proven to work, we will be in a position to reach out for more significant funding from wider sources. In this way, we will transmit the power of the English language to as many immigrant groups as possible. In this way, all of the stakeholders become beneficiaries. Finally, we have reached out to find public and private sources of money to underwrite our work. Living With Peace received a \$4,000 grant to establish the International Learning Center of Munjoy Hill (franchising opportunities here) and the LWP President has found 1200 square feet of space at an affordable price in the neighborhood.

Sustainability of benefits

Part of the broader vision of The International Learning Center is to bring the English language not only into the workplace but also into the home where parents and children converse regularly in English and understand each other in English. The long term value of English language immersion for this population of residents is critical to their acceptance into society and to our future economic growth. The long term benefit to society is great—taxpayers, homeowners, college graduates, stable yet goal-oriented employees. The long term benefit to the residents is also great—legal citizens, raising strong faith-based families, able to pay the bills, and stable yet growing employers.

Because the universe of potential students is large, over 1,000 people, the benefit of this project would be sustained indefinitely. And, as the economy recovers, more employers will be interested in partnering in this project.

9. RESULTS

The following section outlines the results of creating an International Learning Center that specializes in English language mastery. As previously presented in section 4 the Project Design and Logic Model, the long term outcome of utilizing the International Learning Center English Language Immersion Program was to increase the earning potential of immigrants to Maine from the Great Lakes Region of Africa. The International Learning Center developed and implemented many activities and outputs that led to the completion of the short-term outcomes as discussed below.

Short term Outcome 1

- 80 Immigrants write advanced English composition in multiple formats through the methodology presented through the classes at the International Learning Center.

Short term Outcome 2

- 80 Immigrants comprehend, speak and present in advanced English.

Output for Short term Outcome 1: 80 immigrants participate in becoming ready to participate in the 400 hour program, although as a defined group with a defined curricula, this will happen in the Fall. Some 12 immigrants have been to Living With Peace training throughout the year all of which is performed in English. Some 200 immigrants have been at assemblies, dialogues and meetings to discuss the way forward. We have evidence of readiness for approximately 60 immigrants (see Appendix D for a list of these participants).

Output for Short term Outcome 2: 100 parents, students, volunteers and teachers participate in early meetings about the International Learning Center and discuss the need. This is ongoing and will become more defined as the lease is negotiated for the space and the entrance requirements are posted on the website and the facebook page for

people to begin signing up. At this time, the fundraising appeal will be in full force and participants will begin attending classes and paying \$2 per class.

Achievements:

In January of 2010, Living With Peace began a year-long series of trainings to peoples from the Great Lakes region of Africa. All training classes are in English. Participants know they need to both comprehend and speak in English when they attend. They know they have to express themselves in English and then be able to analyze what others have said. LWP completed six months of nutrition training to Sudanese youth aged 4 to 19 as part of their native language training. On July 31, 2010, LWP hosted a celebration of everything learned at the Root Cellar and gave out certificates of completion to more than 50 people. It was on this date that we began to collect names of people who are interested in English language immersion. From September to December, LWP continued to tutor graduate students, job seekers, applicants to college, and potential entrepreneurs in all aspects of completing their documents, theses, papers, exams, applications, and other forms. On February 19th, Living With Peace hosted an all-day Dialogue on Immigrant Youth, a chance for parents and young people to talk about problems and solutions.

These events and the tutoring and training were opportunities to observe over and over again the need for a central location for all of these activities. The evaluation of these activities in early 2010 led to the application for the grant award from the Maine Community Foundation. At the same time, Apollo Karara had undertaken two days of needs assessments at the ICF Church, located about four blocks from the primary training and tutoring site at 92 Congress Street, Munjoy Hill.

Referrals from the Neighborhood Associations have led to the development of new collaborations and new partnerships being created between volunteers and immigrant participants. As a result of these events, the neighborhood is reviving a Youth to Work project and a Peer Guide project between schools in the suburbs (Scarborough) and schools in the inner city. The Superintendent of Schools, James Morse, met with neighborhood leaders to explain how important an international reading center would be

to the children in the East End Elementary School. Since then, the budget situation has markedly diminished and the need is greater than ever as more than 30% of the public school student body is immigrant. At this time, the prospects for use of the International Learning Center are good from a number of directions, but because there are so many groups in need of space, the challenge is focusing on meeting the first and most important need of English Language Immersion and Mastery for adult employees.

Challenges: Starting up your own school or learning center for adults is very hard because of scheduling problems. These very adults already have families and active spouses and children. They are in school themselves and find it difficult to attend planning meetings. Finally, when an event is all arranged for them, maybe or maybe not people will show up. This puts the projected income from student attendance in some question. Money is an ongoing challenge and one that needs major attention. Because funding is being cut in every aspect of social and education resources, the immigrants are trying first just to feed their families and pay the rent.

Lessons Learned: organizing the people, the volunteers, the space negotiations, the curriculum, the schedule, and the transportation is too much for one organization. We learned that we cannot push service providers and participants to achieve and that achievement is individually defined. Achievement requires individual attention. And if the mothers are targeted, child care needs to be arranged. If children are involved, car seats have to be provided in the means of transportation.

10. CONCLUSION and RECOMMENDATIONS

Prospects of Attaining Intermediate and Long-Term Outcomes: Despite the timing setbacks encountered in finding the right space at the right price, collaborators believe the International Learning Center can be successful in many different areas especially if other partnerships form. One area suggested is adult artistic performances; another area suggested is adult cooking school; a third is adult exercise classes. Whatever other uses the space may ultimately take it will be appropriate for the training of the 80 participants and the interactions with potential employers, learning how to take online exams and make online applications. The reality is that these long term outcomes will require the commitment of a lot of people and full time staff. Staff believes that while this project was clearly more labor intensive and more complicated than expected to implement, given the necessary resources and clear direction from the board of directors of Living With Peace and the Advisory Board of the International Learning Center, the partnership collaborations will pave the way for attaining the intermediate and long-term outcomes.

Sustainability and Replication: International Learning Center directors believe this project has a strong chance of sustainability and replication for other populations of immigrants and other age groups and other disciplines. They have begun to work toward this goal by reaching out to the partners to begin to meet more regularly and to plan more decisively. The directors have also reached out to new partners like faculty and staff at various universities and colleges in the area. One particular good connection is Bob Greene, a nationally syndicated newspaperman who ran a class called “Meet Our Diverse Neighbors” at Portland’s Osher Life Long Learning Institute. Through this class, he introduced a large number of retired Americans to younger professional Africans. Mr. Greene is now planning his roster of speakers for the Fall class. Each class provides a forum for American-immigrant understanding and mutual assistance. Ultimately, directors believe they can have relationships with a wide range of educational providers.

Finally, directors and volunteers are encouraged by all of the attention to date with the respect to the space and the curriculum and the idea of their own classes under their

control. Their willingness to explore deeper and more diverse partnerships with employers, local business owners and consultants to immigrants transitioning deeply into the economy provides assurances to the sustainability and replication of the project.

We have spoken with such employers as LL Bean, Bonney Staffing, Martins Point Health Care, Maine Medical Center, and several law firms to work with the participants to improve their prospects in the job market. Finally, because of the success to date and the initial funding from Maine Community Foundation, we have good prospects for additional and significant funding from Maine Initiatives and Bangor Savings Foundation.

Personal Thoughts: If it were not for the recent election of a conservative Governor who has already proposed cancellation of all social services for the first five years of any legal, non-citizens' time in the State of Maine, I would be encouraged at how much progress we have made. Now, however, the Legislature is considering cutbacks to Adult Education and public school ELL/ESL funding. Food stamps and temporary assistance for needy families is slated for removal. This is not hard times. This is harsh, mean times. We need to reframe expectations on a continuing basis. Just when we think we are making progress, the whole landscape shifts and we are starting over again. The fortitude needed to persevere in this project is great. We need to give each other encouragement. Our message needs to be clearer, sharper. We need a marketing communications person to handle outreach.

Recommendations: That parties sign the memoranda of agreement and begin a collective effort to raise money and open the Center. That parties reach out to legislators to stop funding cuts. That parties reach out to community organizations to work together to provide for basic services in the neighborhoods. That the parties tell the story of the situation and their successes in more fora.

APPENDIX A

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Appendix B

Source: www.maine.gov

16 counties, 384 towns, 175
school administrative districts, 1.3
million population



Appendix C

Minutes of the Meeting of the Board of Directors

Living With Peace

September 8, 2010

92 Congress Street Conference Room

7 – 9 pm

Present: Roger Ruganzu, Adelaide Manirakiza, Rodents Biacho, Habon Mohamed and Christina Feller.

Meeting came to order at 7:00 PM.

Chairman of the Board and President of Living With Peace, Christina Feller, opened the meeting and facilitated introductions. All invited Board Members were present and a quorum was set. Sergine Gakwaya and Immaculate Nabawe are in Africa working and cannot attend any Board Meetings and are therefore not included in the required number of Directors needed to set a quorum. Both Sergine and Imma communicate with Christina and they are doing well. Imma is being transferred to West Africa and Sergine is in Juba working for the Peacekeeping Forces.

An Agenda was passed out and everyone had an opportunity to read it and discuss it. All agreed with the order and there were no additions or deletions.

1. Review and approval of Minutes of April Board meeting. All in favor and minutes approved.
2. Review of financial operations. Rodents Biacho serving as Treasurer of LWP stated that Christina had purchased Quick Books and that he had all records for 2010 and that Christina had all records for 2011 and that we needed to sit down and load the program and input the data. There was a wide-ranging discussion about the newly formed International Learning Center that has as part of it an Immigrant Health and Wellness Information Center, and a Cultural Dancing and Judo Studio for the youth.
2. The Mission statement and set of short term expected outputs from the establishment of an International Learning Center that had been approved at the last meeting were revised and extended.

- Mission: To open and operate a successful center for learning where immigrants can learn important subjects to improve their own future and that of their families whether in America or in Africa
- Short term outputs: Graduate a critical mass of adult students from a coordinated program of study that includes at a minimum: conversational English, workplace English, financial literacy, workplace culture, ethics and values, preparing and submitting job applications online, job-related networking, and a personal coaching opportunity to raise confidence levels, advise on appropriate workplace dress, and prep students for networking and interviewing events.
- Lease and Management: The landlord is Makera Meng, owner of the International Market MittPheap, who has expanded her operations to the space next door at 66 Washington Avenue, and has approximately 800 square feet available to sublet to LWP for the Center. In two years, she will vacate her current space and expand into a huge space next door where the electrical supply house is currently, leaving her entire store for the International Learning Center. At that time, we can open an International Retail Store that everyone has to pass through to get to the Learning Center.

3. The Role and Responsibilities of the Internal Learning Center Advisory Board

- The Board agreed unanimously with the establishment of an Advisory Board to the ILC (and not to LWP directly) and discussed criteria for candidacy. It was agreed that we would work on such a set of criteria and then also create a Statement of Purpose for the Advisory Board as well as Criteria for Appointment.
- Members were concerned about the formality and legality of the relationship of the ILC with the Board of LWP, with the Board of Atlantic Global Aid, and with the activities related to judo and cultural dancing. It was agreed that Christina would look into Directors and Officers Liability insurance.

4. The Role and Responsibilities and Appointment of the Executive Director of Living With Peace and also Executive Director of the International Learning Center

- It was unanimously agreed that Christina Feller would immediately step down as President of Living With Peace in order to assume the dual positions of Executive

Director of Living With Peace and Executive Director of the International Learning Center.

5. The Election of the President of Living With Peace

- The Board voted unanimously to elect Roger Ruganzu President of Living With Peace. Roger is currently in possession of the LWP laptop computer and printer. These assets shall remain in his possession until further word from the Board. It was also agreed that this is to be a paid position but at the current time, there is no budget for the position.

6. Volunteer Corps and the VC Coordinator were reviewed.

- Everyone agreed that the Executive Director needed the help of a substantial number of Volunteers and in order to manage them well, a Volunteer Corps Coordinator was created and approved and a set of criteria were drawn up. Names were discussed and it was decided that everyone would submit their ideas for a Volunteer Coordinator to Roger and Rodents within the next month. It was agreed that this is to be a paid position but that at the current time, there is no budget for the position.

4. Furniture, Equipment, and Supplies

- The group discussed the needs and limitations of the proposed space. The Board agreed that they needed to form a committee to advise the LWP Board of Directors and the ILC Advisory Board on their suggestions given current information about proposed activities in the space being: 1) cultural dancing practice and performance, and judo classes; 2) school-type learning and teaching in English Expression (drama and debate especially), Workplace English and English Language Presentation (power point, slide shows, consultant's report, interview situations, etc); 3) Finance and Investment Literacy; and 4) Immigrant Health and Wellness Education through the opening of the Immigrant Health and Wellness Information Center as part of the ILC.

5. Discussion of legal status

- LWP is legal and can take millions of dollars in tax-deductible donations! The Board of Directors has established the ILC Advisory Board, the position of

Executive Director to run the day to day operations of the Board, and the Board agreed that it should establish a segregated bank account to take the funds for the International Learning Center so there is no question of use of funds.

- At this time and for the foreseeable future, the International Learning Center is a wholly-owned subsidiary of Living With Peace—it is not independent in any significant way although it does have its own Advisory Board. At any time, any member of the LWP Board of Directors may resign and apply to be a member of the ILC Advisory Board. No one can occupy both roles simultaneously.

6. Other or New Business or Topics

None

8. Next Meeting scheduled for October 14, 2010. Meeting adjourned at 9:05 pm.

Appendix D

Minutes of the Meeting of Stakeholders

Project for Immigrant Self-Reliance

October 2, 2010

92 Congress Street Conference Room

7 – 9 pm

Present: Project Manager Apollinaire Karara and representatives of International Fellowship Church, Catholic Charities Maine, Living With Peace, Rwandese Association of Maine, Burundi Association of Maine, Congolese-Kinshasa Community of Maine, and Gakondo, the social association for the Banyamulenge

Meeting came to order at 7:02 PM.

Chairman of the Board and President of Living With Peace, Christina Feller, opened the meeting and facilitated introductions. All invited organizations were present.

An Agenda was passed out and everyone had an opportunity to read it and discuss it. The order of certain items was re-arranged.

1. Establishment of Stakeholders Group for the Project for Immigrant Self-Reliance (ISR). LWP proposes formal announcement of establishment of the group. All voted in favor.

2. Mission statement and set of short term expected outputs from the establishment of an International Learning Center:

- Mission: To develop a center for learning where immigrants can learn important subjects to improve their own future and that of their families whether in America or in Africa
- Short term outputs: Graduate a critical mass of adult students from a coordinated program of study that includes at a minimum: conversational English, workplace English, financial literacy, workplace culture, ethics and values, preparing and submitting job applications online, job-related networking, and a personal coaching opportunity to raise confidence levels, advise on appropriate workplace dress, and prep students for networking and interviewing events.

3. Volunteer Corps and Coordinator

- Develop a strong support system through the use of volunteers. Appoint a member of the board of directors to lead the development of a volunteer corps, most probably the president with the aid of the vice president and the chair of the Advisory Board of The International Learning Center.

4. Furniture, Equipment, and Supplies

- The space is approximately (when all permitting requirements are met) 35' x 15'. Judicious in furniture—one of the four courses of activity going on in the space is children's cultural dancing and they need space and also Papy Bongibo and his judo school of kids needs a 10 x 10 space. The other three courses include English Expression, Presentation and Workplace English; Financial Literacy and Competency, and Immigrant Health and Wellness Education.

5. Discussion of legal status

- LWP is legal and can take millions of dollars in tax-deductible donations! We will need to establish a segregated bank account to take the funds for the International Learning Center so there is no question of use of funds.
- At this time and for the foreseeable future, the International Learning Center is a wholly-owned subsidiary of Living With Peace—it is not independent in any significant way.

6. Roles and Responsibilities

- The Stakeholders Group could or could not metamorphose into the International Learning Center Advisory Board (such an advisory board is now being established by the Board of Directors of LWP).
- The ILC will be staffed by an Executive Director and assisted by a large cadre of teachers and volunteers.

7. Other or New Business or Topics

- Forming the stakeholder's group more formally beyond us saying that we exist. Discussion surrounded the visibility at this time of the SG. Decision was made to continue to have a second meeting and take this discussion up at that time.8. Next Meeting scheduled for November 23, 2010. Meeting adjourned at 9:15 pm.

Appendix D

Minutes of the Meeting of the Board of Directors

Living With Peace

October 14, 2010

92 Congress Street Conference Room

7 – 9 pm

Present: Roger Ruganzu, Adelaide Manirakiza, Rodents Biacho, Habon Mohamed and Christina Feller.

Meeting came to order at 7:00 PM.

Executive Director of Living With Peace, Christina Feller, opened the meeting and facilitated introductions. All invited Board Members were present and a quorum was set. Sergine Gakwaya and Immaculate Nabawe are in Africa working and cannot attend any Board Meetings and are therefore not included in the required number of Directors needed to set a quorum.

An Agenda was passed out and everyone had an opportunity to read it and discuss it. All agreed with the order and there were no additions or deletions.

1. Reviewed and approved Minutes of September Board meeting. All in favor and minutes approved.
2. Review of financial operations. Rodents reported that a full financial review of the organization will be ready within the next month. Rodents reported that D&O insurance will cost about \$750 a year. The Board voted to raise the money specifically to pay for this insurance as it is necessary for the security and stability of the organization's board.
2. Classes: Coordinators or Program Managers have been identified for each course area. They are as follows: 1) conversational English, workplace English: Apollinaire Karara; 2) financial literacy: Franck Ngarambe; 3) workplace culture, ethics and values: Christina Feller; 4) preparing and submitting job applications online, job-related networking: open; and, 5) a personal coaching opportunity to raise confidence levels, advise on appropriate

workplace dress, and prep students for networking and interviewing events: open. Requests were made to find appropriate class coordinators for the open slots.

3. Lease and Management: The landlord is Makera Meng, owner of the International Market MittPheap, who has expanded her operations to the space next door at 66 Washington Avenue, and has approximately 800 square feet available to sublet to LWP for the Center. In two years, she will vacate her current space and expand into a huge space next door where the electrical supply house is currently, leaving her entire store for the International Learning Center. At that time, we can open an International Retail Store that everyone has to pass through to get to the Learning Center.

4. Advisory Board: the make-up of the Advisory Board was approved. Letters of invitation will go out to the initial members within the next month.

5. Volunteer Corps and the VC Coordinator were reviewed. The Initial Appointment of A. Smith as Volunteer Coordinator was approved by the Board. All voted in favor of the job responsibilities and tasks presented by the Executive Director.

6. Furniture, Equipment, and Supplies. The Board discussed the fact that we will be ready to move the furniture into the space and get set up some time in January of 2011, or longer because Makera Meng has other adjustments she wants to the space. In the meantime, classes are being held at the International Fellowship Church on Munjoy Hill. The Board acknowledged the role of Pastor Mutima Peter

5. Discussion of Role of Board of LWP. All Members of the Board of Directors have chosen to remain in their positions and not to seek appointment to the Advisory Board.

6. Other or New Business or Topics. Discussion held surrounding grants and Memoranda of Understanding with other organizations. Discussion held of Stakeholder's Group activities and recommendations.

7. Next Meeting scheduled for January 12, 2011. Meeting adjourned at 9:20 pm.

Appendix E

Minutes of the Meeting of Stakeholders

Project for Immigrant Self-Reliance

November 23, 2010

92 Congress Street Conference Room

7 – 9 pm

Present: Project Manager Apollinaire Karara and representatives of International Fellowship Church, Catholic Charities Maine, Living With Peace, Rwandese Association of Maine, Burundi Association of Maine, Congolese-Kinshasa Community of Maine, and Gakondo, the social association for the Banyamulenge

Meeting came to order at 7:08 PM.

Chairman of the Board and President of Living With Peace, Christina Feller, opened the meeting and facilitated introductions. All invited organizations were present.

An Agenda was passed out and everyone had an opportunity to read it and discuss it. The order of certain items was re-arranged.

1. Review and approval of Minutes of October Stakeholder's Group meeting. All in favor and minutes approved.

2. Review of Role and Responsibility of the Stakeholder's Group. There was a wide-ranging discussion about what the SG is and can be and should be and shouldn't be. In the end, the SG formally approved the attached Statement of Purpose as opposed to Mission as Group members felt mission made it permanent and Purpose could be short-lived. See Attachment Stakeholder's Group for International Learning Center: Statement of Purpose.

2. The Mission statement (now Statement of Purpose) and set of short term expected outputs from the establishment of an International Learning Center that had been approved at the last meeting were re-examined.

- Statement of Purpose: To develop the resources and relationships that will ensure a successful opening and initial operation of a center for learning where

immigrants can learn important subjects to improve their own future and that of their families whether in America or in Africa

- Short term outputs: Graduate a critical mass of adult students from a coordinated program of study that includes at a minimum: conversational English, workplace English, financial literacy, workplace culture, ethics and values, preparing and submitting job applications online, job-related networking, and a personal coaching opportunity to raise confidence levels, advise on appropriate workplace dress, and prep students for networking and interviewing events.

3. The Role and Responsibilities of the Volunteer Corps and the VC Coordinator was reviewed. A candidate was identified as someone who should be interviewed for the position of VC Coordinator.

- The short-term output for the SG is to bring together the resources to make the center a success. In that regard, it was determined that the SG would co-sign a letter to the president and executive director of Living With Peace about interviewing the candidate chosen by the SG to be interviewed for the position of Volunteer Coordinator of the ILC.

4. Furniture, Equipment, and Supplies

- The group discussed the needs and limitations of the proposed space. The SG agreed that they needed to form a subgroup to advise the LWP Board of Directors and the ILC Advisory Board on their suggestions given current information about proposed activities in the space being: 1) cultural dancing practice and performance, and judo classes; 2) school-type learning and teaching in English Expression (drama and debate), English Language Presentation (power point, slide shows, consultant's report, interview situations, etc); 3) Workplace English and Finance and Investment Literacy; and 4) Immigrant Health and Wellness Education through the opening of the Immigrant Health and Wellness Information Center as part of the ILC.

5. Discussion of legal status

- LWP is legal and can take millions of dollars in tax-deductible donations! The Board of Directors has established the ILC Advisory Board and has established a

segregated bank account to take the funds for the International Learning Center so there is no question of use of funds.

- At this time and for the foreseeable future, the International Learning Center is a wholly-owned subsidiary of Living With Peace—it is not independent in any significant way although it does have its own Advisory Board as well as taking the suggestions and ideas of the Stakeholder’s Group. At any time, any member of the Stakeholder’s Group may resign and apply to be a member of the ILC Advisory Board. At some point in the near future, the Stakeholder’s Group should determine how to change its roles and responsibilities as the ILC gets up and going.

6. Roles and Responsibilities

- The Stakeholders Group could or could not metamorphose into the International Learning Center Advisory Board (such an advisory board has now been established by the Board of Directors of LWP). There was a general discussion about the future of the Stakeholder’s Group. It was generally agreed that the Stakeholder’s Group could end its current role altogether and each person who has served over the past three to four months helping the board of LWP organize and implement such a Center will be deeply thanked and awarded at a dinner ceremony.
- The ILC will be staffed by an Executive Director and assisted by a large cadre of teachers and volunteers. The Stakeholder’s Group discussed their roles as future teachers (paid) and volunteers (unpaid). Everyone generally agreed that it sounded like it would be better given their skills and interests to serve as volunteers in whatever way best suited the organization.

7. Other or New Business or Topics

None

8. Next Meeting scheduled for January 14, 2011. Meeting adjourned at 9:05 pm.

Appendix F

MONITORING REPORT:

English Proficiency for Economic self-reliance for Immigrants in Portland Project.

MONTH: October, November, December, January, February, March and April

NAME: Apollo

ACTIVITIES	DATES	STATUS	TIMELINESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Stakeholders meeting	start: Oct End: Nov	Stakeholders met on November 8	End of November	Done	Keep meeting In Nov.	Target: To date:
Development of Board of directors	October - December	incomplete	End of December	Trouble of developing a board of directors	Contact with an existing nonprofit	
Contact with LWP President of the Board	November 3rd	informal contact searching a partners	December 15 th	Continuing informal meeting with LWP board members	Keeping contacts alive	
LWP board of directors accepts the project	December 20 th	Partnership with LWP signed	Dec 30 th	The project became a program within LWP nonprofit	Keeping constant contact	
Board of directors hired teachers and adopts Advanced English modules	December 25 th	Personnel in place	December 25 th	None	none	

Classroom and an office borrowed from ICF	December 27 th	Classroom and office visited and appreciated	none	none	none	
Recruiting and testing students	January 1 st , 2011	Students in place	none	none	none	
Teachers trained	January 2 nd , 2011	Teachers in place	none	none	none	
Classes held	January 8 th , 2011	January-April, 2011	none	none	none	
Recordkeeping : Attendance Quizzes Monthly tests Progress reports Final exam	January-April April 30 th , 2011		none	none	none	

Because of challenges we face during the implementation progress, some activities were done unexpectedly.