

IMMIGRANTS ALL . . . AMERICANS ALL

THE PROGRAM

Immigrants All . . . Americans All is a national program designed to deliver needed resources—training, support, educational materials and volunteers—to our nation's school system. The program benefits students, teachers and parents within their local schools and communities. The overall goals are to enhance student performance and to strengthen local schools by providing opportunities for teachers, students and parents to participate in unique learning experiences designed to build capacities in three basic areas:

- A. Appreciation for self and others who may have a different cultural background
- B. Basic skills in related subject areas, such as history, geography and civics
- C. Critical and creative thinking skills

These are the ABC's of our program. The context of the immigration/migration experience of families in America offers an ideal window for teaching these skills that help students and their families to function better in America's multi-ethnic and multi-lingual society and work environments.

PROGRAM COMPONENTS

- In-school program for students that includes state of the art, multi-media material.
- A teacher-to-teacher peer training and support program that helps teachers cope with the stress factors associated with changing school populations and enhances their cross-cultural communication skills. Teachers also learn how to better instill positive self-concepts and self-esteem in students and to teach critical and creative thinking skills.
- A parent training and support program that includes community outreach activities. Parents gain skills that help them to foster student success and to play a more central role in school activities.
- A volunteer training and mobilization project that delivers trained volunteers to assist schools and communities within the Immigrants All . . . Americans All program framework.
- Media components that help link participating schools, communities and ethnic groups. These media strategies include a national newsletter and a television series that focuses on recent immigration issues.

WHY IS THIS PROGRAM SPECIAL? IT ANSWERS THESE NEEDS:

- Teachers and administrators need help in working with the changing demographics of today's school population.
- Teachers need help in preparing students to function in a multi-ethnic and multi-lingual society and work environment.
- Filling history's missing pages—Immigration and Migration.
- Improving students' self-concepts and self-esteem.
- New strategies for participatory and cooperative learning experiences.
- Focused activities linking parents, teachers and students within local communities.

Immigrants All . . . Americans All will remain permanently in the schools and communities and will form a solid basis for the 1992 celebration year—the 100th anniversary of Ellis Island, the 500th anniversary of Columbus' arrival in the New World and (in 1991) the 100th anniversary of the INS.

PROGRAM DESIGN AND IMPLEMENTATION

The key components of this comprehensive national program have been reviewed by educators, school administrators and experts in the field. Their input has helped us to refine the program and to augment the curriculum materials with an important teacher training and support program, a handbook on recent immigration and a parental involvement component.

DELIVERY PLAN

The comprehensive nature of the project necessitates that our delivery plan be demonstrated in varied demographic areas. It is important to implement the program with contrasting ethnic, socio-economic and geographic profiles in at least three different school communities. This demonstration project will enable us to observe and document the potential impact of the program upon the local communities and the different teacher and student populations, as well as to determine the actual staff, volunteer and administrative requirements of our national dissemination phase.

DEMONSTRATION SITES

The San Diego, Chicago and an East Coast school district have been selected for our demonstration phase because they meet the criteria described above. San Diego is a multi-ethnic community facing the challenge of a large influx of recent immigrant families and school children. The ethnic profile in this school population represents cultural diversity at its best. The demographic breakdown of the student population is 42 percent White, 22 percent Hispanic, 18 percent Asian, 16 percent Black and 2 percent other, such as Native American and Pacific Islanders. The Chicago school system faces the challenge of a student population in which more than 65 percent of the students are from low income families and have a great "risk" for school failure. The demographic breakdown of the student population is 60 percent Black, 24 percent Hispanic, 12 percent White and 3 percent other. Sixty-eight percent of its 595 public schools have an enrollment that is 90 percent Black, and 10 percent of its schools have a 75 percent Hispanic student body. The East Coast school system will provide a sharp contrast to these two urban areas because it will be a suburban county with a very small minority population.

These three communities face different, yet similar challenges. They must each prepare their students to live and experience success in an ethnically diverse world. The skills gained through the Immigrants All . . . Americans All program will benefit graduates from each community.

THE WORK PLAN FOR THIS PROGRAM

The Immigrants All . . . Americans All program is organized into two phases of implementation:

- Phase one is demonstration of the comprehensive program in three distinctly different demographic settings and simultaneous dissemination of program materials to educators in all 50 states.
- Phase two is expansion of the demonstration projects to all states in which they have been initiated; and for a state-by-state national implementation of the program.

Demonstration projects in San Diego and Chicago will be implemented in September 1989. The East Coast demonstration is planned for early 1990. We are currently negotiating with officials in each area to develop and refine our implementation strategy. The general plan includes a needs assessment within each community which will include outreach to local parents, civic groups, educators and businesses. Focus groups, questionnaires, telephone interviews and meetings are some of the techniques that will be utilized during the needs assessment phase, with the results incorporated into the design and implementation of each demonstration program.

Each demonstration community will be given a thorough orientation to the program and an opportunity for involvement in the planning process. This orientation will be followed by focused training for targeted groups. School administrators, teachers, and parents will be invited to participate in training experiences.

During the in-school implementation phase, parents will learn about the program contents as well as participate in activities that will augment their own skills in related areas of appreciation for cultural diversity, esteem-building, communications and critical and analytical thinking. Parents will also receive assistance in the "process" of promoting their children's school success by learning skills to help students with their homework and structuring related activities that foster higher student achievement.