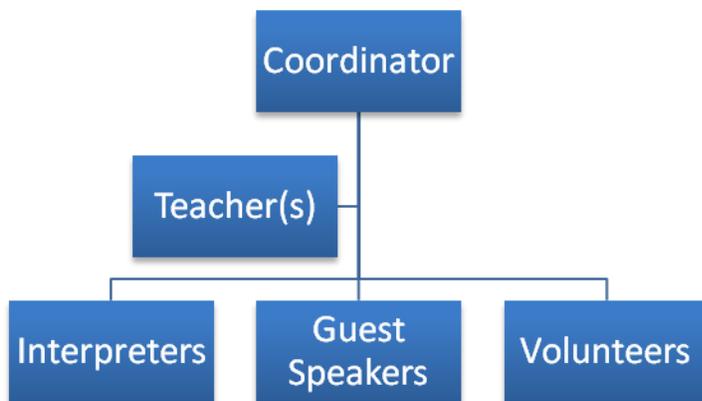


Grand Forks Citizens' Academy

Curriculum

Goal: Introduce New Americans to the community of Grand Forks and teach them about city government, offices, and services so that they may become engaged citizens

Program Structure



Citizens' Academy Coordinator Position Description:

The Coordinator should be familiar with daily life of New Americans, be able to manage multiple employees and volunteers, and have experience in grant administration or non-profit management. Bachelors Degree in a related field is required.

Responsibilities: Oversee teachers, interpreters, and volunteers; coordinate the implementation of the curriculum according to funding specifications, line up guest speakers, and public relations.

Teachers:

There are three options for teaching the class. 1) one teacher administers all three versions of the class with an interpreter at each class that is not taught to English speakers (Somali and Nepali). 2) Three teachers, one for each class, teach with a Somali and Nepali interpreter for

two of the teachers. 3) Three teachers with appropriate language skills teach each of the classes without interpreters. Option #1 is the most efficient because a significant amount of preparatory time is needed for each class and interpreters require less pay.

Citizens' Academy Teacher Position Description:

Candidates for the teaching position should be familiar with daily life for New Americans, knowledgeable in social studies and local government issues in Grand Forks, and have experience teaching.

Responsibilities: Create lesson plans for 10 classes based on the provided curriculum, teach those lesson plans for 10 2-hour classes, work with guest speakers from the community, and work with interpreters.

Education: Bachelors Degree in Education preferred

Interpreters: Can be volunteers or paid staff. Arabic, Nepali, and Somali interpreters are needed to successfully teach this class.

Interpreter Position Description:

Interpreters must be fluent in English and one of the following languages: Arabic, Nepali, or Somali. Must complete an oral or written exam in English. Previous interpreting work preferred.

Transport: volunteers and/or city bus

Facilities: The following organizations are involved in the Grand Forks Immigrant Integration Initiative Committee and have space that could potentially be utilized for the Citizens' Academy class. As they are involved in the III Committee, it is likely that no rental fee will be charged.

Global Friends Coalition (GFC)

Grand Forks Public Schools

Lutheran Social Services

City Hall

Coordination of volunteer pool: to be done with the assistance of the Citizens' Academy Coordinator and the GFC Volunteer Coordinator.

Guest Speakers: Community leaders and local government officials have volunteered to speak to the Citizens' Academy students. Representatives from the Police Department, Fire

Department, Public Health, Public Library, Parks and Recreation Department, and Public School System have agreed to speak to the classes.

Organizing the Sessions

Each session should be split into language groups (Nepali, Somali, and English) to accommodate the major refugee groups in Grand Forks. Each session will take about 2 hours to complete.

Intake and registration for refugee students will be limited by space. It will include language ability and confirmation of legal refugee status through visually verifying that each student possesses an I94 card.

Teaching the Sessions

One teacher will oversee and plan the sessions for each language group. Volunteer panelists and speakers will assist with the teaching of the sessions. It is recommended that representatives from the Public school system, the mayor's office, the city council, the police department, the fire department, a resettlement agency, and the library all participate as volunteers to provide expert information in their corresponding sessions.

Outreach/Marketing Plan

This class is targeted at immigrants who have lived in the United States for about 1-2 years. Marketing the class to these people can be bolstered with face-to-face communication. This will enable us to discuss any questions that people may have. Therefore, the first step in recruiting potential students is to use the connections in the Global Friends Coalition's mentoring program. We will ask GFC to send an email to mentors who are paired with refugees who have been in the U.S. for around one year. The email should provide the necessary information and the benefits of attending the class along with a request to talk to their New American mentee about the class.

In order to reach those immigrants who are not involved in the mentoring program we have an information campaign using the attached flyer, personal appearances, and a radio announcement. (The flyer will also be translated into Nepali, and Somali.) Volunteers will place flyers in areas that New Americans frequently visit such as: Lutheran Social Services, Global Friends Coalition, grocery stores, government offices, and apartment complexes if possible.

The Citizens' Academy Coordinator is responsible for the personal appearances and radio announcement. Personal appearances can take place at ESL classes and other events that New Americans are expected to attend. The radio announcement can involve speaking on local radio shows and/or a public service announcement or advertisement.

Description of Affiliation with Existing Programs

The Grand Forks Citizens' Academy Curriculum is being developed in partnership with GFC and the Immigrant Integration Initiative (III) Committee of the Grand Forks City Council.

The III Committee also has representatives from the Police Department, Public School System, Lutheran Social Services, Public Health, local government, and local businesses.

These connections are vital to the implementation of the Curriculum. The Committee serves as an overseer and potential provider of services and guest speakers. The Police Department connection is key as public safety is such a large aspect of the class. The Police Department representative has experience speaking with refugees about public safety. GFC is involved in the III Committee and has existing staff and volunteers, as well as a small area of space that could be used in the implementation of the curriculum. The Volunteer Coordinator and Executive Director could potentially manage the implementation and the GFC office could be used as a classroom. Lutheran Social Services, the School System, and business leaders can also provide information, speakers, and possibly classroom space.

Strategy of Funding

Potential Grant Sources:

There are three main potential grant sources for the Citizens' Academy. They are:

United Way

Bremer Foundation

Homeland Security USCIS

Budget:

The Citizens' Academy will require a budget of \$8,200. That budget is broken down into an itemized list below. The figures are based on a teacher's salary of \$150 for each 2-hour session plus prep time, Interpreter's salary of \$40 per 2-hour course plus some prep time with the teacher. It also includes our estimated cost of printing, pens, paper, advertisement, bus passes, and a graduation ceremony.

Item	Cost
Program Coordinator	\$1,000
Teacher's Wages	\$2,250
Interpreters' Wages	\$1,600
Printing and Supplies	\$600
Transportation	\$500
TOTAL	\$5,950

Moving Forward

The following curriculum is an overarching guide to the Citizens' Academy. The next step is to create lesson plans for each session. This may be done by the Program Coordinator before a teacher is hired, or it may be done by the teacher (allowing for substantial time for class preparation).

Curriculum

Session 1 – Basic Orientation

Objective: Introduce New Americans to life in Grand Forks.

Assessment: New Americans can distinguish between safe and unsafe practices in the home and openly discuss new issues such as loss of power or culture.

Instructions: Split into groups by gender for the discussions on power and loss of culture. Be sensitive to the fact that some groups of people need this information, and others do not and may feel offended by it.

Handouts: Agenda, ND Extension Service

(a) Welcome and program overview

Introductions

Provide Agenda

Discuss the goals of the sessions

(b) Family and Health

Parenting and family structure

- Brainstorm different roles for each family member. Discuss which are different or more available to certain family members in the U.S.
- How to help your children succeed in school: checking report cards, finding school schedules and contact information, absence policy, etc.

Loss of power and loss of culture discussions

- Discuss issues such as child discipline, issues relating to men feeling they are losing power in US, opportunities available to women, feelings of losing culture, that children are controlling the family, etc. Possibly include people who have lived in Grand Forks for many years in these discussions.

Discuss safe cooking and cleaning practices

- Discuss different types of soaps and what they should be used for (dish, bath, laundry), storing chemicals away from children, what can and can't be stored in the fridge or freezer, and cleaning up after raw meats

Overview of healthy practices

- How to keep current with immunizations, when and when not to seek medical help, when and when not to send children to school due to illness, etc.
- Include information on the research about autism and immunization, especially for Somali community.

Session 2 – Financial Education

Objective: Help New Americans to become financially literate.

Assessment: New Americans should be able to create a budget, demonstrate how to interact with their landlord, and recall how to use different types of bank accounts.

Handouts: Budget Template

Banking, financial education, and insurance services

- Checking Accounts (joint v. single, balancing your checkbook, overdraft fees), Savings Accounts, Certificates of Deposits, Debit and Credit Cards

Learn how to establish good credit and keep it that way

- When should you take out a loan, the importance of paying it back on time, fixed v. variable interest rates

Renting

- importance of paying one's rent on time, how renting helps establish one's credit, importance of giving notice when moving, etc.
- Tenant rights and responsibilities (maintenance issues, pets, etc.)
- Property manager/landlord rights and responsibilities (maintenance issues, lease agreement, etc.)
- Housing Authority and programs available to help people save for a down payment on a home

Session 3 – Education and Employment

Objective: New Americans can identify their educational opportunities and become better candidates for employment.

Assessment: New Americans are provided with contact information for ESL, GED, and college classes, they have practiced interviewing, and recognize how to write a resume.

Handouts: List of ESL, GED, and College classes, Sample Resume, Employment Vocab.

Overview of education available in Grand Forks

- English as a Second Language, Public schools, GED assistance, Northland Community and Technical College, University of North Dakota, Josef's School of Hair Design
- Discuss how to apply for scholarships, the order of education in the U.S. (high school or GED, application process, college or technical school), financial assistance such as FAFSA, and student loans

Employer and Employee rights and responsibilities

- discrimination law, OSHA, time cards/being on time, contracts, etc.

Discuss resumes and interviewing protocol

- Go over the parts of a resume using the sample, discuss common interview questions and protocol and then practice interviewing in pairs
- Speaker from ND Job Service and/or New American speaker to share the importance of education in successful integration

Session 4 – Services Provided by the City

Objective: New Americans are familiar with the services provided by the City of Grand Forks.

Assessment: New Americans can find important landmarks and buildings on a map and can recall which places are open to the public.

Handouts: Bus Map, City Map, services worksheet

(a) City Services and Community Development

Public works

- street maintenance, garbage collection, recycling, etc.

Public transportation

- Bus system, taxis, senior citizens, airport

Land use planning, building, zoning, and code enforcement

- What you need to know if you own a business or home

Public Health department

- Provides health screenings, immunizations, and treatment/prevention of communicable diseases

(b) Leisure, Sports, and Recreation

Overview of city parks

- Where they are, when are they open to the public

Recreation programs

- When they occur (summer), types of activities (sports, crafts, etc.)

City library system

- Location, hours, how to get a card, how to check out and return books, other services provided at the library (computers, DVDs, story hour, etc.)

Arts and culture

- Location of museums, festivals, farmers market, etc.

Highlight public spaces that are free and for everyone: Alerus, Town Square, parks

Tour of library and/or a parks facility

Session 5 – The City Government

Objective: New Americans understand the roles of city officials.

Assessment: New Americans discuss information on city officials, what they do, and how to contact them.

Handouts: List of officials

(a) Local Government 101

Brief history of Grand Forks

Brief overview of local government organization

- Explain hierarchy of local government

City boards and commissions

- Who they report to, list of boards and commissions, how to get involved/contact them

Tour of city hall/city council chamber

(b) Getting to know Your City Leaders (Roles and Responsibilities)

- Describe each position/office, if they are elected, etc. Use handout as a guideline.

The mayor's office/senior staff

City manager

President of city council

City council

City clerk

County elected officials

Chief of police

Chief of fire department

County sheriff

(c) City Finances

City budget

- quick overview of budget process, revenue collection, capital projects, etc.

Where does the money come from?

- Taxes and fees (county, city), how its allocated (schools and parks, etc)

Session 6 – Public Safety

Objective: New Americans understand the roles of the Justice System and Police Department in Grand Forks.

Assessment: New Americans are able to discuss these roles after being provided with the information.

Handouts: Crimes that can affect citizenship

(a) Legal and Criminal Justice System

Difference between criminal and civil law

- The government v. private entity filing a law suit, punishment in civil law is only monetary

Prosecutor or county attorney office

- Discuss what representing the government in a trial means, other responsibilities of the office

Public defender

- When is it necessary to use a public defender, provided for everyone

(b) Introduction to Public Safety

- This section would be best taught by (or with the assistance of) a representative from the Police Department

Brief history of American law enforcement

The difference between Police, Sheriff, and Border Patrol

- Show different uniforms and vehicles, explain the different purpose of each

Police department role in the community

- How to keep the community safe: patrols, etc.

Crime classifications and punishments

- Misdemeanor, felony, etc.

Discuss specific criminal activities that may prevent one from becoming a citizen in the future and provide handout listing these bars to citizenship.

Rights and Responsibilities of Police Officers

- Criminal acts, search and seizure, arrests procedures, and Miranda rights

Session 7 – Public Safety Continued

Objective: New Americans understand when to use emergency departments and how to prevent emergencies.

Assessment: New Americans brainstorm when it's OK to call 911 and can list driving rules and fire prevention techniques.

Handouts: Drivers' Ed Information, Emergency Contact Information

- Many of the following topics would be best discussed by a representative of the Police Department

(c) Public Safety II

Crime scene investigation

Narcotics investigation

Traffic enforcement

- Reasons you may be pulled over: speeding, not stopping at a stop sign, not following other traffic signs or rules, broken lights, erratic driving, etc.

Safe driving practices

- Where to get a driver's license (DMV), where to take the driver's test, how the process works (permit, behind-the-wheel practice, written test, driving test), the importance of car insurance, obeying street signs

Domestic violence and sexual assault

- Laws against them and their punishments

Provide contact information for organizations assisting victims of domestic violence and/or sexual assault

Crime prevention and community policing

Tour of police headquarters

(d) Public Safety III

911 emergency systems

- When it is appropriate to call 911 and when it is not, who will respond when you call, the possibility of being charged for an ambulance if it is not an emergency

Fire department organization

- Have Fire Department representative speak about this

Fire department operations/units

Fire prevention and fire safety education

Emergency medical services

- Ambulance, emergency room, insurance coverage, nurse hotline, etc.

Tour of fire department headquarters or fire station

Session 8 – Media and Communication

Objective: New Americans are able to access necessary information through news sources in the community.

Assessment: New Americans discuss and are given a list of radio and television stations that provide news and they discuss bias in news media

Handouts: List of TV and radio stations

How people access information and stay informed

- Brainstorm how people get information. Newspaper, TV, internet, radio, word of mouth, etc. Discuss public television and how it helps one access local government.

News v. editorial information and opinion

- Discuss how to tell if you are hearing news or opinion. Op Ed/Editorial section in newspaper, 24-hour news station programming, etc.

School cancellation, weather, and flooding stations

- Provide a list of TV and radio stations that provide this information.

Discussions by local media (GF Herald, WDAZ, radio), public information, etc.

- Have local media representatives describe their work and how they provide information to the community.

Session 9 – Volunteerism

Objective: New Americans understand the culture of volunteerism in the United States.

Assessment: New Americans are able to discuss concepts behind volunteerism and are able to provide support or criticism of it.

Handouts: Current Volunteer Opportunities

Why volunteer?

- Brainstorm. To give back to the community, religious or moral reasons, it can be a social activity or a unifying experience for the community.

Volunteer opportunities in the community

- What is needed now?
- Using your skills. Example: helping translate for a Resettlement Agency.

Panel of model community members to discuss their volunteer efforts and agencies that rely on volunteers to discuss options

Possibly arrange for a volunteer opportunity for the class to do together.

Session 10 – Civics

Objective: New Americans understand the basic rights, freedoms, and responsibilities that come with American citizenship and are better prepared to become citizens.

Assessment: New Americans acquire knowledge on the citizenship process, are able to recognize key ideas from the Constitution, and can indicate appropriate methods of civic participation.

Handouts: Citizenship forms

Overview of the U.S. government

- Describe the 3 branches of government and their powers
- Describe Federal and State government

Overview of the Constitution and Civil Rights

- When it was written, the ability to amend, important amendments, the Bill of Rights

Citizenship and civic participation

- Who can vote, right to assembly (protesting with a permit), contacting officials, joining political or community organizations

Discuss path to citizenship and provide citizenship test questions and application forms

- Must have Green Card for 5 years (here for 1 year before Green Card), no travel outside of the U.S., Test, Interview, Application, Ceremony and Oath
- Discuss some practice questions for the exam and how to study for it
- Citizenship: \$675 fee, send application to:

USCIS
P.O. Box 21251
Phoenix, AZ 85036

Graduation Ceremony with the mayor, council members, fire chief, police chief, senior city staff, and members of the community