

English Magic USA

EIN No. 46-4909028

English Magic USA, Nonprofit Corporation

Business Plan

By

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Executive Summary

This newly created organization, English Magic USA, is a nonprofit corporation committed to improving verbal English communication for immigrants and foreign students in the United States. It's in great demand that their spoken English and English education be improved because our clients see its significance in value. The uniqueness of our service without doubt meets the market's needs and wants. By helping those to speak English faster and with more fluency can better unite North America. English Magic USA poses this fantastic unmatched verbal skill training in an overwhelming market that's growing expeditiously. Our programs help increase better speaking proficiency levels for the English second language learners.

The trainings develop the cultural adaptation with the use of practical applications for education and working opportunities. The organization also produces a full line of services including, various English activities (indoors and outdoors), quality social skills, online verbal live discussions, movie critiquing, use of drama & plays, re-enactments etc. The trainings aren't normal classroom environments, there're more unconventional and progressive. And plus, we don't want our clients to feel threaten or pressured as if they were thrust back into a traditional school setting. In this way learning comes easier and natural. English Magic USA verbal skill training really doesn't require any books or dictionaries to learn how to speak the English language.

Consider these facts about why this idea would work particularly well for those who are wanting to speak the English language. Let's put it in perspective using documented research from the U.S. Dept of Education on the subject dealing with illiteracy in America. In the nation, there're a huge amount of people who can speak the language, but unable to read and write. In September, 1993, the most detailed portrait ever available on the

condition of literacy in America was released by the U.S. Department of Education. The National Adult Literacy Survey (NALS) evaluated the skills of adults in three areas: prose, document and quantitative proficiency. Results showed: 21%-23% (40 to 44 million adults) were at Level I, the lowest of five levels. This group is LVA's primary target population — those we refer to them as functionally illiterate. 25%-28% (50 million adults) were at the second lowest level. Their skills were more varied than those of individuals in Level I, their repertoire was still quite limited." The literacy proficiencies of young adults were found to be somewhat lower, on average, than the proficiencies of young adults who participated in a 1985 study (the National Assessment of Educational Progress).

According to the National Education Association, the breakdown for the total population of adults non-literate in English is as follows: 41% are English speaking whites, 22% are English speaking African Americans, 22% are Spanish speaking, and 15% are other non-English speaking people. In terms of age and geographic distribution, the NEA reports that 40% of these adults are 20-39, 28% are 40-59, and 32% are 60 or older; 51% live in small towns and suburbs 41% live in urban areas, and 8% live in rural area. Finally this sort of evidence would make the second language English learners, moving to or residing in the U.S., more hopeful of speaking better English since most of them can already read and write a bit compared to a lot of people in the United States.

Mission Statement

The overall purpose for creating this organization is to merge diverse people having diverse culture and languages, immigrants and/or foreigners from abroad, into a dominantly American English Language & Cultural Society (AELCS) here in the United States. This nonprofit organization is designed to assist our foreign guests, visitors, and legal aliens who are living among us with resources to succeed in the U.S. The organization is in favor of "American Popular English" being the official language spoken in the United States.

When foreigners come or have been living inside the United States, the organization provide services on how to adapt in the U.S. environment, help them improve their verbal English communication skills, understand North American culture, attain essential knowledge of people's behavior in the U.S. as they navigate throughout society.

The skill trainings that English Magic USA provide will help them communicate more effectively with English people, network better with others, increase interest in social activities, and inspire participation in community functions. The mission is obviously clear, achieving better verbal English communication in the United States between the native English speakers and our foreign guests and other legal immigrants residing in the community. The English language and culture programs work through a real practical learning experience with the use of numerous researches and study exercises as our clients adapt in a new and unfamiliar English environment.

In addition, the organization extends its services to the disable, those with speech impediment, in need of speech therapy, problems with stuttering and cases dealing with illiteracy. The results for our clients are, to instill self confidence in their public speaking, for them to do well in job interviews orally, excel in education and in the workplace and become productive in the community.

Unique English Verbal Training Method

This uniquely verbal training method discovery started when the owner, R. Royale, accepted a teaching job overseas in 2004. In China, Royale taught the spoken English to Chinese students from grade-schools, universities, and adults later in the vocational training facilities until January 2013. During that time span, he simultaneously did some extensive research for the evadable answer to the question, "Why is it so difficult for many of the English Second Language Learners to master the ability of speaking the language at a greater proficiency?" He discovered that mentionable allusive reason "why" through teaching the Chinese. Over the years in China, not only did he discover that reason, but uncovered the mystery of learning the language. Using his own students, who are diligent workers and have great work ethics in the classroom, he was able to stimulate their somewhat innate standardize brain functions to react and perform to native English information.

A technique Royale later termed "Psycho-Logistic Manipulation Practice" (PLMP). This was his own analytical evaluation to examine their thought process through the use of creative practices, observations, and suggestive theories. He referenced how they studied and reacted to different kinds of information periodically. Then, he tactfully filtered out and deplored the old English learning ways in which they were accustomed to and implemented some newer and more current popular-culture information. This stimulated their minds psychologically and influenced their mental state in the process.

It offset many of the wrong English learning methods and practices that the Chinese teachers were instilling into them, their continuous reciting and memorizing words and phrases strategy. This has always been the way that the Chinese teachers taught as well as others outside the United States. And they still believe they should continue to teach the English language in that way, which causes choppy and breakage in speech patterns the Chinese students and other ESL learners develop when talking in English. These foreigners who are taught like this, they speak English that sounds inept as if a book was being read by a 3 or 4 year old child when speaking the English language.

Unexpectedly, Royale found out how to correct these problems when he was starting to lose his vision due to an eye disease call Glaucoma (not seeking pity here). He began to concentrate on the listening aspect of teaching the language and became more verbal strategically. Since Royale have had a substantial amount of music background in working with singers and producing music, he understood a lot about finding the perfect pitch and how to teach it to others. Royale's new method of teaching his classes turned towards sounds, rhythms, beats, and of course pitches from vocal skill-trainings. For example, like the keys on a piano when we're talking, our vocal sounds can be associated with tones, voices, and octaves as well. You could say, He sort of struck a Chord to a better language learning skill. Royale probably single handedly unlatched the proverbial hidden mystery that inhibits so many second language learners from reaching a higher proficiency in their spoken ability for so long. He also authored and published a book in 2015 on how the English second language (ESL) learners can increase their spoken English proficiency level tremendously. He designed this textbook and/or self-study manual based on the way he trains his students, or as he calls it, coach his verbal English method by implementing the "Three-Keys" for improving spoken English in only 90 days with the method of (1) Listen, (2) Remember and (3) Speak theory. The whole experience was pure magic. And, that's why he believe it's suitable and fitting that the company should be refer to as English Magic USA.

Experience & Expertise

R. Royale is the organizer and founder of English Magic USA. He's originally from Dallas Texas located in the United States of America. His educational background consists in music and business. He attains a bachelor's degree in Business Administration from the University of Texas at Dallas and an Associate degree in Business Administration from Brookhaven College. Since 2004, he's taught "Oral Spoken English" and "Business Oral

English” courses at two universities, in many different training schools, at English learning institutions and in companies all around China. Royale authored two books, one titled, “English Magic” for verbal English training and the other, his memoir based on his story in China titled, “China Untold.” He continued to teach spoken English as he traveled in China from the north around Beijing and down to Shanghai and even farther south to Shenzhen. Royale have given numerous English lectures to many of the universities and institutions there, starting in the north on the topic, “American Pop-Culture.” In 2009, he produced and hosted, along with a native Chinese woman, an online show called, “Close Casting from China,” for Chinese learning the spoken English. These shows are available on Amazon.com, as well as his books. In 2010, Royale developed and written a screenplay titled “The Only Black Tiger.” Royale is both an author and artist who enjoys songwriting as well as giving lectures. As for achievements and awards, he’s a member of ASCAP (American Society of Composers, Authors & Publishers); a member of WGA (Writers Guild of America); a UCC (Uniform Code Council) member; and was awarded two English speech certificates from the English First (EF) training school in China.

Royale was honored with a certified English Foreign-Expert teaching certificate which was issued by the Chinese Embassy. He owns a legal Chinese Trademark issued by Chinese Trademark Authorities in Beijing China to be used in the areas of book publishing, organizing competitions, trainings, education, entertainment, performances, production, live performances, gym and models for artists. Royale participated and won a few English competitions as the coach for his students in China’s CCTV contests in 2006 and 2007. And, he appeared on many local and national Chinese television and radio programs discussing English culture and English language learning.

Market Analysis:

Industry Summary

There are fifty-two countries throughout the world that have designated English as their official language, ironically the United States still hasn’t. Some essential reasons why English should be the official language, it would save money, make the states more united, and allow for better communication with immigrants. English is the obvious choice for the official language of the United States according to a study found on Wikipedia. 82% of Americans speak only English in their homes, and only 11% speak Spanish. And according to *us-english.org*, English is the official language in

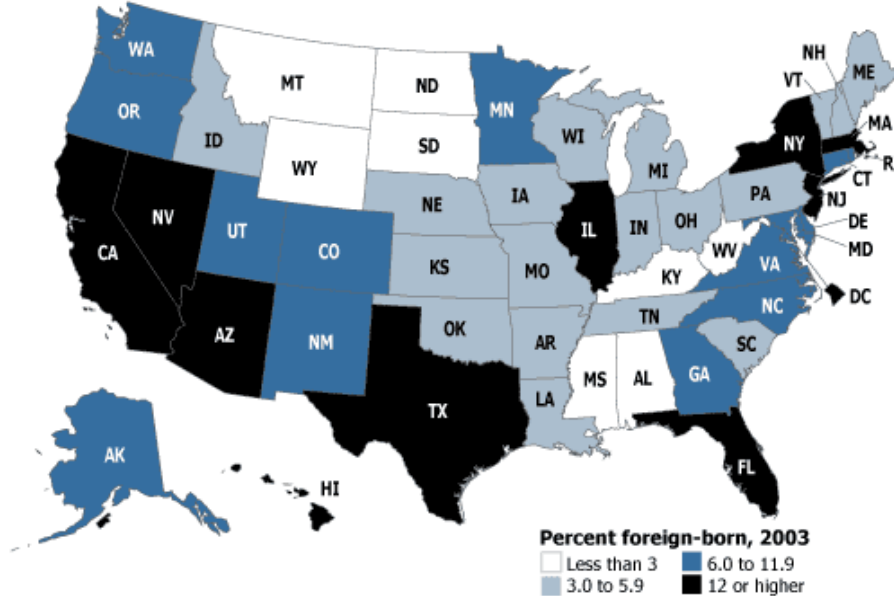
51 countries and in 30 of those countries English is the only official language. If English was the official language, people would have more incentive to learn to speak and understand it, because being able to speak English allows people to have higher wages, the government would not have to spend as much to help them because they would be helping themselves. The individual states throughout the country would become much more united if there was an official language. Twenty-eight of the states have already made English their official language. Making English the official language would increase communication with immigrants. Also, if English was the official language, immigrants would be more likely to learn to speak it and understand it. 96% of Americans believe it is important for immigrants to learn English, but Americans are not the only people who feel this way. Almost 66% of foreign born adults said the US should expect immigrants to learn English, and 90% of Latinos said they believe that adult Latinos need to learn English to succeed in the United States.

Community Survey Tells Us about U.S. Immigration

The rapid growth of the U.S. Hispanic population during the 1990s was one of the big stories to come out of the 2000 Census. Between 1990 and 2000, the number of Hispanics increased from 22.4 million to 35.3 million, a 58 percent increase. Many states and local areas that had very small Hispanic communities saw those populations increase dramatically during the 1990s. The Hispanic population increased nearly fivefold in North Carolina and at least doubled in 21 in other states. In many states and local areas, policymakers did not know much about the size or characteristics of the Hispanic population living in their jurisdictions prior to the release of the 2000 Census results. The Census Bureau and other government agencies had underestimated levels of international migration to the United States, primarily from Mexico, during the 1990s.

The ACS will enhance data on the U.S. foreign-born population from the Census Bureau's Current Population Survey (CPS) and other sources, with reliable, annual estimates of the foreign-born population in states and local areas. The 2003 ACS shows that California has the highest proportion of residents born outside of the United States, at 27 percent, followed by New York at 21 percent and New Jersey at 19 percent. The states with the lowest shares of foreign-born residents are located in the South (Alabama, Kentucky, Mississippi, and West Virginia) and in several states in the Great Plains (Montana, North Dakota, South Dakota, and Wyoming) (see figure).

Percent Foreign-Born by State, 2003



Source: Population Reference Bureau analysis of the 2003 American Community Survey.

But ACS data also revealed that the states with the fastest-growing foreign-born populations between 2000 and 2003 included several Southern states that had relatively small foreign-born populations in 2000 (Arkansas, Kansas, Louisiana, Mississippi, and West Virginia), and two Southwestern states that have historically attracted large numbers of immigrants (Nevada and New Mexico).

Population of Immigrants in America 2010

The June 2010 recent immigration patterns and policies show both continuity and change. Continuity is reflected in the arrival of an average of 104,000 foreigners a day in the United States. This group includes 3,100 who have received immigrant visas that allow them to settle and become naturalized citizens after five years and 99,200 tourists and business and student visitors. About 2,000 unauthorized foreigners a day settle in the United States. Over half elude apprehension on the Mexico-U.S. border; the others enter legally, but violate the terms of their visitor visas by going to

work or not departing. Two developments have rekindled the immigration reform debate.

The recent recession, the worst since the Great Depression, exacerbated unemployment and reduced the number of unauthorized foreigners entering the country. However, most unauthorized foreigners did not go home even if they lost their jobs, since there were also few jobs in their home countries. The recession resulted in the loss of 8 million jobs; civilian employment fell from 146 million at the end of 2007 to 138 million at the end of 2009. There was also stepped-up enforcement of immigration laws, especially after the failure of the U.S. Senate to approve a comprehensive immigration reform bill in 2007, including the proposal to require employers to fire employees whose names and social security data do not match.

Experts agree that the stock of unauthorized foreigners fell in 2008-09 for the first time in two decades, but they disagree over why it fell. Some studies stress the recession, suggesting that the stock of unauthorized foreigners will increase again with economic recovery and job growth. Others stress the effects of federal and state enforcement efforts to keep unauthorized workers out of U.S. jobs.

(cite article by: Philip Martin and Elizabeth Midgley)

Entries In and Out of the United States, 2005-2009

Category	2005	2006	2007	2008	2009
Legal Immigrants	1,122,373	1,266,129	1,052,415	1,107,126	1,130,818
Immediate relatives of U.S. citizens	436,231	580,348	494,920	488,483	535,554
Other family-sponsored immigrants	212,970	222,229	194,900	227,761	211,859
Employment-based	246,878	159,081	162,176	166,511	144,034
Refugees and asylees	150,677	216,454	136,125	166,392	177,368
Diversity and other immigrants	75,617	88,017	64,294	57,979	62,003
Estimated emigration	-312,000	-316,000	-320,000	-324,000	-328,000
Legal Temporary Migrants	32,003,435	33,667,328	37,149,651	39,381,925	36,231,554
Pleasure/business	28,510,374	29,928,567	32,905,061	35,045,836	32,190,915

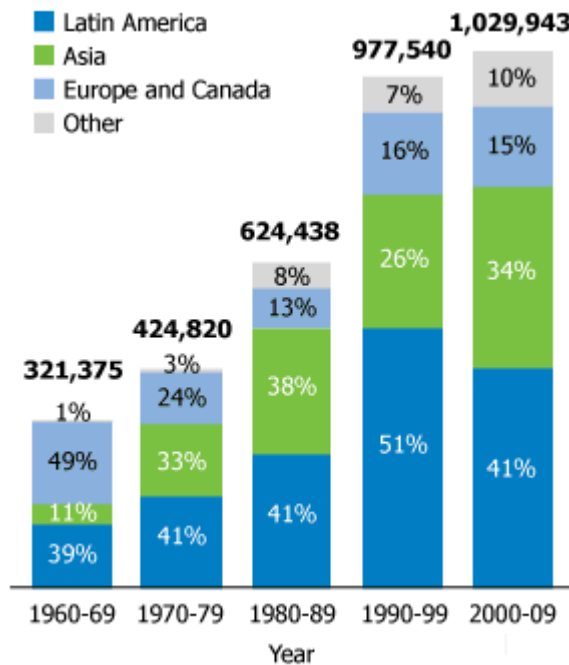
Foreign students (F-1)	621,178	693,805	787,756	859,169	895,392
Temporary foreign workers	882,957	985,456	1,118,138	1,101,938	936,272
Illegal Immigration: Apprehensions	1,291,142	1,206,457	960,756	791,568	--
Removals or deportations	246,431	280,974	319,382	358,886	--
Change in unauthorized foreigners	572,000	572,000	572,000	-650,000	--

Note: The stock of unauthorized rose from 8.4 million in 2000 to 12.4 million in 2007, and in 2009 dipped to 11.1 million.

Sources: DHS; and unauthorized foreigners data from Jeff Passel, Pew Hispanic Center, accessed at <http://pewhispanic.org/topics/?TopicID=16>, on June 3, 2010.

Immigration and Population

Figure 1
Annual Number of Legal U.S. Immigrants by Decade and Region of Origin, 1960-2009



Note: Numbers may not add to 100 percent due to rounding.

Source: Department of Homeland Security (DHS) Immigration Statistics.

Immigration has a major effect on the size, distribution, and composition of the U.S. population. As U.S. fertility fell from a peak of 3.7 children per woman in the late 1950s to 2.0 today, the contribution of immigration to U.S. population growth increased. Between 1990 and 2010, the number of foreign-born U.S. residents almost doubled from 20 million to 40 million, while the U.S. population rose from almost 250 million to 310 million. Thus, immigration directly contributed one-third of U.S. population growth and, with the U.S.-born children and grandchildren of immigrants, immigration contributed half of U.S. population growth.

The United States had 39 million foreign-born residents in 2009; 11 million, almost 30 percent, were in the United States illegally. The United States has the most foreign-born residents of any country, three times more than number-two Russia, and more unauthorized residents than any other country. The United States, with 13 percent foreign-born residents, has a higher share of immigrants among its residents than most European countries, but a lower share than Australia and Canada.

In recent decades, immigrants have been mostly Asian and Hispanic, changing the composition of the U.S. population (see Figure 1). In 1970, about 83 percent of the 203 million U.S. residents were non-Hispanic whites and 6 percent were Hispanic or Asian. In 2010, the United States had 310 million residents; two-thirds were non-Hispanic white and 20 percent were Hispanic or Asian. If current trends continue, by 2050 the non-Hispanic white share of U.S. residents will decline to about 50 percent while the share of Hispanics and Asians taken together will rise to one-third (see Figure 2).

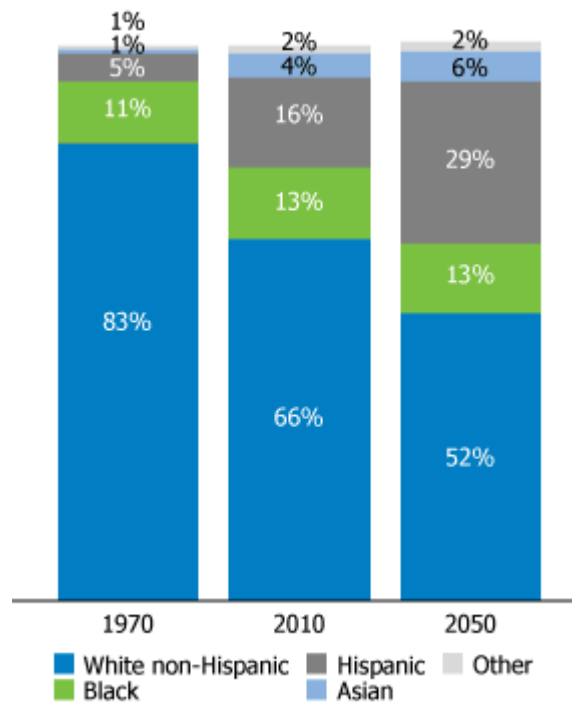
Economic Impacts of Immigration

Most immigrants come to the United States for economic opportunity; about 100,000 a year, less than 10 percent, arrive as refugees and asylum seekers fleeing persecution in their own countries. About half of immigrants and U.S.-born persons are in the U.S. labor force—a slightly higher share of foreign-born men and a slightly lower share of foreign-born women. In 2009, about 15 percent of U.S. workers were born outside the United States.

The effects of foreign-born workers on U.S. labor markets are hotly debated. Economic theory predicts that adding foreign workers to the labor force

should increase economic output and lower wages, or lower the rate of increase in wages. This theory was confirmed by a National Research Council study that estimated immigration raised U.S. GDP, the value of all goods and services produced, one-tenth of 1 percent in 1996, increasing that year's GDP of \$8 trillion by up to \$8 billion. U.S. GDP was \$15 trillion in 2010, suggesting that immigration contributed up to \$15 billion. Average U.S. wages were depressed 3 percent because of immigration.

Figure 2
U.S. Population by Race and Ethnic Group, 1970, 2010, 2050



Source: U.S. Census Projections With Constant Net International Migration, accessed at [www.census.gov/population/www/projections/2009cnmsSumTabs.h](http://www.census.gov/population/www/projections/2009cnmsSumTabs.html)

tml.

However, comparisons of cities with varying proportions of immigrants have not yielded evidence of wage depression linked to immigration. For example, in 1980, over 125,000 Cubans left for the United States via the port of Mariel. Many settled in Miami, increasing the labor force by 8 percent, but the unemployment rate of African Americans in Miami in 1981 was lower than in cities such as Atlanta, which did not receive Cuban

immigrants. One reason may be that U.S.-born workers who competed with Mariel moved away from Miami, or did not move to Miami.

Because of internal migration, most economists look for the impacts of immigrants throughout the U.S. labor market rather than in particular cities. Immigrants and U.S.-born workers are often grouped by their age and education in order to determine, for example, how 20-to-25-year-old immigrants with less than a high school education affect similar U.S.-born workers. Economist George Borjas assumed that foreign-born and U.S.-born workers of the same age and with the same levels of education are substitutes, meaning that an employer considers foreign- and U.S.-born workers to be interchangeable. However, if foreign-born and U.S.-born workers are complements, meaning that a 30-year-old U.S.-born carpenter with a high-school education is more productive because he has a foreign-born helper, immigrants can raise the wages of similar U.S.-born workers. Estimated immigrant impacts depend largely on assumptions, and economic studies have not reached definitive conclusions.

Immigrants do more than work—they also pay taxes and consume tax-supported services. Almost half of the 12 million U.S. workers without a high-school diploma are immigrants, and most have low earnings. Most taxes from low earners flow to the federal government as Social Security and Medicare taxes, but the major tax-supported services used by immigrants are education and other services provided by state and local governments. Because of this, some state and local governments call immigration an unfunded federal mandate and attempt to recover from the federal government the cost of providing services to immigrants.

Target Market

For English Magic USA, the primary target market is both, foreign students and legal working immigrants age 16+ needing to improve in speaking the English language residing in Texas. Using data information provided by the Analysis of Current Population Survey (CPS) data that was collected by the Census Bureau show that immigrants (legal and illegal) have been the primary beneficiaries of such massive growth since 2007, not native-born workers. This is true even though the native-born accounted for the vast majority of growth in the working-age population (age 16 to 65) in Texas. Thus, they should have received the lion's share of the increase in employment. As a result, the share of working-age natives in Texas holding a job has declined in a manner very similar to the nation a whole.

Among the findings:

- Of jobs created in Texas since 2007, 81 percent were taken by newly arrived immigrant workers (legal and illegal).
- In terms of numbers, between the second quarter of 2007, right before the recession began, and the second quarter of 2011, total employment in Texas increased by 279,000. Of this, 225,000 jobs went to immigrants (legal and illegal) who arrived in the United States in 2007 or later.
- Of newly arrived immigrants who took a job in Texas, 93 percent were not U.S. citizens. Thus government data show that more than three-fourths of net job growth in Texas was taken by newly arrived non-citizens (legal and illegal).
- The large share of job growth that went to immigrants is surprising because the native-born accounted for 69 percent of the growth in Texas' working-age population (16 to 65). Thus, even though natives made up most of the growth in potential workers, most of the job growth went to immigrants.
- The share of working-age natives holding a job in Texas declined significantly, from 71 percent in 2007 to 67 percent in 2011. This decline is very similar to the decline for natives in the United States as a whole and is an indication that the situation for native-born workers in Texas is very similar to the overall situation in the country despite the state's job growth.
- Of newly arrived immigrants who took jobs in Texas since 2007, we estimate that 50 percent (113,000) were illegal immigrants. Thus, about 40 percent of all the job growth in Texas since 2007 went to newly arrived illegal immigrants and 40 percent went to newly arrived legal immigrants.
- Immigrants took jobs across the educational distribution. More than one out three (97,000) of newly arrived immigrants who took a job had at least some college.
- These numbers raise the question of whether it makes sense to continue the current high level of legal immigration and also whether to continue to tolerate illegal immigration.

The two primary employment surveys collected by the United States government are referred to as the "household survey" (also called the Current Population Survey or CPS) and the "establishment survey." The establishment survey asks employers about the number of workers they have. In contrast, the CPS asks people at their place of residence if they are working. While the two surveys shows the same general trends, the figures from the two surveys do differ to some extent. Because the CPS asks actual workers about their employment situation, only it provides information about who is working, who is looking for work, and who is not working or looking for work.

Moreover, only the CPS asks respondents about their socio-demographic characteristics such as race, education level, age, citizenship, and year of arrival in the United States. Thus the CPS can be used not only to compare job growth among immigrants and the native-born, it can also be used to examine the share of different groups who are employed or unemployed or to make comparisons about any other measure of labor force attachment. For these reasons, this report uses the public-use files of the CPS to examine employment in Texas by quarter.

	Q2 2001	Q2 2007	Q2 2011
Natives Working (16+)	8,237	8,771	8,900
Immigrants Working (16+)	1,682	2,247	2,397
Native Working-Age (16 to 65) Population	10,983	11,949	12,810
Immigrant Working-Age (16 to 65) Population	2,425	3,156	3,535
Employment Rate (16 to 65) Natives*	72.8 %	70.7 %	66.6 %
Employment Rate (16 to 65) Immigrants*	68.0 %	69.8 %	66.5 %
Employment Rate (16 to 65) Natives, All of U.S.	73.4 %	71.3 %	66.1 %
Employment Rate (16 to 65) Immigrants, All of U.S.	70.3 %	71.9 %	67.8 %

Source: Center for Immigration Studies analysis of public-use second quarter (April, May, and June) Current Population Surveys for 2001, 2007, and 2011. All figures are seasonally unadjusted and are for non-institutionalized civilians, which does not include those in institutions such as prisons and nursing homes. All figures are for Texas except where otherwise indicated.

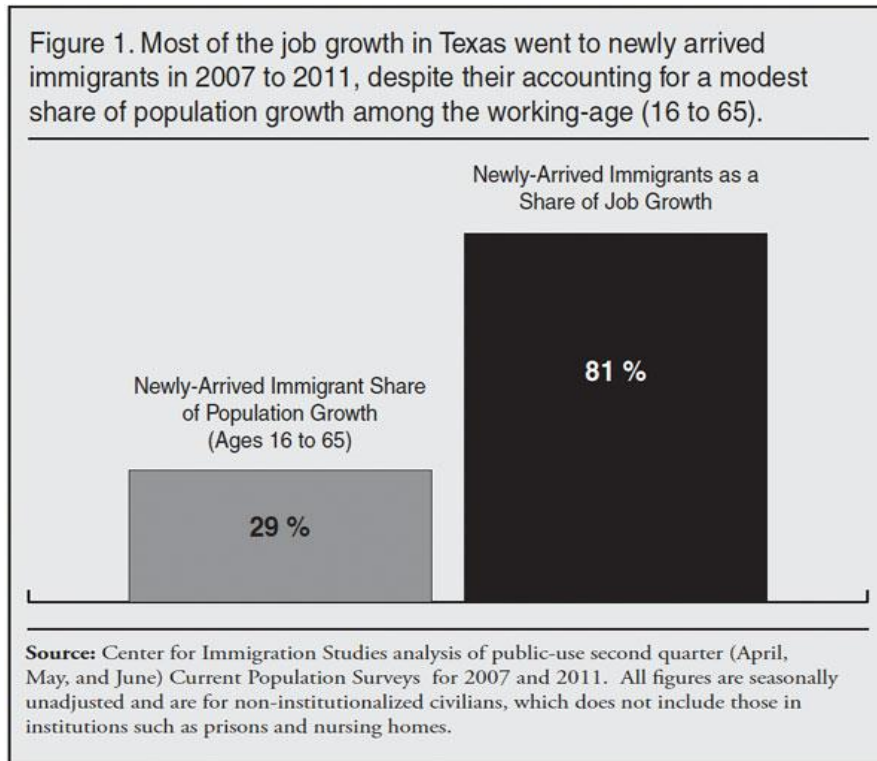
* Employment rate reflects the share of those of working age (16 to 65) holding a job.

There are two ways to examine the share of employment growth that went to immigrants vs. natives in Texas during the economic downturn. One way is to compare the increase in total employment to the number of newly arrived immigrants holding a job. The second way is to compare the increase in employment to net growth in the number of immigrants holding a job. While there are differences in these two comparisons, no matter which method is used, the data show that a disproportionate share of job growth went to immigrant workers.

Most of the Job Growth In Texas Went to Immigrants

The Figure 1 chart below shows the share of population growth among the working age (16 to 65) accounted for by newly arrived immigrants in Texas between the second quarter of 2007, before the recession began, and the second quarter of 2011, which is the most recent quarter for which data are available. Newly arrived immigrants (legal and illegal) are defined as those who indicated in the CPS that they came to the United States in the second quarter of 2007 or after the population growth of 28.9 percent is for those of working age (16 to 65). There were 358,000 working-age (16 to 65) immigrants in 2011 who indicated that they had arrived in the United States in 2007 or later.

This equals 28.9 percent of the 1.24 million overall increase in the size of the working-age population in Texas between the second quarter of 2007 and the second quarter of 2011. The second bar in Figure 1 shows employment relative to the number of newly arrived immigrants holding a job. There were 225,000 immigrants holding a job in 2011 who indicated that they had arrived in the United States in 2007 or later. This equals 80.6 percent of the 279,000 overall increases in employment in Texas between 2007 and 2011. Of new arrivals, 93 percent indicated they were not U.S. citizens. The newly arrived can be described as new foreign workers.



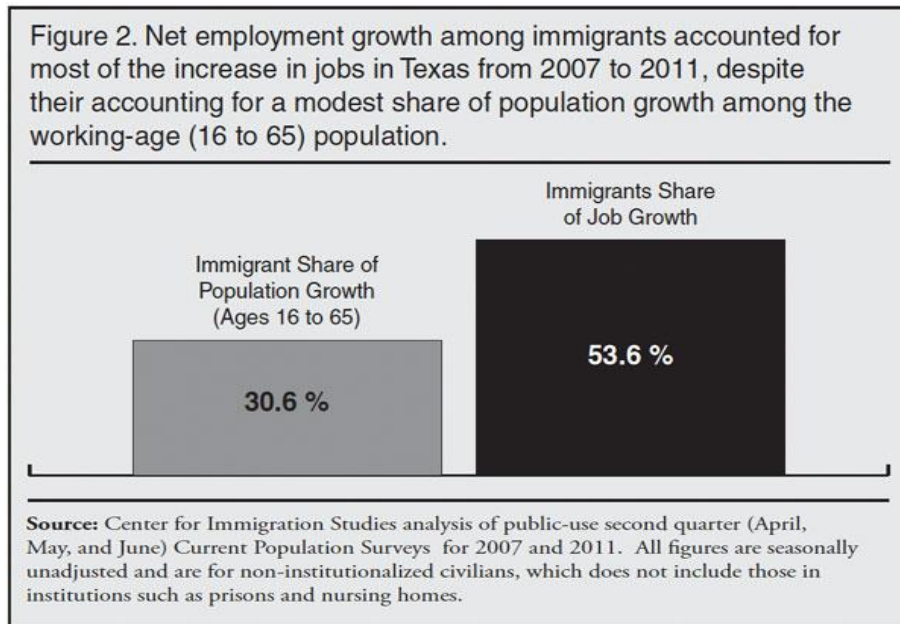
The above analysis shows that newly arrived immigrants took most of the net increase in jobs in Texas. This is the case even though new immigrants accounted for a modest share of population growth among the working age (16 to 65). Put a different way, since natives accounted for the overwhelming share of the growth in the number of working-age people in the state.

Net Employment Growth among Immigrants

Figure 2 uses a different method to examine the share of job growth that went to new immigrants in Texas. Rather than looking at new arrivals, Figure 2 compares overall job growth in the CPS to the net increase in immigrant employment. The left bar shows that the net increase in the number of working-age immigrants accounted for 30.6 percent of the net increase in the overall size of the working-age (16 to 65) population in Texas from the second quarter of 2007 to the same quarter in 2011.

The net increase in working-age immigrants was 379,000 and this was equal to 30.6 percent of the 1.24 million increase in the total working-age population in Texas over this time period. This, of course, means that the net increase in the number of native-born Texans accounted for 69.4 percent

of population growth among 16 to 65 year olds over this period. The bar on the right side of Figure 2 reports the share of net employment growth accounted for by the net increase in immigrants working. The net increase in immigrant workers was 150,000 and this equaled 53.6 percent of the 279,000 overall growth in employment from 2007 to 2011.



The immigrant share of employment growth is less than when we examine new arrivals (Figure 1). But it is still the case that immigrants accounted for less than one-third of population growth from 2007 to 2011, but more than half of all the job growth in Texas. Thus, whether we calculate the impact of immigration in Texas by looking at the share of jobs taken by newly arrived immigrants (Figure 1) or by looking at the net increase in immigrant workers (Figure 2), in both cases a disproportionate share of job growth in Texas went to immigrants. English Magic USA intend to reach this market by maintaining its office in the areas where they are working immigrants and students taking English courses at local colleges and working in the community.

Market Test Results

The investigation results from our research helps to solidify what we think we know about the fast growing amount of immigrants in the United States. The findings from these extensive tests and conducting an experiment using 100 different foreigners i.e. 25 Chinese & Japanese, 25 Hispanics, 25

Africans, and 25 other Asians who volunteered who are learning the English language. Our team found that they rather speak English more than sit in a class learning to read and write it. The main reason for learning English for most new immigrants arriving in the U.S. at an alarming rate is to land a good job.

More and more immigrants are receiving an education in colleges, marrying and having children as they build a family life in the U.S. When asked, many of them say they want to improve their ability to speak English well so they can take full advantage of the opportunities that America has to offer. Judging from the population growth data, there's no doubt there'll be plenty more new immigrants showing up in the country and our service will be here to help them to adapt into an American English speaking society.

Marketing Plan

English Magic USA initially will advertise and brand first immediately in the Asian community areas near our office location. Massive promotion will start in the small China Town and in the Asians' Hong Kong Market located in Richardson and Plano Texas, a few of the Dallas' suburbs. Also, there'll be enormous penetrations in the three nearby community colleges via, Brookhaven, Richardson College, and Collin County Colleges. The company's potential consumers (learners) are living and studying English in and around the Dallas area as a whole. The owner is presently marketing the English Magic USA company through "Covington Who's Who" in which he's a member of their services that has an online clearing house for professionals who markets the owner's services through local newspapers, radio stations and on their business webpage. Their online services extend the company's awareness to the community by posting press releases that market our products & services and providing the company's profile to be made available for viewing online.

There'll be continuous advertisement and promotions in the local Dallas Morning News newspapers, placements of ads and newsletters in the Green sheet, Yellow Pages, Dallas Observer, as well as newsletter placed around all the local colleges that's mentioned above. The marketing strategy is to network and build alliances with these schools, English training facilities, and other English language institutions like them around the community that can use our specialized method for improving verbal communication.

We are also interested in building long continuous relationships with companies like Wal Mart, Time Warner (Spectrum), McDonalds, AT&T, Taco

Cabana and many other companies servicing in the community as well. We are committed to helping improve their working immigrants' spoken English ability for higher job quality and productivity. Profile on Covington Who's Who at link below.

<http://www.covingtonwhoswho.com/blog/publishedauthors/english-magic-by-r-royale/>

The owner also have his memoir, book, on a culture experience promoted on Covington Who's Who at the following link:

<http://www.covingtonwhoswho.com/blog/publishedauthors/china-untold-by-r-royale-genre-biographies-and-memoirs-adult-non-fiction/>

And, R. Royale is currently online marketing his company by using the register web sites such as English Magic at www.englishmagic.us , Random Groove Music Inc., www.randomgroovemusic.com and a Chinese site, Hei Hu, at www.heihu.org.cn

In addition, English Magic is being promoted on social media such as Facebook, view link: <https://www.facebook.com/pages/R-Royale/415852035194055> and Twitter: https://twitter.com/super_royale

- Organizations for utilizing resources:

English Language Ministry
Christian Church, 629 N. Peak,
Dallas, TX 75246
180 214.821.2502
<http://www.elmdallas.org/>

Center of English Language
CEL Branch School - Richardson
North Campus | 222 Municipal Suite
Richardson, TX 75080 (972) 421-1288
<http://english-classes.com/>

Elite Language Institute
11498 Luna Rd.,
Suite #101
Farmers Branch, TX 75234
972-590-3543 (ELID)
Toll Free: 1-866-590-3543
elidallas.com/faculty-staff.shtml

Inlingua School of Languages
3818 Spicewood Springs Rd STE 300
Austin, Texas 78759
Telephone: (512) 794 8789
Email: austin@inlingua.com
<http://www.inlingua-it.com/>

Competition

These companies above are in the English training market too, so they are considered competitors for English Magic USA as well as a source for us. However, these English training institutions really don't concentrate solely on speaking the English language. Thus, our organization's primary focus is on just that area of development in the learners proficiency. English Magic USA specializes only in the verbal communication for immigrants and foreign students in the U.S. But there's an online service in our area that provide English services called "English Learning in Plano." The business phone number is 1-877-566-9299 and their web site is below:

<http://www.listenandlearnusa.com/english/plano/>

Listen and learn USA charges \$50-75 dollars per hour to instruct English to clients who speak what is considered exotic languages.

Comprehensive Plan

The overall marketing plan for English Magic USA's services are based on the following objectives:

1. Establish a strong presence and awareness in the English education environment.
2. Work in alliance with other English schools, institutions, and training programs in the community.
3. Develop verbal English skills for foreign students and immigrants seeking jobs or who are already in the workplace
4. Build great relationship with employers, businesses, government affiliates, and the local community
5. Raise funds for charity, events, research, and many other English activities
6. Execute contracts for a sound and continuous business relationship with many of these entities

Operational Plan:

This "Operational Plan" for our management team is a detailed plan to provide us with a clear picture so we can put together all our individual talents and skill to contribute to the achievement of the organization's strategic goal. The strategic goal of our organization is mentioned in the Marketing section of this business plan, which highlights the direct organization's intent.

Strategic plans identifies:

- The organization's strengths are: Our organization's strengths are that we have an experience owner whose expertise is of quality in working with students overseas in China for more than eight years. He wrote and published an English verbal communication self-help book that was published in Thailand and in the U.S. taught thousands of Chinese people at different educational levels ranging from primary schools, colleges, universities, and adults in learning English training institutions with great success. This owner has a degree in Business Administration to go along with his experience of training English as a second language. The other team members either have a child education degree or sociology degrees that can assist social studies of human behavior in a class or group setting.

In contrast, the organization's weakness is we're new in the English educational market. Our existence only started March 07, 2014. We have no significant relationships with any other English educators or an English expert guru that possesses networking channels or connection at the moment. The organization doesn't have sufficient marketing funds. At this particular time, the organization isn't known well enough to draw substantial amount of learners or investors. The organization is weaker in terms of man-power, technological advancement, knowledge of the market, market share, information, experience at promoting in this area. There're limited resources and capital since we are primarily a start-up business.

- The potential growth areas would be a 2.5% increase in the English marketplace within 3 or 4 years, increase in supply and demand, product development, and quality services for an essential emerging niche market.
- Areas of vulnerability in the organization are, (1) trying to maintain stability by having only one small office, (2) not

having English teachers, (3) having only a staff of three people operating the business.

Operational plan identifies:

- The specific goals for our team is to target the working immigrants and foreign students who are in need of immediate verbal English improvement. The promotion should be attractive and addressing how our service will help their limitations in speaking the English language.
- The goal of locating these potential learners for our training method will be by building relationships with employers in the community and visiting all the local colleges, universities, and English training schools. The organization will build an alliance with such institutions like these and others to maintain good relationships and continue to offer our unique verbal training to their employed immigrants and foreign students.
- Important resources we will acquire to meet the goals are people knowledgeable in the English educational field who can volunteer to assist us. The team plan to put a direct focus on advertising toward and around our potential learners' most settled areas and where they seek English help the most, via schools, community programs, libraries, or language centers. In these sorts of facilities, the team will develop a cooperation with the organizers, support their goals in their English education programs as well, and focus on building a long-term relationship in conjunction which can be of some assistance to their English language programs.
- The organization's business Inputs consists of the owner's financial capital injection of over \$9,000. Plus, other inputs includes the payments for upgrading technology, purchasing adequate equipment, production of a English training handbook, for our learners, internet-technology, and the traveling expenses that all goes into production of the goods and services that we provide. Human Resource will use the revenue generated from the organization's English training services and all product sells will go towards wage compensation and/or to payback sponsorors and investors.

- An indication of how long the goal will take to achieve: it's based on a 5 year projection before all completed actions are input and fully adapted and implemented for success for the organization. The team is ready to achieve the immediate goal and will use all available physical tools and methods that'll help elevate the growth in revenue and increase learners interest in the participation in our English language learning programs. A healthy collaboration with local Educational institutions and the team's commitment and execution of the planned objectives, will score a huge success for the organization.
- Outside Source used are printing companies, shipping/packaging, manufacturing, accountants (CPA), and attorneys.

Owner's basic knowledge of the Texas labor laws are as perceive:

The Texas labor laws overtime provision strictly follows the rules set in place by the FLSA. While many states have created their own laws concerning overtime Texas has chosen to rely on the rules set in place by the federal government. Texas labor laws overtime provisions require that any employee who works more than forty hours per work week should be paid one and one half times the regular rate of pay for every hour over the forty hour mark. Texas labor laws overtime provisions clearly state that all time spent by an employee performing activities which are job-related is potentially "work time."

This includes the employee's regular "on the clock" work time, plus "off the clock" time spent performing job-related activities (which benefit the employer). Potential work is actual work if the employer "suffered or permitted" the employee to do it. An employer suffers or permits work if it knows the employee is doing the work (or could have found out by looking), and lets the employee do it. The FLSA overtime rules also state that with only a few exceptions, all time an employee is required to be at the premises of the employer is work time.

All regular shift time is work time. This includes "breaks" (if there are breaks), and "nonproductive" time (for example, time spent by a receptionist reading a novel while waiting for the phone to ring). In addition, all time spent by an employee performing work-related activities that the employer suffers or permits is work time, whether on premises or not and whether "required" or not. Work done "at home" or at a place other than the normal work site is work, and the time must be counted. "Voluntary" work is work, and the time must be counted.

While the Texas labor laws overtime provision is mostly black and white there is some gray area which leads to many misconceptions about overtime by both employers and employees. Employers may violate the Texas labor laws overtime

provision by failing to pay their employees the proper hourly rate. This can occur by paying overtime at the same rate as straight time, versus time and one-half. It can also occur when the employer fails to include bonuses and shift pay in the employee's regular hourly rate. Other times, Employers may violate Texas overtime labor law provision by failing to pay their employees for the total hours they have worked.

This may include failing to pay for time such as: time spent cleaning equipment or putting on a uniform before work begins; break time; travel time; time you worked late without being asked to do so or work done at home. If you don't work for a governmental entity and have been getting "comp time" for working overtime hours in a work week, your employer may be violating the Texas' overtime law. A typical example is someone who works 55 hours in a workweek, and is told by their employer that they will give you 15 hours off the next week to "make up" for the extra hours worked.

This is improper under the Texas overtime law. If you are non-exempt, you are entitled to be paid overtime for any hours worked in excess of 40 hours per week. Employers frequently classify employees as exempt, when they are actually non-exempt. The test is not whether you are salaried, but whether your actual job duties qualify you for an exemption.

Requested Budget Amount

\$460,000

Office Equipment and Other Items:

Printers: All-In-One Printer, Copier, Scanner, Fax. This all-purpose printer is very useful for printing brochures, business cards, newsletters, membership applications, ads, flyers, scanning faxing forms and so on for the business. \$2,305.95

Projectors: 2-3 AAXA Technologies P2 Jr. Pocket-Size Pico Projector. Used for a teaching tool in during presentations, trainings and organized workshops, continuing education training in community settings as well as the classroom. \$3,500.00

Video-Webcams: is for the use of presentations, online interactive conferences, virtual classes, via skype. \$1,253.95

Shredder: Nuova NU894XA 8 Sheet Cross-Cut Shredder, Black is to be used for shredding official documents to prevent identity theft of company and clients. \$218.00

Additional Learning Materials: Large White Board will be used occasionally to write down English words and phrases as the instructor talks and demonstrate lessons. A stack of flash cards with the English alphabets, and pictures having English words captions to be used for students in learning how to identify objects, letters, images, foods, and other sorts of pictures and other numerous objects for training. \$1,250.00

Handy-Cam & Accessories: Sony - Handycam HDR-PJ275 8GB 1080p Full HD Camcorder+Projector +32GB. This handy-cam video camera is for the use of documenting students' progress during their training activities, indoors and outdoors, such as recording online training and interactive virtual classes, cultural video shows for English culture adaptation in a normal English environment. \$870.18

Educational Software: English learning software via Rosetta Stone for spoken English grammar and pronunciations. \$264.00

Educational audio software: to be used called, Ableton Live 9 Standard Educational Version Software. It's to be used for recording audio and playback to increase the development significantly. This software will aid the teaching and help assess the progress made by students, to give immediate feedback from these recordings during the playback functions for a technical advance training. \$1,320.00

Flat screen LCD Monitor: Two huge 3M Lightweight Privacy Filter Widescreen LCD Monitor. This monitor would be used for teaching in large group settings, room with a large amount of students showing educational videos for cultural development/ESL English language lessons. \$2,130.00

Repairs & Restoration: The company would require repairs of equipment at some point in the near future, in the need of warranty, maintenance of damage or warn-out equipment, bulbs, extra print cartridges and upgrades. \$2,000.00

Refrigerator: Magic Chef 3.6-Cubic Foot Refrigerator, Black is used to store food for staff and consumers. \$700.00

Ice Maker: Magic Chef 27-lb Countertop Ice Maker for cold beverages for staff and consumers. \$133.20

Smart Phone: Samsung Galaxy Light Android Smartphone w/ Accs. on T-Mobile is recommended for its effective use because it is easier to use with a better screen size and total dynamic. . \$750.00

Credit Card Terminal First Data FD50Ti use for accepting payment from customers for convenience. \$300.00

Website Domains: Hosting and promotions for websites over 5 years company's English training and cultural development learning at www.englishmagic.us. \$4,000.00

Web-Designer: For an entry-level range, we're looking at 2,000 to \$4,000. In this price range we can expect a decent professional site that includes common functionality such as a content or image slider, contact form and opt-ins, photo gallery, blog and a branded design. This range will afford English Magic USA a site that goes beyond the generic template-look with features like a designed header or background and consideration for colors, fonts and layout, it's not going to buy us a completely custom design. Often, sites in this price range are based on a WordPress theme or HTML template.

Even at an entry level we should expect basic optimization. That means our site will be built to current code standards and optimized for speed, functionality and fundamental search requirements. While our content may not be optimized, the rest of our site – from basic meta data to sitemaps and other essentials. Maintaining over 5 yrs. \$25,000.00

Advertisement: Advertising by using the Yellow Pages estimate cost for ads on internet will be \$115.50 a month which gives up to 30 ad pointst (targeted words). And there's \$30 for logo place next to company's name. If wanting a specific area it'll be an extra \$24.20. We will need to pay \$162 per month with platinum title up top; pages are \$3,023 for 6 months. If wanting the Yellow Pages book to advertise a little square box approx. 3cm x 6cm ad will set the cost to \$7,024 a year. Then the local book may be \$1,000 a year approximately. The car Yellow Pages book is 10% cost of whatever the company advertise in its big yellow pages. Initial investing ad cost \$690.00 x 5 years equals the sum adding up to cost amount. \$6,800.00

Minivan: 2015 Chrysler Town and Country Touring 4D Pass Ext Van for picking up English learners and bringing them to our location. \$18,998.00

Limousine Services: Limo services is to be used for important distinguish clients and celebrities for escorting them to upscale events, concerts, to and from major airports. And with this service, the organization will be able to make a significant impact and brand a good image in their minds. The use of this service calculates \$374 an hour; one day usage is plan for 8 hour or lets say $\$374 \times 8\text{hrs} = \$2,992$ for one day. We'll anticipate in one fisical year there'll be 5 major events (New Years Bash, a Christmas Party, Spring Festival, Summer Concert, and a Performance Art Event. For the use of this service, the math would be Limo cost $\$374 \times 8\text{hrs} = 2,992 \times 5$ times in one in one fiscal year equals \$14,960.00

Radio Ads: Advertise company's English service banner on FunAsia community radio at www.funasia.net/index.php to promote English learning in the Asian community in and around Dallas Texas. Advertisement for 5 years at the cost of \$7,500.00

Working Capital:. \$40,000.00

English Magic USA

EIN No. 46-4909028

Wage Expense (Salaries/Insurance for 3-5 worker for 5 yrs) \$200,000.00

Company's Location:

Office Space (\$2,100+ utilities monthly for 5 yrs) \$126,000.00

Dallas TX - Two Galleria Tower (HQ)

13455 Noel Road,

Suite 1000

Dallas, Texas 75240

The office plan for the English Magic USA is in the Galleria mall that's next to the Dallas tow way and near two major highways, 75 North Central Expressway and 635 LBJ Freeway, both located in Dallas Texas. There are the two local community colleges, Brookhaven and Richland college, and one university, the University of Texas at Dallas, approximately within 4 to 6 miles from this physical address.

Total Budget Amount: **\$458,785.28**

Owner's Contribution to the Company

Personal cash invested \$10,000.00

Service cost for editing and marketing two books \$5,000.00

Membership fee and promoting on Covington's Who's Who \$2,500.00

Sony Handy Cam \$400.00

Internet/cable fees (monthly fees) \$80.00

Home insurance to protect equipment (monthly) \$117.00

Rental agreement (monthly rent). \$543.00

Incorporation & Article Amendment fees \$50.00

Internal Revenue Service 501(c)(3) Tax Exemption fee \$850.00

Owner's Total Contribution to the Company **\$19,540.00**

Services and Fees:

- One-to-one lessons for young and adult wanting private tutoring.
- Consultant and trainer staff who are new to teaching foreign students the English language.
- Working in the Community Colleges to develop ESL curriculum.
- Cash Donations can be received by businesses, government agencies, private donations, donations and employers who want to have their working immigrants acquiring some English training.

These Values in Cash Training For Services: One to five learners training three times a week each month for a few hours calculated as; one learner \$60; two learners \$120; three

learners \$180; four learners \$240; and five learners \$300. Six to nine learners training three times a week for a month a few hours discounted as follows: six learners \$220; seven learner \$280; eight learners \$320; and nine learners \$360. Annual Cash Donation by organizations or individuals for \$5,000.00.

Products & Services

Sales of Books, T-Shirts, caps, and button contributions, English shows DVD/CD cultural developments, items sold on Amazon.com and in the organization directly. Owner will offer low fees for Workshops and trainings to students who are living in the community or students already studying at local universities and colleges. There will also be sales of books and other English learning materials to many English schools and training institutions.

Types of Employees

he beginning number of workers will be between 5 to 10 people, some interns and volunteers, with a group of researchers responsible for updates on the market and all the latest technology available for advancing the organization's knowledge about English education. There will be hiring of experience teachers and vocal coaches to train and teach our learning materials. The organization will have a few salespeople in-house for making direct contacts and signing up new potential clients to fund or sponsor programs for improving verbal English in communication in the community. In the office, one or two of the company's directors will monitor activities while the others are out in the fields connecting with our clients around the community.

Management:

Ms. Jingjing Zhang, Administrative Assistant

Director, responsible for assisting day-to-day operations, organizing schedules, client-contacts, and file keeping

Mr. Kim Do, Human Resource HR

Director, head of research for social behavior studies and Human Resource Manager (HR) management and personnel

Mr. R. Royale, President/CEO

Principal decision maker in the organization who's in charge of overseeing all level of operations.

Name of Organization English Magic USA

EIN of Organization 46-4909 028**One Year Projected Budget**Support and Revenue

Contribution Income	\$ <u>1,500</u>
Grants	\$ <u>2,200</u>
Membership Dues	\$ <u>5,500</u>
Value of Services	\$ <u>1,100</u>
Fundraising Ticket Event Fees	\$ <u>6,000</u>
Investment	\$ <u>30,000</u>
Cash Donations	\$ <u>2,800</u>

Total **\$ 49,100**Expenses

Accounting/Bookkeeping	\$ <u>2,800</u>
Fundraising Expenses	\$ <u>6,000</u>
Insurance	\$ <u>800</u>
Professional Fees	\$ <u>500</u>
Office Supplies	\$ <u>500</u>
Rent/Utilities	\$ <u>2,100</u>
Tax & License	\$ <u>150</u>
Telephone	\$ <u>400</u>
Travel	\$ <u>500</u>

Total \$ 13,750Payment to Investors **\$ 35,250**

English Magic USA, Nonprofits Corporation

FIVE YEAR PROJECTION

Years	2017	2018	2019	2020	2021
Income Statement:					
Net sales	\$30,000	\$35,800	\$50,300	\$63,500	\$78,500
Cost of goods sold	\$10,000	\$15,300	\$20,300	\$23,500	\$30,500
Net Operation	\$20,000	\$20,500	\$20,00	\$40,000	\$48,000
Operation expenses	\$20,000	\$20,500	\$20,00	\$40,000	\$48,000
Net Income	0	0	0	0	0
Cash Flow Statement					
Beginning balance	\$10,000	\$12,000	\$16,500	\$18,950	\$20,500
Cash inflow	\$5,200	\$6,500	\$7,200	\$7,700	\$8,500
Cash outflow	(\$4,200)	(\$5,200)	(\$5,500)	(\$5,700)	(\$5,500)
Ending Cash Balance	\$11,000	\$13,000	\$18,200	\$16,900	\$23,000
Balance Sheet					
Cash	\$6,000	\$5,900	\$7,000	\$10,000	\$12,000
Account receivable	\$2,600	\$1,500	\$1,600	\$3,800	\$4,800
Inventory	\$800	\$1,500	\$900	\$2,600	\$3,100
Prepaid expenses	\$1,200	\$1,80	\$2,000	\$3,400	\$4,100
Total Current Assets	\$10,600	\$10,700	\$11,500	\$19,800	\$24,000
Fixed assets	\$15,000	\$15,000	\$15,000	\$15,000	\$20,000
Total Assets	\$25,600	\$25,800	\$26,500	\$34,800	\$44,000
Accounts payable	\$2,600	\$2,200	\$2,900	\$9,900	\$11,900
Short-term notes	\$3,000	\$3,400	\$4,900	\$4,900	\$5,100
Accrued & other liabilities	\$5,000	\$5,200	\$4,700	\$5,000	\$7,000
Total Current Liabilities	\$10,600	\$10,800	\$11,500	\$19,800	\$24,000
Long-term debt	\$15,000	\$15,000	\$15,000	\$20,000	\$20,000
Total Liabilities	\$25,600	\$25,800	\$26,500	\$34,800	\$44,000