

## Creating a Citizenship Preparation Program

### I. Introduction: Tools for a Legal Program Interested in Starting a Citizenship Program

#### Who is this toolkit for?

Anyone seeking ways to better serve the foreign born as they prepare to naturalize.

#### What is a citizenship program?

Citizenship test preparation and quality legal services go hand in hand in assisting an immigrant along the path to citizenship. A prospective bill for comprehensive immigration reform most likely will bring changes in legal and language requirements for those eligible. It is recommended that of all legal service providers and teaching professionals working with the foreign born anticipate these requirements and prepare clients in advance.

A citizenship program provides eligible immigrants with the legal and language assistance they need in order to become a naturalized citizen of the United States. Qualified *legal* staff provide the client with authorized immigration legal services to accurately prepare the application needed to apply for citizenship. Qualified *language* staff prepare the client with the civics and English language knowledge needed to pass a naturalization interview with a USCIS representative. At least 2 levels of classes are offered: civics-based ELL provides students with the fundamental English language knowledge used on the test, and citizenship class provides students with the factual knowledge required to pass the test.

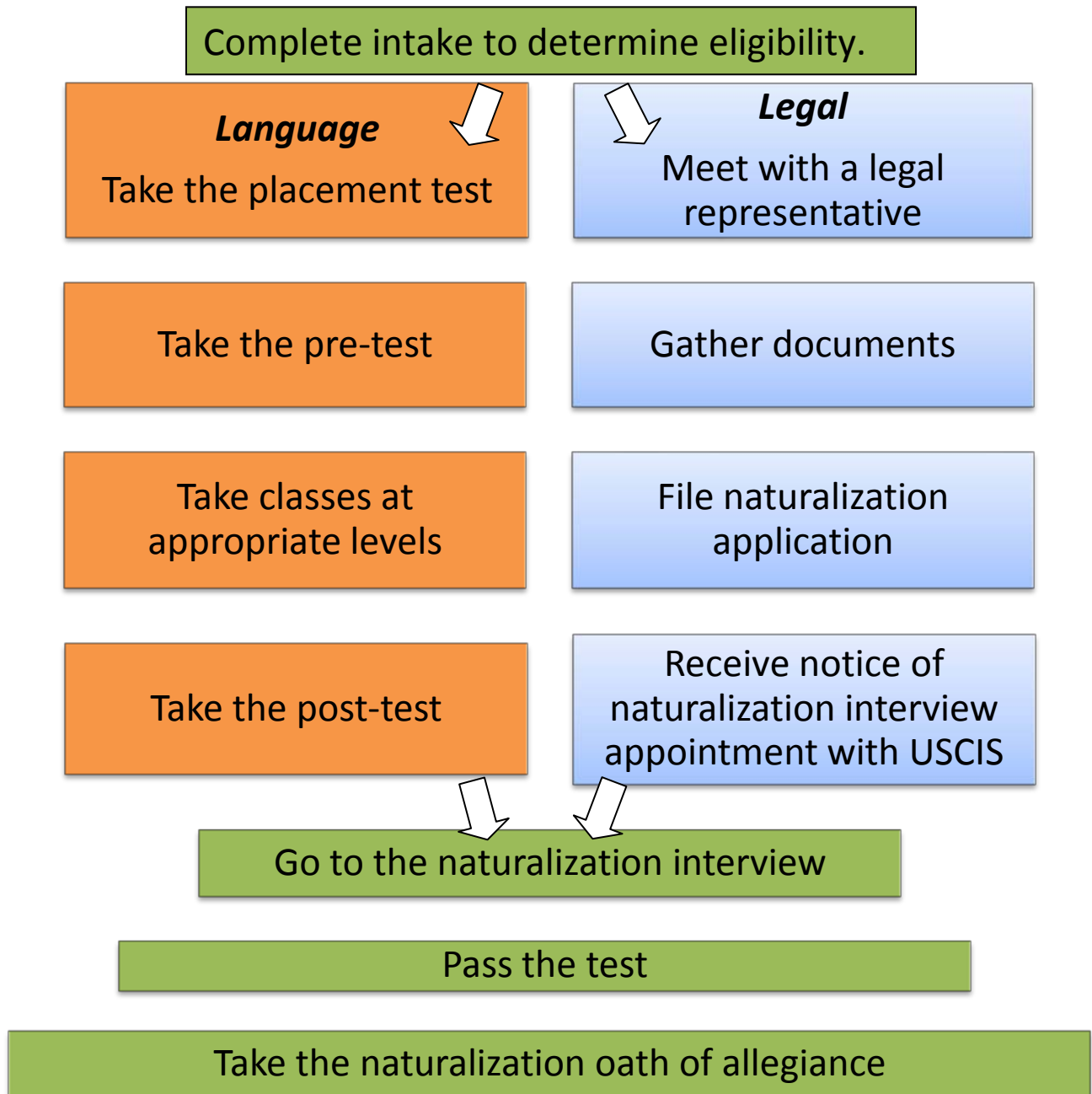
#### What does a citizenship program look like?

Offering comprehensive naturalization preparation services typically utilize two distinct teams of staff – the legal staff and the language staff. Some features of this comprehensive program are:

- Two teams working collaboratively
- Intake process that gauges both legal and language needs
- Tracking systems that follow both legal outcomes and language outcomes
- A minimum of two course levels – civics-based ELL and citizenship
- Trained teachers in adult pedagogy.
- Confidentiality protections

#### What are the benefits to offering both legal and language services?

Work to prepare a client for naturalization does not stop once the applicant's application is filed. Clients require both legal and language support to prepare fully for the citizenship interview with a USCIS officer. Offering both services to clients allows program staff to address comprehensively the citizenship needs of clients seeking this immigration benefit. The integration and empowerment of ELL learners benefits the local community as a whole and efforts should be supported and promoted.



### Legal Program Needs

- Legal staff
- Case files
- Case management Software
- Supervision
- Applications

### Shared Program Needs

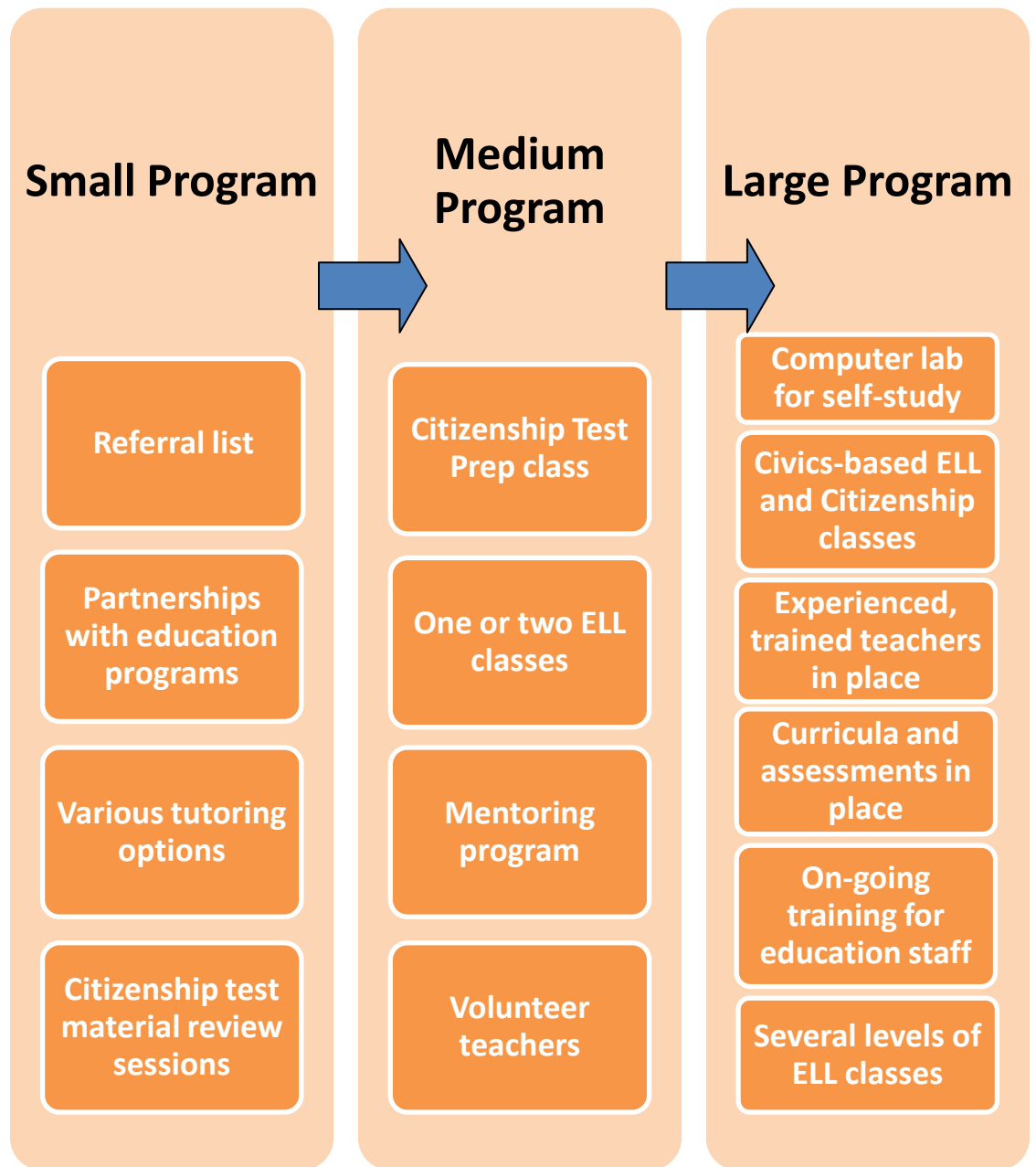
- Confidentiality
- Referrals
- Clients
- Needs assessment
- Cultural sensitivity training
- Partnerships with community organizations
- Using naturalized immigrants as volunteers
- Funding
- Productive relations with DHS/USCIS
- Program evaluations
- Positive media coverage

### Language Program Needs

- Teaching staff
- Training
- Case files
- Textbooks
- Curricula
- Pre and post-tests
- Placement tests
- Databases

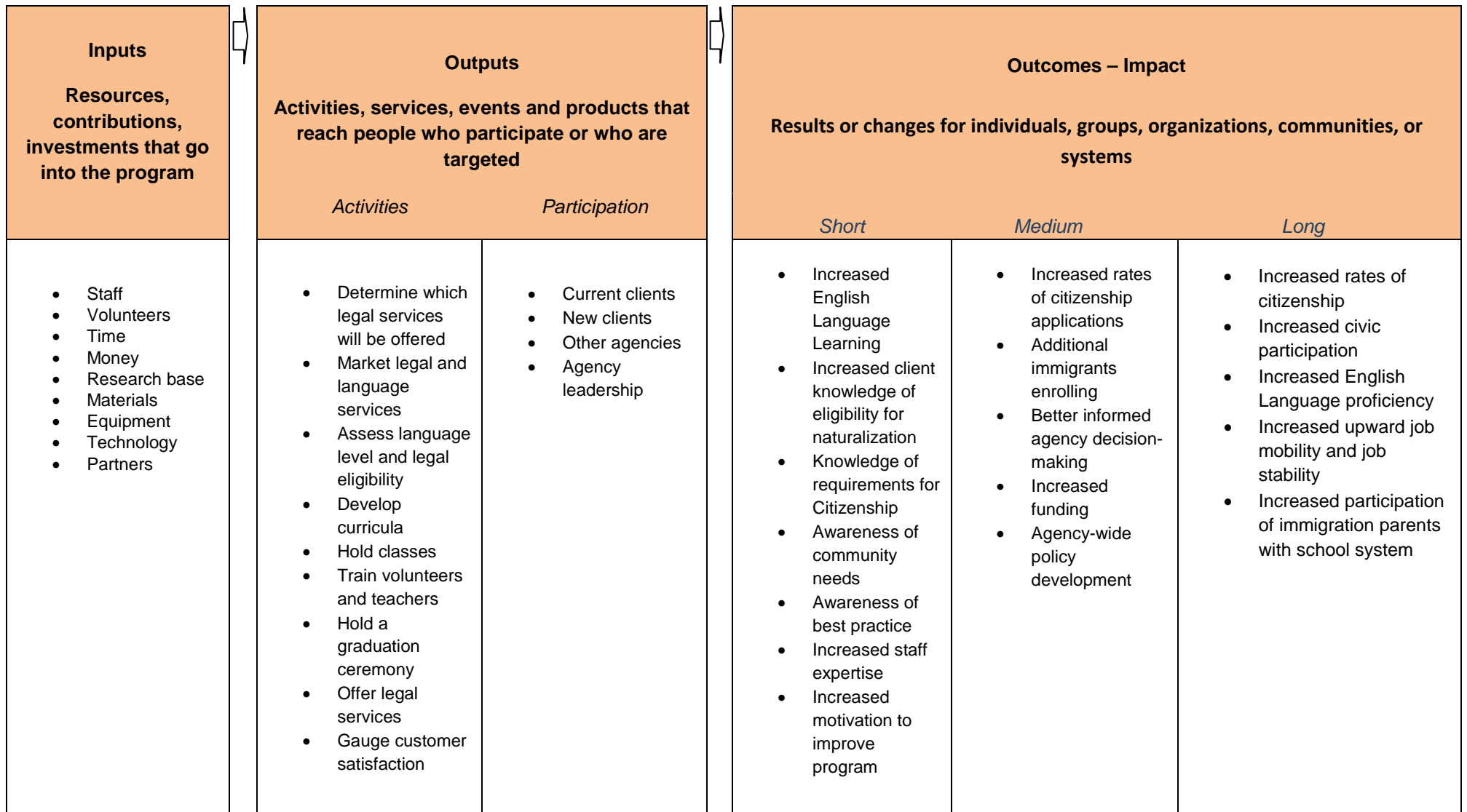
**Creating a Citizenship Preparation Program**  
**IV. Language Service Program Models**

Many programs already offer legal immigration services and seek to offer an even greater service to their clients. When thinking about starting a language program, it may be easier to start small and grow the program over time, moving from limited to greater inputs and outcomes. Below are some ideas about small steps a program can make to begin offering language services to immigrant clients.



## Creating a Citizenship Preparation Program

### V. Planning for a Citizenship Program



#### Assumptions

1. Are there enough affordable and accessible classes in your area?
2. Would your program address a need? How?
3. Do you see increasing numbers of immigrants coming to your program?
4. Do community statistics indicate many immigrants eligible to naturalize?

#### External Factors

1. Is your program situated within a supportive community?
2. Are there potential partners that would support this initiative?
3. Is there enough need to create a new program?

## Creating a Citizenship Preparation Program

### VI. Program Development

Funding must be considered when seeking to begin a new program or to expand the services offered by a current program. There are several characteristics of a strong language and legal program that funders may seek in a proposal when deciding to grant funding.

#### Possible Program Standards Required by Funders

##### Legal Program

- Completed needs assessment
- Confidentiality policies
- Authorization to practice immigration law (i.e. attorney or BIA Recognition and Accreditation status)
- Well-trained legal staff
- Standardized case files
- Case Management software
- Client outcomes tracking system
- Training curriculum for volunteers
- Client satisfaction surveys

##### Language Program

- Completed needs assessment
- Confidentiality policies
- Scheduling and class level options
- Student assessments
- Developed curriculum
- Real-life material used
- Qualified and trained teachers
- Recruitment practices for teachers and volunteers
- Certain numbers of hours of instruction
- Student progress data
- Training curriculum for volunteers
- Client satisfaction surveys

#### Potential Funding Sources

When beginning your search for funding, you might check the following sources for potential grants and other types of funding.

City and State governments

Local Foundations

Collaborative grant applications

Local businesses that fund locally or employ ELL employees

## Beginning Stage

- Individual voicemail boxes for staff
- Email addresses with organization's name as the server name
- Program presence on agency website
- Document scanner

## Middle Stage

- Multi-lingual telephone messages & prompts
- Facebook/Twitter presence
- Skype options for remote clients
- One computer for client use

## Advanced Stage

- Mass texting capabilities
- Robo calling capabilities
- A computer lab
- Computer education program
- On-line tutorials with aides
- Listening and pronunciation labs

*Samples include:*

- **Course Outline, Level 1, Basic Civics-Based English as a Second Language**  
*Catholic Charities of Stockton*
- **Course Outline, Level 2, Beginning Civics-Based English as a Second Language**  
*Catholic Charities of Stockton*
- **Course Outline, Level 3, Intermediate Civics-Based English as a Second Language**  
*Catholic Charities of Stockton*
- **Citizenship Class Topics, Vocabulary, and Civics Questions**  
*Catholic Charities of Buffalo*



**Course Outline, Level 1, Basic Civics-Based English as a Second Language**  
***Catholic Charities of Stockton***

This course is designed to provide the student with basic English survival skills emphasizing oral language production and basic literacy focusing on civics-based vocabulary development.

**ENTRY SKILLS:**

NONE REQUIRED

**LIMITATIONS ON ENROLLMENT:**

Legal Permanent Resident (LPR)

**HOURS PER WEEK:**

Minimum 6

**PLACEMENT:** Initial placement in the appropriate level of Citizenship/ESL preparation is based on initial assessment using the ESL/Citizenship Initial Teacher Designed Placement Tool.

**GOALS:**

General Goals: Upon successful completion of this course, the student will be able to: demonstrate an understanding of:

1. Vocabulary pronunciation of Civics Based terminology extracted from the Citizenship Application and Citizenship Examination
2. Vocabulary meaning of Civics Based terminology extracted from the Citizenship Application and Citizenship Examination
3. Basic English syntax.
4. Basic survival literacy in English

**SKILL AREAS:**

1. Listening
2. Speaking
3. Reading
4. Writing

**MEASUREABLE COURSE OBJECTIVES:**

Specific Objectives: Upon successful completion of this course, the student, at a minimum, will be able to:

1. Score 80 percent on pronouncing consonant sounds, consonant blends, and consonant digraphs and recognizing the corresponding orthographic symbols.
2. Score 80 percent on pronouncing the vowel sounds and recognizing the corresponding orthographic symbols.
3. Score 75 percent on pronunciation of civics based vocabulary.
4. Score 75 percent on the meaning of civics based vocabulary.
5. Score 75 percent on identifying verbs and nouns of the civics based vocabulary.
6. Score 75 percent on identifying simple verb tense forms (present, present- continuous and past) of the civics based vocabulary.
7. Score 75 percent on writing simple sentences in English containing at least one subject and one verb.
8. Score 90 percent on pronouncing and spelling the days of the week.
9. Score 90 percent on pronouncing and spelling the months of the year.
10. Score 90 percent on pronouncing and writing numbers 1 - 100.

11. Score 70 percent on writing sentences with civics based vocabulary words using the context clues from the civics narrative provided.

### **MATERIALS/TEXTS**

Consonant Flash Cards

Vowel Flash Cards

Days and Months Flash Cards

Civics Flash Cards, US Citizenship and Immigration Services, <http://www.uscis.gov/civicsflashcards>.

Learn About the United States: Quick Civics Lessons for the Naturalization Process, US Citizenship and Immigration Services.

Citizenship: Passing the Test, Weintraub, L., New Readers Press, New York, 1998.

**Course Outline, Level 2, Beginning Civics-Based English as a Second Language**  
***Catholic Charities of Stockton***

This course is designed to provide the student with beginning English skills emphasizing listening, speaking, reading, and writing literacy focusing on preparation for citizenship.

**ENTRY SKILLS:**

Successful passing of the exit test from Basic Civics-Based English as a Second Language

**LIMITATIONS ON ENROLLMENT:**

Legal Permanent Resident (LPR)

**HOURS PER WEEK:**

Minimum 6

**PLACEMENT:** Initial placement in the appropriate level of Citizenship/ESL preparation is based on initial assessment using the ESL/Citizenship Initial Teacher Designed Placement Tool, successful completion of Basic Civics-Based English as a Second Language, or successful passing of the exit test from Basic Civics-Based English as a Second Language

**GOALS:**

General Goals: Upon successful completion of this course, the student will be able to: demonstrate an understanding of:

1. Beginning English as a Second Language based on civics-based vocabulary extracted from Citizenship Application and Citizenship Examination.
2. Beginning English as a Second Language based on civics-based sentence structure modeling the oral and written process and understanding of the Citizenship Application and Citizenship Examination.
3. Integrated Beginning English as Second Language skills used to learn about US History
4. Integrated Beginning English as Second Language skills used to learn Civic Engagement to become productive members of the US
5. Integrated Beginning English as Second Language skills used to learn about the US Government and the impact on the lives of citizens
6. Integrated Beginning English as Second Language skills used to learn about the Naturalization Process.

**SKILL AREAS:**

1. Listening
2. Speaking
3. Reading
4. Writing

**MEASUREABLE COURSE OBJECTIVES:**

Specific Objectives: Upon successful completion of this course, the student, at a minimum, will be able to:

1. Score 80 percent on vocabulary studied as extracted from the Citizenship Application and the Citizenship Examination.
2. Score 80 percent on writing sentences studied as extracted from the Citizenship Application and the Citizenship Examination.

3. Score 80 percent on oral conversation using vocabulary and information modeled in the Citizenship Application and the Citizenship Examination.
4. Score 75 percent on studied information about the United States flag, national anthem, present local, state and federal leaders, and voting
5. Score 75 percent on studied information about the America's Early History.
6. Score 75 percent on studied information about the Revolutionary War.
7. Score 75 percent on studied information about the Civil War.
8. Score 75 percent on studied information about history since the Civil War.

## **MATERIALS/TEXTS**

Citizenship: Passing the Test, Weintraub, L., New Readers Press, New York, 1998.

Learn About the United States: Quick Civics Lessons for the Naturalization Process, US Citizenship and Immigration Services.

United States Citizenship: A Guide to U.S. Citizenship and the Naturalization Process, State Farm Insurance Company.

United States Citizenship Application, US Citizenship and Immigration Services.

CID: 980

**Course Outline, Level 3, Intermediate Civics-Based English as a Second Language**  
***Catholic Charities of Stockton***

This course is designed to provide the student with Intermediate English skills emphasizing listening, speaking, reading, and writing literacy focusing on sufficient preparation to successfully pass the Citizenship Examination and Oral Interview for Citizenship

**ENTRY SKILLS:**

Possession of skills necessary to pass the exit test from Beginning Civics-Based English as a Second Language

**LIMITATIONS ON ENROLLMENT:**

Legal Permanent Resident (LPR)

**HOURS PER WEEK:**

Minimum 6

**PLACEMENT:** Initial placement in the appropriate level of Citizenship/ESL preparation is based on initial assessment using the ESL/Citizenship Initial Teacher Designed Placement Tool, successful completion of Beginning Civics-Based English as a Second Language, or successful passing of the exit test from Beginning Civics-Based English as a Second Language

**GOALS:**

General Goals: Upon successful completion of this course, the student will be able to: demonstrate an understanding of:

1. Intermediate English as a Second Language based on civics-based vocabulary extracted from Citizenship Application and Citizenship Examination.
2. Intermediate English as a Second Language based on civics-based sentence structure modeling the oral and written process and understanding of the Citizenship Application and Citizenship Examination.
3. Intermediate English as a Second Language based on demonstration of the Oral Interview Process.
4. Integrated Beginning English as Second Language skills used to learn about the US Constitution.
5. Integrated Beginning English as Second Language skills used to learn about the Executive Branch of the US Government.
6. Integrated Beginning English as Second Language skills used to learn about the Legislative Branch of US Government.
7. Integrated Beginning English as Second Language skills used to learn about the Judicial Branch of US Government.

**SKILL AREAS:**

1. Listening
2. Speaking
3. Reading
4. Writing

**MEASUREABLE COURSE OBJECTIVES:**

Specific Objectives: Upon successful completion of this course, the student, at a minimum, will be able to:

1. Score 80 percent on vocabulary studied as extracted from the Citizenship Application and the Citizenship Examination.
2. Score 80 percent on writing sentences studied as extracted from the Citizenship Application and the Citizenship Examination.
3. Score 80 percent on the mock oral interview of the Citizenship Process.
4. Score 80 percent on oral conversation using vocabulary and information modeled in the Citizenship Application and the Citizenship Examination.
5. Score 75 percent on studied information about the US Constitution.
6. Score 75 percent on studied information about the Executive Branch of the US Government.
7. Score 75 percent on studied information about the Legislative Branch of the US Government.
8. Score 75 percent on studied information about the Judicial Branch of the US Government.

## **MATERIALS/TEXTS**

Citizenship: Passing the Test, Weintraub, L., New Readers Press, New York, 1998.

Learn About the United States: Quick Civics Lessons for the Naturalization Process, US Citizenship and Immigration Services.

United States Citizenship: A Guide to U.S. Citizenship and the Naturalization Process, State Farm Insurance Company.

United States Citizenship Application: US Citizenship and Immigration Services.

## Citizenship Class Topics, Vocabulary, and Civics Questions

### *Catholic Charities of Buffalo*

#### **Lesson 1: Introduction**

**Questions:** ∅

**Reading Vocab:** ∅

**Writing Vocab:** ∅

**Other:** Class Rules, Course Explanation, M-685 - "Pathway to U.S. Citizenship" poster, *The USCIS Naturalization Interview and Test* video (M-770), distribute M-638, pre-test

#### **Lesson 2: Coming to America**

**Questions:** 59, 58, 64, 61

**Reading Vocab:** Who, Why, country, state/states, America, to, want, for, come

**Writing Vocab:** free, Delaware, here, want, to, come, United States

**Other:** *A Promise of Freedom: In Introduction to U.S. History and Civics for Immigrants* video (M-668), world map

#### **Lesson 3: Declaration of Independence**

**Questions:** 8, 9, 62, 63

**Reading Vocab:** When

**Writing Vocab:** Adams

**Other:** video – *A promise of Freedom: An Introduction to U.S. History and Civics for Immigrants* video (M-668)

#### **Lesson 4: We the People**

**Questions:** 65, 67, 66, 68, 3, 1, 2

**Reading Vocab:** What, we

**Writing Vocab:** people, we

**Other:** (optional video: *A promise of Freedom: An Introduction to U.S. History and Civics for Immigrants* video (M-668)

#### **Lesson 5: The Constitution and its Amendments**

**Questions:** 70, 69, 12, 11, 4, 7, 5, 6, 10

**Reading Vocab:** of, Bill of Rights, George Washington, Father of Our Country, dollar bill, first, U.S., United States, government

**Writing Vocab:** is/was/be, Father of Our Country, dollar bill, Washington, freedom of speech

#### **Lesson 6: The 3 Branches of Government and the Senate**

**Questions:** 13, 17, 15, 16, 14, 18, 24, 19, 20

**Reading Vocab:** many, Senators, have/has, Congress, is/are/was/be

**Writing Vocab:** Senators, elect, meets, one hundred/100, have/has, and, Congress

### **Lesson 7: The Judicial Branch and the House of Representatives**

**Questions:** 38, 37, 39, 25, 23, 22, 21, 40

**Reading Vocab:** name, most, elects, How, in

**Writing Vocab:** largest, most, state/states

### **Lesson 8: The Chain of Command**

**Questions:** 28, 46, 45, 26, 27, 34, 33, 32, 30, 29, 31, 47

**Reading Vocab:** do/does, President, White House, Where, lives/lived, meet

**Writing Vocab:** President, White House, lives/lived

### **Lesson 9: Federal and State**

**Questions:** 35, 36, 41, 42, 44, 43

**Reading Vocab:** a, capital

**Writing Vocab:** the, of, in, capital

### **Lesson 10: Rights and Responsibilities**

**Questions:** 48, 49, 50, 54, 77, 51, 52, 56, 55, 57, 53

**Reading Vocab:** can, vote, right, citizen, pay

**Writing Vocab:** for, vote, pay, citizens, taxes, can, right

### **Lesson 11: The 1800s**

**Questions:** 71, 60, 73, 72, 76, 74, 75

**Reading Vocab:** south, north, the, Abraham Lincoln

**Writing Vocab:** Civil War, Lincoln, one, south, north

### **Lesson 12: World Wars I and II**

**Questions:** 78, 79, 80, 81, 82

**Reading Vocab:** here, second

**Writing Vocab:** second, first, during

### **Lesson 13: The 1900s**

**Questions:** 83, 84, 85, 87, 86

**Reading Vocab:** one, people

**Writing Vocab:** American Indians

### **Lesson 14: U.S. Geography**

**Questions:** 88, 89, 90, 91, 92, 93



**Reading Vocab:** city, largest

**Writing Vocab:** Mexico, Canada, California, Alaska

### **Lesson 15: American Symbols**

**Questions:** 94, 95, 98, 97, 96

**Reading Vocab:** colors, American flag

**Writing Vocab:** fifty/50, white, red, blue, Washington, D.C., New York City, Washington, flag

### **Lesson 16: Holidays**

**Questions:** 100, 99

**Reading Vocab:** on, Thanksgiving, Columbus Day, Labor Day, Independence Day, Flag Day, Memorial Day, President's Day

**Writing Vocab:** on, Thanksgiving, Columbus Day, Labor Day, Independence Day, Flag Day, Memorial Day, President's Day, November, October, September, July

## Creating a Citizenship Preparation Program

### IX. Training and other Resources

#### Helpful Web Pages and Toolkits

##### Legal Program Resources

- United States Citizenship and Immigration Services (USCIS)  
[www.Uscis.gov/portal/site/uscis/citizenship](http://www.Uscis.gov/portal/site/uscis/citizenship)
- America Immigration Lawyers Association  
<http://www.aila.com/>
- Immigration Advocates Network  
[www.ian.org](http://www.ian.org)
- Toolkit for BIA Recognition and Accreditation  
<http://cliniclegal.org/resources/toolkit-bia-recognition-accreditation>
- Case Management Toolkit  
<http://cliniclegal.org/resources/case-management-toolkit>
- Toolkit for Naturalization Workshops  
<http://cliniclegal.org/resources/toolkit-naturalization-workshops>
- Immigration Advocates Network  
[www.ian.org](http://www.ian.org)

##### Language Program Resources

- Center for Applied Linguistics (CAL)  
[www.cal.org](http://www.cal.org)
- Center for Adult English Language Acquisition (CAEL)  
[www.cal.org/caela](http://www.cal.org/caela)
- Literacy Information and Communication System  
<http://lincs.ed.gov>
- Migration Policy Institute (MPI)  
[www.migrationpolicy.org](http://www.migrationpolicy.org)
- Teachers of English to Speakers of Other Languages, Inc. (TESOL)  
[www.TESOL.org](http://www.TESOL.org)
- Working with Adult English Language Learners with Limited Literacy: Research, Practice, and Professional Development  
<http://www.cal.org/caelanetwork/resources/limitedliteracy.html>
- Using Oral Language Skills to Build on the Emerging Literacy of Adult English Learners  
<http://www.cal.org/caelanetwork/resources/using-oral-language-skills.html>
- Practitioner Toolkit: Working with Adult English Language Learners  
[http://www.cal.org/caela/tools/program\\_development/prac\\_toolkit.html](http://www.cal.org/caela/tools/program_development/prac_toolkit.html)

#### Language Services Research

- **Immigrants in the United States: How Well Are They Integrating into Society?** (2011)  
By Tomás R. Jiménez  
<http://www.migrationpolicy.org/pubs/integration-Jimenez.pdf>
- **Taking Limited English Proficient Adults into Account in the Federal Adult Education Funding Formula** (2009)  
By Randy Capps, Michael Fix, Margie McHugh, and Serena Yi-Ying Lin  
<http://www.migrationpolicy.org/pubs/WIA-LEP-June2009.pdf>

- **Recommendations for Addressing the Needs of English Language Learners** (2009)  
By Migration Policy Institute  
<http://www.migrationinformation.org/integration/files/ELL-Stimulus-Recommendations.pdf>
- **Principles of Instructed Second Language Acquisition** (2008)  
By Rod Ellis, Professor, University of Auckland, New Zealand  
2008 Ferguson Fellow, Center for Applied Linguistics  
<http://www.cal.org/resources/digest/instructed2ndlang.html>
- **Integrated Content and Language Instruction** (2008)  
By Arieh (Ari) Sherris, Center for Applied Linguistics  
<http://www.cal.org/resources/digest/integratedcontent.html>
- **Standards for ELL/EFL Teachers of Adults** (2008)  
By Teachers of English to Speakers of Other Languages, Inc. (TESOL)  
Available for purchase: [http://iweb.tesol.org/Purchase/ProductDetail.aspx?Product\\_code=509](http://iweb.tesol.org/Purchase/ProductDetail.aspx?Product_code=509)
- **Standards for Adult Education ELL Programs** (2002)  
By Teachers of English to Speakers of Other Languages, Inc. (TESOL)  
Available for purchase: [http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=281&DID=1839](http://www.tesol.org/s_tesol/sec_document.asp?CID=281&DID=1839)
- **Brain Research: Implications for Second Language** (2000)  
By Fred Genesee, McGill University  
<http://www.cal.org/resources/digest/0012brain.html>

#### Legal Services Research

- **Preparing for Comprehensive Immigration Reform: An Earned Pathway to Citizenship & Beyond**  
<http://cliniclegal.org/resources/preparing-comprehensive-immigration-reform-earned-pathway-citizenship-beyond>
- **Managing an Immigration Program: Steps for Creating and Increasing Legal Capacity**  
<http://cliniclegal.org/resources/immigration-program-management-manual>
- **Starting a Legal Immigration Program: Capacity Building in a Charitable Community Agency**  
<http://cliniclegal.org/resources/starting-legal-immigration-program-capacity-building-charitable-community-agency>
- **A More Perfect Union: A National Citizenship Plan**  
<http://cliniclegal.org/resources/more-perfect-union-national-citizenship-plan>

#### 1. What are the key components of a successful citizenship program?

- Mechanisms to protect confidentiality
- Clear expectations of staff responsibilities
- Effective client tracking systems
- Collaboration and communication between legal and language staff
- Scheduling options
- A curriculum guided by course objectives that uses real-life material that is age and level appropriate as well as culturally sensitive;
- Student assessments and feedback;
- A qualified instructor who is evaluated and provided training opportunities.
- Strategic use of volunteers
- Easy referrals and access to legal application assistance

#### 2. I don't have enough resources to start a large program. How do I start small and grow from there?

Starting small is a great place to start. Good starting ideas include creating a referral list of local classes, creating partnerships with other service providers who are offering classes, tutoring students to help them prepare for the test, and offering a citizenship test preparation session. See Section IV for more ideas.

It is also fine to start your citizenship program with just a class or two. It would be great if you could offer one civics-based ELL class and one citizenship test preparation class. This way, you could assist 2 levels of students. As your program gains resources and recognition, and you can begin to offer additional classes and begin to expand.

#### 3. I'd like to refer our clients to a language program. What should I look for in a program before recommending it to my clients?

If a program is unable to offer language classes in-house, it is important to have a prepared referral list of classes available in the community for students. When deciding which programs to include on the list, you might consider the following characteristics:

- Scheduling and location availability
- Course costs
- Availability of several class levels
- Qualifications of teachers

#### **4. Where can I find curriculum, assessment, and supplemental resource ideas?**

USCIS has a list of resources that are available for program developers and teachers. The website includes lists of potential textbooks, resources and other materials that can be used in the classroom. This resource can be found here: <http://www.uscis.gov/portal/site/uscis/citizenship>. CLINIC is also able to help with this task.

#### **5. How should I staff the program? What credentials should I be looking for?**

Language staff should be headed by a qualified, experienced educator. Volunteer teachers are a great way to expand your program and offer more classes. They should be trained by a qualified teacher, observed and evaluated by a qualified teacher, and given assistance in planning lessons.

Legal staff should be trained in substantive immigration law topics as well as case management techniques, should pursue or maintain BIA accreditation, and should participate regularly in staff development opportunities.

Language and legal staff should interact on a regular basis in order to best serve and benefit the client. Staff should understand the goals of each section as well as strategize together on how best to accomplish the goals together. Staff should be trained on the basic information required within each section. For example, language staff should know the basic terminology and requirements involved in the naturalization process. Legal staff should know the information included on the citizenship test.

#### **6. What kind of training is available for teachers?**

USCIS offers several trainings free of charge for teachers and all information can be found here: <http://www.uscis.gov/portal/site/uscis/citizenship>. USCIS provides both in-person and online training opportunities. The local Literacy Council and local TESOL chapter trainings may also provide good resources.

#### **7. Is it acceptable to ask students to pay for student workbooks or other class materials?**

Yes, it is ok. It is also recommended that students pay a nominal fee. This fee can cover course materials and copies, or be used to offset the cost of the class.

#### **8. How can an ELL-civics student know when s/he is ready to pass the naturalization test?**

Several mock interviews should be conducted. A student should expect to feel nervous on test day but feel confident that he or she has practiced the speaking, listening, writing, and reading skills needed to pass the test.

#### **9. What type of naturalization application assistance should an ELL teacher provide students?**

Unless the ELL teacher is BIA accredited, he or she should avoid providing any naturalization application assistance and instead, point the student to the qualified legal representatives.

#### **10. What types of technology can assist our program in this work?**

Technology plays an increasingly important role in immigration-related matters. In order to quickly and accurately help clients, having case management software that pre-populates immigration forms, saves individual case files, and allows for the saving of scanned documents is helpful. USCIS has announced that immigration paperwork can soon be submitted electronically, and upgrading office software and equipment to accommodate this change will be necessary. Offering computer labs for language students is also a good idea. Students can gain language and technological skills simultaneously as they prepare for the citizenship exam using the many on-line tools available to them.

## Creating a Citizenship Preparation Program

### XI. Terminology

<b>Authorized Legal Representative</b>	A staff member who is authorized to practice immigration law by applying for and receiving Board of Immigration Appeals (BIA) accreditation status. He or she must be working at a BIA Recognized agency.
<b>Citizenship class</b>	This course prepares students preparing for the citizenship test who can already read, write and speak in English at an intermediate level. This course focuses on the 100 Civics questions included on the test as well as focused writing practice. This course level also includes mock interview practice.
<b>Civics-based ESL</b>	This preparatory course for students preparing for the citizenship test introduces students to the factual information included on the test. This course focuses on the language skills required to pass the test including identified vocabulary, basic reading and writing skills, and introductory conversation skills.
<b>EFL</b>	English as a Foreign Language
<b>ELL</b>	English Language Learners
<b>ESL</b>	English as a Second Language
<b>ESOL</b>	English for Speakers of Other Languages
<b>Immigrant Integration</b>	A dynamic, two-way process in which newcomers and the receiving society work together to build secure, vibrant, and cohesive communities.
<b>LEP</b>	Limited-English Proficient: persons who do not speak English as their primary language and who speak, read, write and understand English less than very well.
<b>NEP</b>	Non-English Proficient: persons who do not speak, read, write or understand the English language.
<b>OoC</b>	Office of Citizenship, an office within USCIS
<b>USCIS</b>	United States Citizenship and Immigration Services