

Creating a Citizenship Preparation Program



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What is a Citizenship Program?

Effective citizenship test preparation and quality legal services go hand in hand in empowering the immigrant population along the path to citizenship. A citizenship program provides eligible immigrants with the legal and language assistance needed to become naturalized citizens of the United States. Additionally, a prospective bill for comprehensive immigration reform could likely bring changes in legal and language requirements for those eligible. Therefore, it is recommended that legal service providers and educators working with the immigrant population anticipate these changes and prepare clients in advance.

Qualified legal staff provide clients with authorized immigration legal services to accurately prepare the application needed to apply for citizenship. Qualified language staff prepare clients with the civics and English language knowledge needed to pass a naturalization interview with a U.S. Citizenship and Immigration Services (USCIS) representative.

What Does a Citizenship Program Look Like?

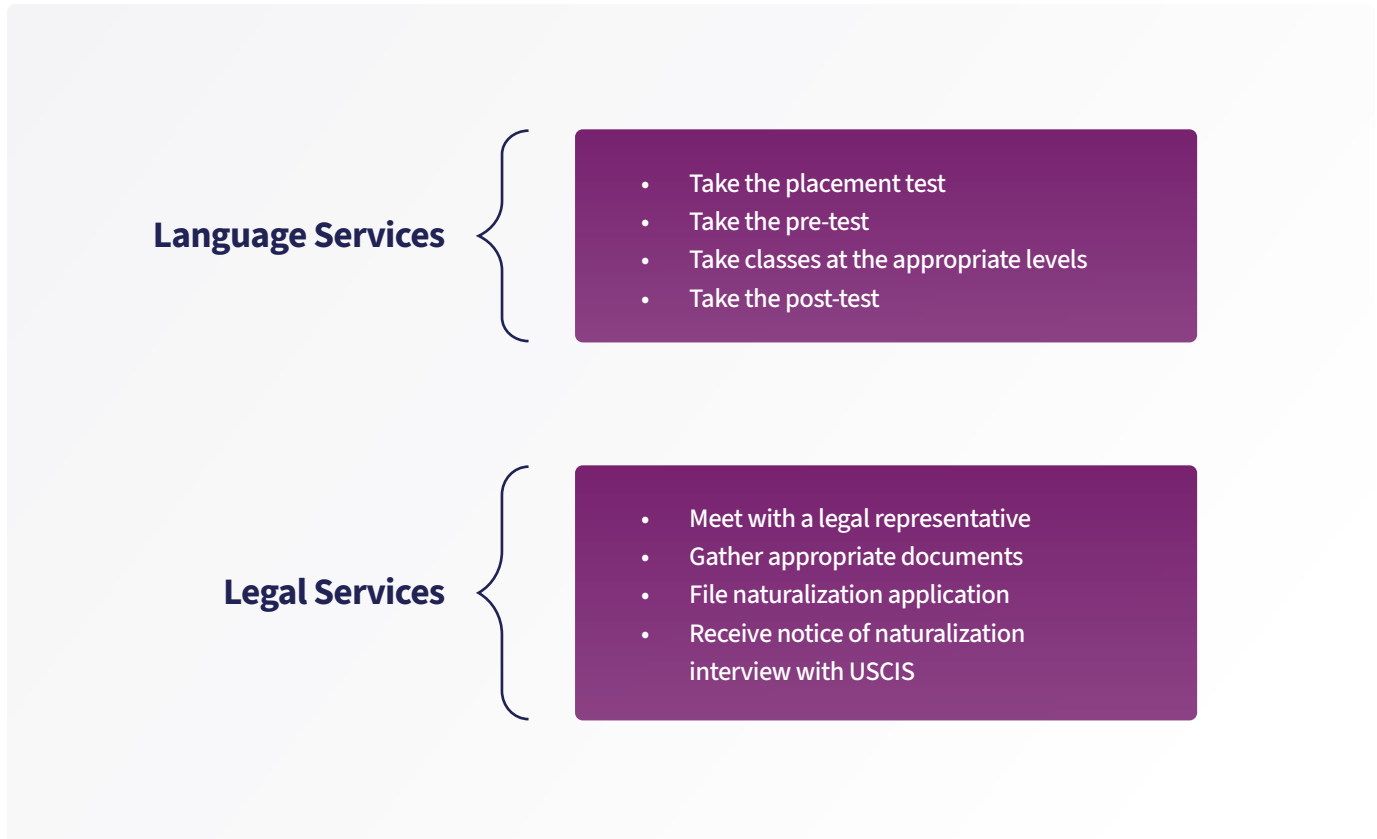
Offering comprehensive naturalization preparation services typically utilizes two distinct teams of staff: the legal staff and the language staff. Some features of this comprehensive program are:

- Two teams working collaboratively.
- An 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: one that focuses on civics-based ELL and the citizenship class which provides students with the factual knowledge required to pass the test.
- Trained teachers in adult pedagogy.
- Confidentiality protections.

Efforts to prepare a client for naturalization do 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 English language learners (ELL) benefits the local community and efforts should be supported and promoted.

A Client's Road to Citizenship Through a Comprehensive Citizenship Preparation Program

A client's path to citizenship through a comprehensive citizenship preparation program will begin when the client completes intake to determine eligibility¹. Afterwards, clients can receive language services as needed and obtain legal services.



Program Needs for Legal and Language Service Programs

There are several key components of a successful citizenship program. These include creating and implementing necessary policies and procedures that protect client confidentiality, outline clear expectations of staff and students, and implement effective methods to track client progress. Client progress reports will be helpful data to have when making changes to the program to meet the needs of the clients or obtaining funding opportunities.

Language and legal staff should interact regularly to best serve and benefit clients. Staff should understand each program's goals and strategize together on how best to accomplish the shared goals. This ensures an effective and easy referral system. Staff should be trained in 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 be familiar with the information included on the citizenship test. However, unless the educational staff are Department of Justice accredited representatives, instructors and volunteers should avoid providing naturalization application assistance and instead refer students to a qualified legal representative.

¹ Review USCIS' resource on Pathway to U.S. Citizenship: https://www.uscis.gov/sites/default/files/document/flyers/pathway_to_citizenship.pdf

Additionally, mock interviews can be a great way to prepare clients for the naturalization test. This way clients can feel confident and practice their listening, writing, and reading skills that are needed to pass the test. Volunteers can be extremely helpful in conducting mock interviews, among other activities for the organization. It is important to identify and implement strategic plans to recruit and retain volunteers to support each program. The chart below offers additional needs that each program should consider.

Language Service Program Models

Many programs already offer legal immigration services and seek to offer other, broader services that contribute to the integration of immigrants. When thinking about starting a language program, it may be easier to start small and grow the program over time. Below are some ideas for programs of various sizes.



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

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

Planning for a Citizenship Program

When determining whether to implement an citizenship program in your organization, consider using a logic model. A logic model demonstrates the clear connection between resources, activities, outputs, and the desired outcomes. The framework helps secure stakeholder buy-in, track progress, and measure the program's success. Review the sample below².

Inputs: Resources, contributions, and investments that go into the program.

- Staff
- Volunteers
- Time & funding
- Materials
- Equipment
- Technology
- Partners



Outputs: activities, services, events, and products that reach the targeted audience.

Activities

- Determine which legal services will be offered
- Market legal language services
- Assess language level and legal eligibility
- Develop curricula
- Hold classes frequently
- Train volunteers and teachers
- Hold a graduation ceremony
- Offer legal services
- Gauge customer satisfaction

Participation

- Current clients
- New clients
- Other agencies
- Agency leadership

Assumptions:

- Would your program address a need? If so, how?
- Do you see an increase in clients coming to your program?
- Do community statistics indicate many lawful permanent residents eligible to naturalize?

Outcomes – Impact: the results or changes for individuals, groups, organizations, communities, and systems

Short

- Increased English Language Learning
- Increased client knowledge of eligibility for naturalization
- Increased client knowledge of requirements for citizenship
- Increased awareness of community needs
- Awareness of best practices
- Increased staff expertise
- Increased motivation to improve

Medium

- Increased rates of citizenship applications
- Additional immigrants enrolled in classes
- Better informed decision-making
- Increased funding
- Agency-wide policy development

Long

- Increased rates of citizenship
- Increased civic participation.
- Increased English language proficiency
- Increased upward job mobility and stability
- Increased participation of immigration parents within the school system

External Factors:

- Is your program situated with a supportive community?
- Are there potential partners that would support this initiative?
- Is there enough need to create a new program?

² Logic Model template provided by: https://fyi.extension.wisc.edu/programdevelopment/files/2016/03/LM_WorksheetTableformat.doc

Funding a Citizenship Preparation Program

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. Below are possible program standards required by funders.

Legal Program

- Completed needs assessment.
- Confidentiality policies and procedures.
- 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 systems and procedures.
- Training curriculum for volunteers.
- Client satisfaction surveys.

Language Program

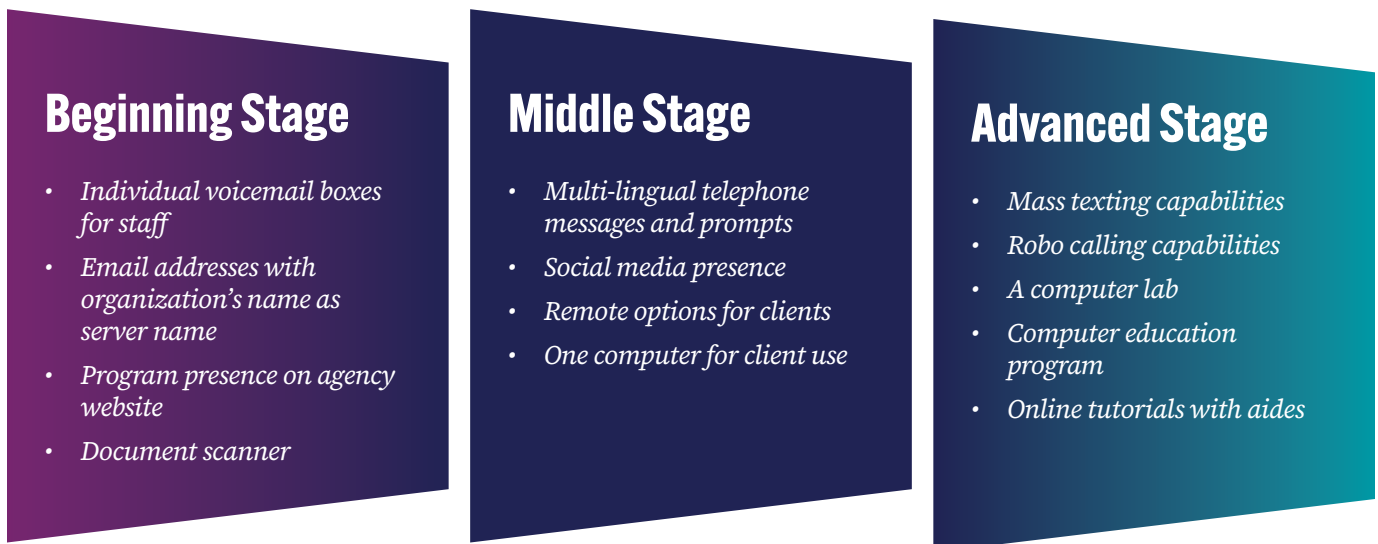
- Completed needs assessment.
- Confidentiality policies and procedures.
- Scheduling and class level options.
- Student assessments.
- Developed curriculum with real-life examples.
- Qualified and trained instructors.
- Recruitment practices for instructors and volunteers.
- Dedicated number of instruction hours.
- Student progress data.
- Training curriculum for volunteers.
- Client satisfaction surveys.

While it is acceptable for students to pay a nominal fee for class to help cover course materials and offset the cost of the class, it is important to obtain funding to ensure sustainability of the program long-term. When beginning your search for funding, you might check the following sources for potential grants and other types of funding.



How Can You Integrate Technology Into Your Program?

Technology plays an increasingly important role in immigration-related matters. In order to quickly and accurately help clients, programs can utilize case management software that pre-populates immigration forms, saves individual case files, and allows for the saving of scanned documents. This can save staff time and ensure confidentiality. Likewise, offering opportunities for clients to utilize computer labs can be helpful for clients in gaining language and technological skills simultaneously as they prepare for the citizenship exam using the many online tools available to them.



Success Story: Catholic Charities of the Diocese of Stockton

In 2010, CLINIC was a recipient of USCIS' Regional Hub Grant. Through this two-year project, CLINIC worked closely with four Affiliates to expand their citizenship preparation programs and naturalization services. One of the subgrantees, Catholic Charities of the Diocese of Stockton, located in San Joaquin County, California, had been serving the growing immigrant community by providing low-cost, professional legal services.

Catholic Charities of the Diocese of Stockton Immigration Legal Services (CCILS) has since increased capacity and has welcomed two additional staff members who are working towards becoming DOJ R&A accredited representatives, doubling their team of legal service providers in 2024. CCILS has found great success by streamlining the screening process for lawful permanent residents looking to naturalize. This includes hosting monthly naturalization workshops and hosting Naturalization Forums which serve as an information session to inform the community on accurate information on eligibility to naturalize, the application process, responsibilities of becoming U.S. citizens, processing times, and how to prepare for screening appointments. On average, the CCILS team screens 60-70 applicants per quarter and hosts monthly events throughout the year.

Working alongside the legal team, CCILS has four teachers that provide civic-focused ESL and Citizenship preparation classes, along with a full-time program coordinator. CCILS has established strong partnerships with other Central Valley organizations to host large-scale naturalization screening events which continue to support community needs. Over the last five years, CCILS has served an estimated 600 students and has filed roughly 800 naturalization applications. CCILS continues to do great work in their community and is a partner of the New Americans Campaign.

Sample Course Outlines

The outlines below were provided by CLINIC Affiliates and subgrantees of the Regional Hub Grant. Each program aimed to expand its citizenship preparation courses. The outline covers a multi-level class and Citizenship class topics such as vocabulary and civics questions.

More resources can be found at USCIS through its [Citizenship Resource Center](#). This includes a list of potential textbooks, resources, and materials for classroom use.

Citizenship Instruction Program, Multi-level class

Immigration & American Citizenship Organization

Skill Areas: Listening, speaking, reading, writing

Materials/Texts:

- “Citizenship Now! Exam Preparation Workbook” by The City University of New York
- Civics flash cards (<http://www.uscis.gov/civicsflashcards>)
- Learn about the United States: Quick Civics Lessons for the Naturalization Process (https://www.uscis.gov/sites/default/files/document/flash-cards/M-638_red.pdf)

Chapter 1: Steps to Citizenship

Lesson Title	Topic	Exercises/Activities
Reading Practice: Why Become a U.S. Citizen?	Understanding the reasons people become citizens. Identifying the process of becoming a citizen.	pp.3-5 and pp. 1-5
100 Questions Practice	Identifying rights and responsibilities. Learning about the Statue of Liberty.	pp.5-6 and p.6
The N-400 Application	Answering information questions. Completing Parts 1 and 2. Knowing the 10 basic requirements.	pp. 6-7 and pp.7-8
Interview Skills	Making small talk. Saying please and thank you.	pp7-8 and p.9
Reading and Writing Test Practice	Reading sentences aloud. Writing dictated sentences.	p.8 and pp.10
Grammar Review	Using question words. Answering why- questions	pp.8-9 and p.11
Civic Engagement	Interviewing a U.S. citizen. Writing the answers to why- questions	p.9 and p.12
Becoming a Citizen	Note-taking.	p. 126
The Pledge of Allegiance	Cloze activity.	p. 127
Get to Know Your Classmates	Interviewing.	p. 128

Chapter 2: The New World

Lesson Title	Topic	Exercies/Activites
Reading Practice: Why Become a U.S. Citizen?	Understanding the reasons people become citizens. Identifying the process of becoming a citizen.	pp.3-5 and pp. 1-5
100 Questions Practice	Identifying rights and responsibilities. Learning about the Statue of Liberty.	pp.5-6 and p.6
The N-400 Application	Answering information questions. Completing Parts 1 and 2. Knowing the 10 basic requirements.	pp, 6-7 and pp.7-8
Interview Skills	Making small talk. Saying please and thank you.	pp7-8 and p.9
Reading and Writing Test Practice	Reading sentences aloud. Writing dictated sentences.	p.8 and pp.10
Grammar Review	Using question words. Answering why- questions	pp.8-9 and p.11
Civic Engagement	Interviewing a U.S. citizen. Writing the answers to why- questions.	p.9 and p.12

Chapter 3: A New Nation is Born

Lesson Title	Topic	Exercies/Activites
Reading Practice: Why Become a U.S. Citizen?	Learning about Christopher Columbus. Identifying the colonies.	pp.11-15, pp. 13-16, and p.17
100 Questions Practice	Reading about Native American tribes. Identifying reasons to come to the United States. Identifying 13 original states.	p.15
The N-400 Application	Practicing dates and vocabulary. Completing Parts 3 and 4.	pp.16-17 and pp.18-20
Interview Skills	Using good body language. Understanding “do’s and don’ts.”	pp18-19 and p.21
Reading and Writing Test Practice	Reading sentences aloud. Writing dictated sentences.	pp.19-20 and p.22
Grammar Review	Using the present tense of be. Using the past tense of be.	p.20 and p.23
Civic Engagement	Locating immigration services. Brainstorming where to find immigration help.	p.21 and p.24
Juan and Me	Comparing and contrasting.	p. 129
Christopher Columbus	Cloze activity.	p. 130
Using the USCIS Website	Navigating the USCIS website.	

Chapter 4: Civil War and Expansion

Lesson Title	Topic	Exercies/Activites
Reading Practice: Why Become a U.S. Citizen?	Learning about Christopher Columbus. Identifying the colonies.	pp.11-15, pp. 13-16, and p.17
100 Questions Practice	Reading about Native American tribes. Identifying reasons to come to the United States. Identifying 13 original states.	p.15
The N-400 Application	Practicing dates and vocabulary. Completing Parts 3 and 4.	pp.16-17 and pp.18-20
Interview Skills	Using good body language. Understanding “do’s and don’ts.”	pp18-19 and p.21
Reading and Writing Test Practice	Reading sentences aloud. Writing dictated sentences.	pp.19-20 and p.22
Grammar Review	Using the present tense of be. Using the past tense of be.	p.20 and p.23
Civic Engagement	Locating immigration services. Brainstorming where to find immigration help.	p.21 and p.24
Juan and Me	Comparing and contrasting.	p. 129
Christopher Columbus	Cloze activity.	p. 130
Using the USCIS Website	Navigating the USCIS website.	

Chapter 5: Recent US History

Lesson Title	Topic	Exercies/Activites
Reading Practice: The U.S. Constitution; The Bill of Rights	Identifying wars in the twentieth century.	pp.49-52
100 Questions Practice	Identifying wars and presidents in the 1900s. Understanding September 11.	pp.50 and p.53 p.57
The N-400 Application	Using adjectives and other vocabulary. Completing Part 8 (C-G).	pp.50-51 and pp.54-56
Interview Skills	Asking for clarification. Asking for repetition.	p.52
Reading and Writing Test Practice	Identifying holidays and months. Writing dictated sentences.	p.53 and p. 58
Grammar Review	Asking and answering past-tense questions. Supplying correct information with a no answer.	pp.53-54 and p.59
Civic Engagement	Understanding war memorials. Finding out about local celebrations.	p.55 and p.60
The Twentieth Century	Reading comprehension	p.139
Who Is In Your Family?	Practicing answering N-400 questions about family.	p.140
U.S. Conflicts in the Twentieth Century	Navigating the USCIS website	p.141

Chapter 6: The Constitution: Supreme Law of the Land

Lesson Title	Topic	Exercies/Activites
Reading Practice: The U.S. Constitution; The Bill of Rights	Understanding the U.S. Constitution. Understanding the Bill of Rights and other amendments.	pp.57-61 and pp.61-65
100 Questions Practice	Answering questions about the Constitution and the Bill of Rights. Reading about Dr. Martin Luther King, Jr.	pp.62-63 and p. 66
The N-400 Application	Understanding and responding to questions using "Have you ever?" Completing Part 10A.	pp.63-64 and pp.67-68
Interview Skills	Repeating for confirmation. Using correct pronouns in personal Statements.	pp.64-66 and p.69
Reading and Writing Test Practice	Using vocabulary about the Constitution. Writing dictated sentences.	p.66-67 and p.70
Grammar Review	Asking and answering tag questions. Understanding expected answers.	pp.67 and p.71
Civic Engagement	Understanding how constitutional rights are used. Locating places in your community.	p.67 and p.72
Rights and Duties of Citizens	Understanding the rights and duties of citizens.	p.142
Rights and Duties of Citizens Bingo	Reviewing the rights and duties of citizens.	p.143
What's in the Constitution?	Identifying major sections of the Constitution.	p.144

Chapter 7: The Executive Branch of Government

Lesson Title	Topic	Exercies/Activites
Reading: The Executive Branch	Understanding the executive branch and political parties. Identifying members and functions of the executive branch. Identifying the two major political parties.	pp.69-71 and pp.73-76
100 Questions Practice	Answering questions about the executive branch. Answering questions about political parties.	pp.71-72 and p.77
The N-400 Application	Understanding and responding to questions using be associated with Completing Part 10B and C	pp.72-73 and pp. 78-80
Interview Skills	Asking for clarification. Talking about membership in organizations.	pp.73-75 and p. 81
Reading and Writing Test Practice	Practicing vocabulary about the executive branch. Writing sentences from dictation.	pp.75-76 and p.82
Grammar Review	Using can, should, had better, must, and have to.	pp.76-77 and p.83
Civic Engagement	Learning about voting in your community. Learning about local political organizations.	p.77 and p.84
Executive Branch Vocabulary		

Chapter 8: The Legislative Branch of Government

Lesson Title	Topic	Exercies/Activites
Reading Practice: The Legislative Branch	Identifying members and functions of the legislative branch. Understanding how a bill becomes a Law.	pp.79-81 and pp.85-88
100 Questions Practice	Asking and answering questions about the legislative branch.	p.82 and p.89
The N-400 Application	Understanding and responding to questions using the passive voice. Completing Part 10D.	pp.83-84 and pp. 90-92
Interview Skills	Asking for a definition. Phrasing questions in different ways.	pp.84-85 and p.93
Reading and Writing Test Practice	Practicing vocabulary about the legislative branch. Writing sentences from dictation.	p.86 and p.94
Grammar Review	Using articles.	pp.86-87 and p.96
Civic Engagement	Learning about representatives and senators.	p.87
Biographies	Biographical information.	p.147
How a Bill Becomes a Law	Understanding the process of how a bill becomes a law.	p.148

Chapter 9: The Judicial Branch of Government

Lesson Title	Topic	Exercies/Activites
Reading Practice: The Judicial Branch	Identifying members and functions of the judicial branch. Learning about important cases.	pp.89-92 and p.97-100
100 Questions Practice	Asking and answering questions about the judicial branch.	pp.92-93 and p.101
The N-400 Application	Understanding and responding to questions using the passive voice. Completing Part 10E, F, and G.	pp.94-95 and pp.102-104
Interview Skills	Stalling for time. Expressing uncertainty.	pp.95-96 and p.105
Reading and Writing Test Practice	Using vocabulary about the judicial branch. Writing dictated sentences.	p.97 and p.106
Grammar Review	Using “there is/are”	p.98 and p.107
Civic Engagement	Learning about the community court system. Searching for information online.	p.98 and p.108
The Judicial Branch	Understanding the reading.	p.150
Legal Cases Influence Lives	Understanding important legal cases. Reviewing of the three branches.	p.151 p.152

Chapter 10: State and Local Government

Lesson Title	Topic	Exercies/Activites
Reading Practice: State and Local Government	Understanding functions and responsibilities of state and local government.	pp.101-104 and 109-112
100 Questions Practice	Answering questions about state and local government.	p.104 and p.113
The N-400 Application	Understanding and using paraphrasing. Completing Parts 10H, 11, and 12.	pp.104-106 and pp.114-116
Interview Skills	Responding to requests for clarification.	pp.106-107 and p.117
Reading and Writing Test Practice	Asking and answering questions about capitals. Writing dictated sentences.	p.107 and p.118
Grammar Review	Using two forms of the future tense.	p.108 and p.119
Civic Engagement	Learning about laws and rules. Brainstorming in a group.	p.109 and p.120
Comparing Federal, State, and Local Governments	Understanding the reading.	

Chapter 11: Making Your Voice Heard

Lesson Title	Topic	Exercies/Activites
Reading Practice: Voting, The Swearing-in Ceremony	Understanding the process and responsibilities of voting. Listing ways to make your voice heard. Knowing the responsibilities of citizenship. Understanding the process of the swearing-in ceremony.	pp.111-115 and pp.121-127
100 Questions Practice	Answering questions about voting, participating in democracy, and Susan B. Anthony.	p.115 and p.128
Interview Skills	Checking for understanding. Thanking the interviewer.	pp.116-117 and 129
Reading and Writing Test Practice	Using vocabulary about elections. Writing dictated sentences.	p.117 and p.130
Grammar Review	Using modals of possibility and obligation. Knowing the rights and obligations of citizens.	p.117 and p.131
Voting True or False	Reviewing information about voting.	p.156
Government in the Newspaper	Recognizing government leaders.	p.157
Ballot	Understanding a ballot.	p.158

Chapter 12: U.S. Geography and Civics Review

Lesson Title	Topic	Exercies/Activites
Part A: U.S. Geography	Identifying rivers. Identifying states. Identifying oceans.	pp.121-122 and pp.133-134
Part B: U.S. Holidays	Part B: U.S. Holidays Identifying U.S. holidays.	pp.122-123 and p.135
Part C: Important People in U.S. History	Reviewing important people in U.S. History.	p.123 and 136-137
Part D: Review: U.S. History	Reviewing important events in U.S. History.	pp.124 and p.137
Part E: Review: Board Game	Reviewing the 100 questions and the N-400 application form.	p.124 and pp.138-139
Part F: Review: The Three Branches and Five Questions	Reviewing the branches of government.	pp.124-125 and p.140

Citizenship Class Topics, Vocabulary, and Civics Questions

Catholic Charities of Buffalo

<https://www.uscis.gov/citizenship/find-study-materials-and-resources/study-for-the-test>

Lesson 1: Introduction

Questions: none

Reading Vocab: none

Writing Vocab: none

Writing Vocab: class rules, course explanation, 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, states, America, to, want, for, come

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

Writing Vocab: 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

Writing Vocab: 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, Martin Luther King Jr. Day, Columbus Day, Labor Day, Independence Day, Juneteenth, Memorial Day, President's Day, November, October, September, July

Training and Other Resources

Legal Program Resources

- [United States Citizenship and Immigration Services \(USCIS\)](#)
- [American Immigration Lawyers Association](#)
- [Immigration Advocates Network](#)
- CLINIC's toolkit on [DOJ Recognition and Accreditation](#)
- CLINIC's toolkit on [Case Management](#)
- CLINIC's toolkit on [Naturalization Workshops](#)

Language Program Resources - Center for Applied Linguistics (CAL)

- **Working with Adult English Language Learners With Limited Literacy: Research, Practice, and Professional Development:** <https://www.cal.org/caelanetwork/resources/limitedliteracy.html>
- **Using Oral Language Skills to Build on the Emerging Literacy of Adult English Learners:** <https://www.cal.org/caelanetwork/resources/using-oral-language-skills.html>
- **Practitioner Toolkit: Working With Adult English Learners:** https://www.cal.org/caela/tools/program_development/prac_toolkit.html
- [Center for Adult English Language Acquisition \(CAEL\)](#)
- [Literacy Information and Communication System](#)
- [Migration Policy Institute \(MPI\)](#)
- [Teachers of English to Speakers of Other Languages \(TESOL\)](#)