

USCIS Fiscal Year (FY) 2016 Citizenship and Integration Grant Program Citizenship Instruction

Important Guidance for Preparing Your Proposal

Use the following information to help you prepare a high-quality proposal for the FY 2016 *Citizenship and Integration Grant Program: Citizenship Instruction* funding opportunity. For a full description of the requirements, please review the [notice of funding opportunity](#).

In the “Experience and Community Need” section of the project narrative:

- ✓ Differentiate the lawful permanent resident population you serve from other immigrant populations.
- ✓ Distinguish your proposed citizenship instruction services from that of other providers in the area.
- ✓ Discuss your organization’s experience providing English as a Second Language (ESL) instruction (and citizenship instruction, if applicable).

In the “Program Expansion and Enhancement” section of the project narrative:

- ✓ Explain how your organization will establish the grant-funded program in a short time frame using your organization’s existing administrative infrastructure and programmatic capacity. Discuss staff who will manage the start-up process. Provide examples of previous grant-funded programs that you quickly and successfully established, if you have such experience.
- ✓ Describe how your organization will leverage existing capacity to implement the proposed citizenship instruction program. Be sure to discuss the use of existing resources, how you will acquire additional resources (e.g., staff) as needed, and the proposed timeline for doing so.

In the “Program Administration” section of the project narrative:

- ✓ Congress requires that only lawful permanent residents receive services under this grant program. Describe the internal process you intend to implement of *documenting in the student and client files* so that that only lawful permanent residents receive grant-funded services.
- ✓ Describe the intended outreach plan that uses a variety of outreach strategies and does not rely solely on media advertising.
- ✓ Discuss strategies you will employ to ensure that at least 80% of enrolled students are both pre-tested and post-tested.

In the “Curriculum” section of the project narrative:

- ✓ Make sure the curriculum includes the U.S. history, government and English content required to pass the naturalization interview and test. Each grant-funded class must integrate instruction in U.S. history and government; ESL instruction in reading, writing and speaking; as well as instruction on the naturalization process and eligibility interview.

- ✓ Proposed textbooks and materials should cover content related to adult citizenship preparation, reflect the most recent version of the naturalization test (2008), and be at the appropriate English proficiency level for the class.
- ✓ Successful citizenship instruction programs offer more than one class level to meet the different instructional needs of students. If you are offering a multi-level class, be sure to explain how the different levels will be managed within the class.

In the “Personnel” section of the project narrative:

- ✓ Describe the experience and qualification of the paid teacher(s).
- ✓ Résumés should include dates for each position listed, schools attended and degrees received. Résumés should also evidence that any teacher paid through this grant has at least one year of experience teaching ESL to adults in a classroom setting for a program that has a structured curriculum, and 1) that the teacher holds a degree in TESOL; and/or 2) that the teacher holds a TESOL certification from a state licensing agency.
- ✓ Describe the breakdown between paid program staff and program volunteers. The staff structure should not be *solely* volunteer-based.
- ✓ Consider using charts to provide information about program staff.
- ✓ If volunteers are the main providers of citizenship instruction, you should provide evidence of a comprehensive volunteer training program and sufficient program oversight.

In the program goal chart:

- ✓ Adapt your goals for student enrollment and applications filed to allow for start-up time in the first quarter of the performance period.
- ✓ The proposed goals for each quarter should be realistic and appropriate for the activities described in the project narrative. For example, if you offer fewer classes in the summer, your goals for Quarter 4 should be lower than other quarters. Proposed goals should accurately reflect the intended program timeline.

In the budget:

- ✓ Include reasonable costs that support and reflect the activities described in the project narrative. The budget should be consistent with the project narrative.
- ✓ Include salaries for a sufficient number of staff members to operate the program. At least some portion of the salaries for key personnel should be charged to the grant. Be sure to include at one paid teacher in the budget. Include a full-time equivalent percentage for each staff person.

Before submitting the application:

- ✓ Ensure that you include all requested items in the application.
- ✓ Carefully proofread the application for spelling or grammatical errors, formatting problems, or any markings from the “Track Changes” tool.