

Citizenship Test Preparation Course Program Model

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For more information on Toronto North LIP, visit www.torontonorthlip.ca

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Executive Summary

Since 2008, a new citizenship test was implemented that has resulted in increased failure rates compared with previous versions of the test. An environmental scan from the Toronto North Local Immigration Partnership (TNLIP) indicated that various settlement agencies and other organizations (e.g., school boards) were offering Citizenship Test Preparation Courses in various formats. However, the number was few and several were being discontinued.

Through consultation with five agencies providing the Citizenship Test Preparation Course, a program model to support program expansion and evaluation was created. The program model provides a description of the components and underlying assumptions of a program. The main goal of the Citizenship Test Preparation Course is two-fold.

- Goal area 1: Increased rate of participants passing the Citizenship Test and
- Goal area 2: Increased prevalence of civic and community engagement

The program elements that comprise the new model include a description of the following

- Target population and risk factors
- Inputs such as staffing, funding, space and partner requirements
- Activities such as program development, staff/volunteer recruitment and evaluation
- Outputs such as the expected number of participants per year and
- Short- and long-term outcomes of the project

The Citizenship Test Preparation Course program model is recommended as a viable and successful way to support newcomers to pass the mandatory Citizenship Test. Early implementation evaluation indicates that the Course is successful in improving participants' scores on mock tests. We recommend that there is further work to:

1. Incorporate the modularized curriculum into current and existing programming in the settlement sector
2. Expand the reach of the course into new agencies and spaces through partnership development or offering the course on a fee-for-service basis
3. Explore ways to centralize volunteer training and curriculum development to ensure that agencies of various sizes and capacities have the technical skills and resources to run the program

Background of the Citizenship Test Preparation Course

Since 2008, there have been numerous changes to the citizenship process. This includes the introduction of a new citizenship test that has resulted in increased failure rates compared with previous versions of the test (from 4% in 2008 to 20% in October 2010)¹. After “new and harder tests” were implemented in March/July 2012 success rates dropped². For:

- Individuals with a bachelor’s degree success dropped from 95% to 87%
- Individuals with high school education or less success dropped from 70% to 55%

An environmental scan from the TNLIP indicated that various settlement agencies and other organizations (e.g., school boards) were offering Citizenship Test Preparation Courses in various formats. However, the number was few and several were being discontinued. Five agencies established a sub workgroup of the Settlement, Orientation and Language workgroup³ and data from these organizations provided the basis for the Program Model. These agencies are:

- Community MicroSkills Development Centre
- North York Community House,
- Thorncliffe Neighbourhood Office,
- Working Skills Centre and
- Working Women Community Centre

For a fuller description of how the Citizenship Test Preparation Course is being rolled out at these agencies, please see Appendix A., Section 1 Project Information.

Target Population and Risk Factors

The target population for the Citizenship Test Preparation Course are people who have been in Canada for 3 years or more and want to apply to take the Citizenship Test. Both men and women are invited to participate in the course; however, to date most participants have been women.

¹ Canadian Citizenship Test [Internet] 2013 Aug 26. Available from http://en.wikipedia.org/wiki/Canadian_Citizenship_Test

² McKie, David. More people failing revamped citizenship tests. CBC News [Internet]. 2013 June 14 [cited 2013 Aug 26]; available from <http://www.cbc.ca/news/canada/story/2013/06/14/pol-citizenship-immigration-test-failure-rate.html>

³ For more information on the Settlement, Language and Orientation Workgroup of TNLIP, visit: www.torontonorthlip.ca

There are particular risk factors that the Citizenship Test Preparation Course is designed to address. The two main identified risk factors that decrease the likelihood that test takers will pass the Citizenship Test, based on the observations and discussions among those in the sub workgroup, include:

1. Difficulty with written multiple-choice test taking (i.e., with the format, vocabulary, test setting accommodations, etc.). This may include people who have not had formal education or people for whom test taking hasn't occurred in a while.
2. Lower English language skills (Canadian Language Benchmarks (CLB) 4 or less). Although, CLB < 4 has been identified by some as a threshold, people with higher CLB scores may also have difficulty with the vocabulary required to read and understand the questions in the Citizenship Test.

The Citizenship Test Preparation Course is formatted as a classroom-based course that lasts between six to ten weeks. Although alternatives to classroom settings exist (i.e., computer-based course, self-study with book, and one-on-one tutoring), the classroom setting is believed to address the target group's risk factors (i.e., difficulty with multiple choice test taking and lower English skills) in unique ways. The classroom setting is interactive and allows participants to ask questions and get quick feedback that may help their understanding and pique interest in a certain topic. Also, the classroom setting is amenable to having guest speakers that can bring a topic to life and bring real-world linkages to community resources for participants. For students with lower literacy or communication skills, the classroom can be adapted with more visual aids and fluency exercises to support language learning in addition to learning the material for the test. Finally, mock tests allow students to practice the test in a setting and format similar to the real test.

Additionally, there are identified risk factors that prevent potential participants to participate in a preparation course itself. These include:

- Transportation
- Computer literacy
- Childcare
- Youth-appropriate materials
- Lower literacy
- Visible and invisible disabilities

These barriers must be addressed in the implementation of a Preparation Course in order to allow the full participation of people in the program. For examples of how these multiple risk factors may influence the participation of various groups, please see Appendix B. Potential Supports and Challenges of Various Groups to Participate in a Citizenship Test Preparation Course

Inputs, Activities and Outputs

Inputs are the various financial and non-financial resources that are required to deliver the Citizenship Test Preparation Course. These include staff, volunteers, funding, project space, staff training, committees, policies and partners. There is variation in how agencies have used various inputs (see Appendix A for further details); this Program Model description includes the essential and key elements of each.

- **Team Composition:** a mix of staff and volunteer time to fulfill the following roles: curriculum development, outreach, recruitment, maintaining waitlists, course delivery, evaluation, logistics (e.g., child minding, refreshments, locations) and one-on-one student support.
- **Funding:** no specific funding exists for delivering the course. Several organizations use monies from other settlement programs or Community Connections by seconding staff from these programs to deliver the program, others use exclusively volunteer time to deliver these courses.
- **Project Space:** the course is ideally offered in a space with access to computers and a projector. Several organizations partner with settlement workers in schools and libraries to offer the course in various locations.
- **Staff and Volunteer Training:** currently only orientation and support come from agencies within the Citizenship Test Preparation Course sub workgroup of the Settlement, Orientation and Language Workgroup of the TNLIP. A central training resource could be helpful.
- **Committees:** The ad-hoc subgroup of the Settlement, Language and Orientation Workgroup of TNLIP
- **Policies, Procedures and Forms:** Ideally policies to support outreach and recruitment; evaluation tools for needs assessments and participants' evaluations; and procedures to orient participants to the course and their requirements.
- **Partners:** Partners exists to provide space to deliver the course; to be guest speakers in the program, and for training.

The activities are the required processes or action steps in order to successfully deliver the course so that expected outcomes can be achieved. For the Citizenship Test Preparation Course, these are the following key components:

Program Development

- Conducting research
- Engaging with other stakeholders
- Developing staff and volunteer schedules
- Developing course curriculum
- Developing course materials (e.g., PowerPoint presentations, volunteer materials, handouts)
- Developing quizzes and pre- and post-course tests

- Developing forms and policies of the program

Recruitment and Training of Personnel

- Recruit, hire and orient staff and volunteers (including administrative staff/volunteers)
- Training of staff and volunteers

Program Delivery

- Integrating program into the agency's other programs and partner agency programs
- Outreach to LINC and conversation classes
- Registration of participants
- Providing both weekday and weekend courses
- Providing the course in a longer (6-10 weeks, twice a week) and shorter format (condensed 1-2 week)
- Providing courses for different language levels (CLB < 4 class with more visuals and CLB ≥ 4 class with more interaction)
- Arranging guest speakers

Evaluation

- Developing and administering pre- and post-course tests (20 multiple choice questions that are similar to potential questions in the Citizenship Test)
- Developing and administering weekly 20 question quiz based on each chapter/topic area covered
- Follow-up with students to see if they have passed the Citizenship test

As a result of the inputs and program activities, there is a small set of outputs or direct products or services generated. These tangible products or deliverables include:

- Trained staff and volunteers at each agency providing the course
- Course curriculum and materials
- More than 36 cycles of the course per year in the TNLIP catchment area with >360 students per year

Short- and Long-Term Outcomes of the Program

The short and long-term outcomes of the Citizenship Test Preparation Course are primarily the changes that come from participation in the course. Short-term outcomes are believed to be more immediate and more within the control of the Citizenship Test Preparation Course whereas the long-term outcomes are not necessarily within the control of a single program; instead, they are within a sphere of the organization's influence.

The primary goal of the Citizenship Test Preparation Course is increase the success rate of participants taking the Citizenship Test. Participation in the course is believed to achieve this through a series of steps. First, participation in the course will increase participants' knowledge of Canada, its culture, history, politics, geography and other elements that are included in the course curriculum. The increase in knowledge is a direct result of participation in classes, in-class discussions and guest speakers.

In addition to increasing knowledge about Canada, the course increases participants' understanding of Canadian Citizenship, its rights and concomitant responsibilities. The increase in knowledge is intended to pique participants' curiosity and allow them to further investigate specific topics and issues as well as increasing participants' appreciation of Canada.

The structure of a classroom setting also supports students to practice and develop their language skills (if needed). The increased ability to communicate is evidenced by increased fluency, communication skills and confidence. Additionally, the classroom setting will support participants to feel more comfortable with test taking and the vocabulary associated with the Citizenship Test and other steps in the citizenship process.

A secondary goal of the Citizenship Test Preparation Course is to have participants increase their civic and community engagement. In addition to learning about Canadian facts and figures, participants learn about the values and norms of Canada. Through meeting other applicants, instructors and guest speakers, participants will build their connections with others in their community. Depending on the interests of individual participants, they may be curious to become involved in various community activities that lead to increased civic (i.e., political) and community (i.e., social capital) engagement activities.

Both goals are believed to help participants in the long-term to increase their ability to articulate their points of view and become able to critically question and think about Canadian society and their place in it, resulting in an increased sense of "feeling Canadian".

See Figure 1. Goal Areas and Outcomes of the Citizenship Test Preparation Course for a tabular representation of the outcomes and how they are linked.

Recommendations

The Citizenship Test Preparation Course program model is recommended as a viable and successful way to support newcomers to pass the mandatory Citizenship Test. Early implementation evaluations show improvements in participants' scores on mock tests. The interactive nature of the course is beneficial for participants in that they receive immediate support and build connections with other newcomers, settlement agencies and other civic and social institutions.

The structured curriculum and transferrable course materials can be implemented by other agencies. The experiences of agencies currently delivering the course indicate that these Preparation Courses can enhance current programming and address expressed needs from their clients. Currently, the course is offered as a stand-alone service offer; but a leading practice that addresses sustainability in a resource constrained environment is to incorporate the Citizenship Test Preparation Course into other existing programming (e.g., LINC, ESL, conversation circles and other settlement services).

Furthermore, this document recommends further work to:

1. Incorporate the modularized curriculum into current and existing programming in the settlement sector
2. Expand the reach of the course into new agencies and spaces through partnership development or offering the course on a fee-for-service basis
3. Explore ways to centralize volunteer training and curriculum development to ensure that agencies of various sizes and capacities have the technical skills and resources to run the program

Figure 1. Goal Areas and Outcomes of the Citizenship Test Preparation Course

	Short-term outcomes		Intermediate outcomes			Long-term outcomes	
Goal area 1: Passing the Citizenship Test ⁴	Increased knowledge of Canada (culture, history, politics, geography)	Increased curiosity to further investigate specific topics and issues	Improved ability to communicate in English (fluency, communication skills, confidence, comfort, expanded vocabulary)	Increased success rate in the Canadian Citizenship Test	Individuals feel empowered to help others go through the process (come back to share experience with others, enhanced self-esteem and confidence with knowledge)	Increased ability to think critically about society and their place within it	Increased feeling of being “Canadian”
	Increased understanding of Canadian Citizenship (rights, responsibilities)		Increased understanding of the Citizenship process (application, test)		Increased enthusiasm and curiosity		
Goal area 2: Increased Civic and Community Engagement	Increased knowledge of Canadian heritage, values, systems and norms	Increased appreciation of Canada (sharing with community, sense of pride, intrinsic motivation to complete the course vs. extrinsic)	Increased connections with others in their communities (# of networking opportunities; types of community resources)	Increased community involvement (volunteering, mentoring, sharing with community, networking)	Increased civic engagement in political processes (read more newspapers articles, meet your MP, MPP, councillor, vote, etc.)	Increased articulation of viewpoint	

⁴Goal 1 is about increasing *knowledge* of Canada and Goal 2 is focused on *actions* of civic and community engagement. The two goals reinforce each other in an iterative process wherein increased knowledge supports increased action and vice versa.

Appendix A. Citizenship Test Preparation Course Descriptions Across the Various Sites

Each agency provided detailed information about how the Citizenship Test Preparation Course was being implemented in their site. The information provided was organized into the following categories:

- Project Information
- Need for the Project
- Rationale for Program Model/Approach Selection
- Target Groups
- Risk Factors
- Team Composition
- Funding
- Project Space
- Staff and Volunteer Training
- Committees
- Policies, Procedures and Forms
- Partners
- Activities
- Outputs
- Concrete Results / Outcomes
- Unexpected Outcomes, Challenges, Potential Changes and Named Risks

1. Project Information

Organization name, mission and vision, project context, history and current status

Thornccliffe Neighbourhood Office

The Citizenship Test Preparation Course has been at Thornccliffe Neighbourhood Office (TNO) for 10 years. The supports offered to clients in the 10 years has changed and recent changes to the Citizenship Test making it more difficult has created the impetus to provide a more structured curriculum based on the book Discover Canada. The course is offered by settlement workers and volunteers (when available) and is offered in a variety of settings including TNO's offices, schools and libraries.

Working Women Community Centre

The project started at WWCC in February/March 2013 and 2 series of classes were conducted in the spring of 2013: one class for students with CLB ≥ 4 in speaking and listening and one class for students who applied before November 2012 with a CLB < 4

Community MicroSkills Development Centre

The Citizenship Preparation Course began at MicroSkills in the spring of 2013. As of September 2013, there have been 2 completed sessions with 6-8 students each with ½ participants coming from LINC classes at MicroSkills

North York Community House

The Canadian Citizenship Preparation Project has been running at North York Community House since September 2011. The project is embedded in the English Conversation Circles and values the contribution of volunteer mentors as co-deliverers of the program. Ultimate goals of the project include not only successful completion of the Canadian Citizenship Preparation, but also fuller citizen engagement. The project is expanding and will be hiring another staff in fall 2013 to bring the staff complement up to 2 people.

Working Skills Centre

The Citizenship Test Preparation Course has been running at Working Skills Centre since February 2013. There have been two 10-week series of the course that have been offered to 19 participants in 2013. The course has been bringing new people into the agency.

2. Need for the Project

Explain the past and current need for the program and provide supporting evidence, such as demographic studies, research studies or needs assessments

Changes in the citizenship test has resulted in increased failure rates compared with previous version (from 4% in 2008 to 20% in October 2010)⁵. After “new and harder tests” were implemented in March/July 2012 success rates dropped⁶. For:

- Individuals with a bachelor’s degree success dropped from 95% to 87%
- Individuals with high school education or less success dropped from 70% to 55%
- Disproportionate effect on family class
- Legal partner at LIP workgroup reported on disproportionate numbers of people failing citizenship test;
- Environmental scan revealed few test prep course offerings;

⁵ Canadian Citizenship Test [Internet] 2013 Aug 26. Available from http://en.wikipedia.org/wiki/Canadian_Citizenship_Test

⁶ McKie, David. More people failing revamped citizenship tests. CBC News [Internet]. 2013 June 14 [cited 2013 Aug 26]; available from <http://www.cbc.ca/news/canada/story/2013/06/14/pol-citizenship-immigration-test-failure-rate.html>

- Upon follow-up, was revealed that several of the existing offerings were being discontinued;

Thornccliffe Neighbourhood Office

Test difficulty and language limitations created the need for the course. Previously participants had difficulty with studying the book. But with new changes requiring CLB \geq 4 language limitation is less of an issue. However, the need to go over the material with someone is still there. Settlement workers who deliver the course provide that feedback and are able to explain difficult topics like the criminal justice system, rights and responsibilities, history, etc.

Working Women Community Centre

- There is a lot of history and governmental information that people are not familiar with. Some of these topics are covered in LINC classes but not as in depth
- Also to introduce participants to multi-choice tests classes
- Demand is coming from clients of WWCC

Community MicroSkills Development Centre

Client request for project

North York Community House

Lack of classes available

Failure rate- of about 20%

Family class immigrants have more difficulty (lacking literacy, education) than other immigrant classes

Immigrants from certain communities we serve seem to have more difficulty passing

Working Skills Centre

The changes in the Citizenship Test with lower rates of successful completion in addition to increasing community demand has prompted Working Skills Centre to offer the course.

3. Rationale for program model/approach selection

This section is a description of the model or promising approach and the link to the research or evidence it is based on as well as the desired outcomes that will be achieved through the intervention. This section should indicate why the particular approach was chosen and how it addresses a need for the project in the community.

Thornccliffe Neighbourhood Office

Discover Canada is the basis of the course. Self-study for many participants is difficult because of language and content. Having a curriculum based course helps participants

study the content in a supportive environment where they can ask questions and get feedback quickly. The format of weekly quizzes and pre and post quizzes similar in structure to the Citizenship Test support participants to prepare for this style of test.

Working Women Community Centre

This approach is interactive. It is not enough to read a book and pass the test. Participants learn about Canadian history, civic engagement and geography through an interactive class.

Rather than self-study with a book (which may require a CLB = 6 to understand), this approach allows for:

- questions and answers
- instant feedback in classes about topics that are not completely understood
- access to guest speakers that provide information from their point of view e.g., an MP can talk about the government of Canada or Bloordale Legal Services can come in and talk about the legal system.
- Slides, posters and other visual aids within the classroom that support participants' learning and access to new information.

Community MicroSkills Development Centre

There is room in the course for participants to practice their conversational English through asking and answering questions. This purposeful activity is to support people's comfort in answering oral questions during the citizenship process

Due to participant feedback that history is the most difficult section it is placed last in the curriculum with easier sections like Canadian symbols and regions earlier. More interaction and visuals are used to support participants

North York Community House

This project is grounded in the values of group learning (vs. lecture style) as an effective pedagogical style and enhanced citizenship engagement. Classroom settings with volunteer mentors supporting learning through conversation addresses the need for some participant's to practice and develop their conversational skills. This also is aligned with NYCH's value of working in a capacity building approach

Working Skills Centre

The 10-week course is offered at 2 hours per week. Although self-study is possible, a classroom setting where people can get support is believed to be better. The interaction between participants and instructors help participants learn more than the content of the book.

Highlights

- The course is structured as an interactive approach in a classroom format allows people to learn the material, ask questions immediately and practice their English skills

Trends

- Discover Canada was supplemented, but not many other resources are out there
- Interactive where people had the opportunity to ask questions
- Quizzes help to solidify learnings
- Having mock tests in the course that are the same in the citizenship test i.e., TNO course. And conversational course “How is the weather today?” “Where do you live?”

Opportunities

- Many sites had objectives beyond passing the test (i.e., civic engagement, language skills) and advance those lines
- At least 3 sites train volunteers and maybe a train the trainer model can be developed
- Having the program located within Community Connections to have a mentor match. Perhaps having mentor-matched volunteers, the course or participant engagement can be different and supplement the course (e.g., going to visit a food bank)
- Connecting with a funder through iCare or O2O to develop a set and shared curriculum

Gaps

- Needs assessments for all the sites. Mix of objectives, for people. Are people coming for the citizenship test or to meet the participant needs around civic engagement.
- Sustainability, there is a risk of using volunteers who may leave and not having a knowledge transfer
- No dedicated funding
- Program evaluation is missing in some places
- Most programs focus on the written test and do not prepare people as much for the oral exam
- There is no facilitator’s guide

4. Target Groups

Identify the target population(s) (those intended to be influenced and benefit from the program) and the characteristics that are relevant to program delivery (e.g. geographical area, age group, gender). Explain, in particular, how the participants will be recruited, selected and engaged. Explain inclusion and exclusion criteria

Thorncliffe Neighbourhood Office

Who has attended: Women and men of all ages have participated in the course.

Recruitment and selection: There are flyers to do outreach, but there is a waiting list for the class. The class registration fills up quickly and the front-desk staff manage the waitlist. Outreach is limited to manage expectations.

Inclusion: priority to people who are doing the Citizenship Test

Exclusion: People who have taken the course before cannot retake the class.

Working Women Community Centre

Who has attended: Most participants are clients of WWCC. Most participants are women who have been in Canada 3 years or more and are wanting to apply to take the citizenship test. Average age is estimated in the mid-40s with participants coming from various linguistic backgrounds.

Recruitment and selection: Outreach is done to LINC level 4 classes and above, but word-of-mouth brings participants who are not in LINC classes. Participants are streamed into 1 of 2 classes: one class for participants with CLB \geq 4 and the other for participants with a CLB $<$ 4

Inclusion: Permanent residents who are 1) intending to apply for the citizenship test; or 2) have applied for the citizenship test

Exclusion criteria: none

Community MicroSkills Development Centre

Who has attended: Most participants (~70%) are women; all ages. Not all participants have a test date, Only $\frac{1}{2}$ students in the last group were applying for the Citizenship test

Outreach and Recruitment: Outreach to LINC classes and conversation circles. Outreach is internal at this point.

Exclusion criteria: none identified

North York Community House

Recruitment and selection: Participants are recruited through internal and external partners as well as self-referral

Inclusion: Permanent residents who are 1) intending to apply for the citizenship test; 2) have applied for the citizenship test; 3) interested in learning more about Canada

Exclusion: Canadian citizens and refugees

Working Skills Centre

Who has attended: People who have applied to write the Citizenship and those who have not. All permanent residents.

Unexpected challenge: a person with a hearing impairment had applied but there wasn't enough funds for an interpreter and the person could not participate

Exclusion criteria: None identified

Highlights

- Participants are both men and women, although some agencies report higher participation of women than men. Courses are open to participants of all ages.
- Currently, most outreach has been internal to agencies. External outreach and recruitment at this point is rare. Internal outreach has included but not limited to LINC classes and conversation circles. There is some snowball recruitment, wherein participants refer people that they know to the course.
- Several agencies lack formal inclusion/exclusion criteria that may lead to drift in the target audience served by the course.

Leading practices

- Networking through the organization
- Different types of learners with different objectives and styles
- To match different learning styles and objectives (could you have only a class for people who want to write the test)

Trends

- Older participants
- Mixed attendance of people

Opportunities

- Extending outreach to different locations

Challenge

- Women with children who want to come to class during the day and need to bring child. Evening classes. Women in the family class (where primary spouse, and challenged with English, who benefits most). Care for newcomer children, we have a shared model if people come for JSW or seeing a settlement worker, but cannot take infants but for LINC you can. Strategically now, we have space for infants

5. Risk Factors

The description of the intervention model and/or project methodology is based upon the premise that individuals and groups exhibiting multiple risk factors are priorities. The next paragraph / section should list the specific risk and protective factors that the project will address.

Thorncliffe Neighbourhood Office

Challenges that participants may experience that puts them at higher risk for not successfully completing the Citizenship Test Course are:

- Lack of schooling in home country
- Length of time since being in school (difficulty in answering multiple choice)
- Understanding English
- Literacy (vocabulary of test questions)

Working Women Community Centre

The following are risk factors that this project attempts to address:

- Lower language proficiency (especially in reading and writing)
- Lack of formal schooling back home

Community MicroSkills Development Centre

Who really needs the support of this program:

- People with difficulty with conversational English

North York Community House

The following are risk factors that this project attempts to address

- Lower proficiency in English, especially conversational fluency

Working Skills Centre

- Lower literacy makes it difficult for people to succeed in the course
- Women with a long period since formal schooling (or no schooling)

Highlights. The following have been highlighted as risks of not successfully completing the Citizenship Test Preparation Course

- Lack of formal schooling or length of time since being in school
- Lower language proficiency in English

Trends

- Family class and women and different countries are more at a risk of

Opportunities

- Embedding the programs into ESL or LINC due to language need (before/after the LINC class or in the LINC class)

6. Team composition

Thornccliffe Neighbourhood Office

- 7 settlement workers at TNO offer the 7 week course on a rotating cycle
- 3 or 4 Settlement Workers in Schools (SWIS) workers offer the course in a 1 week or 2 week format during slower times of the school year such as March break, Christmas break and summer
- 4 Settlement Workers at the Libraries (LSP) offer the 7 week curriculum (started in July 2013 based on need)
- Front-desk workers manage the waitlist, call people to remind them of the course, assist in printing and formatting course materials
- Settlement Program Coordinator coordinates the settlement workers; supports settlement workers with lesson planning & quizzes; arranges for supports like child-minding; explains the policies of the program, fields questions about the Citizenship Test
- The Manager handles challenges and logistics of the program (infrequent)
- Volunteer (when available) helps to co-facilitate the course

Working Women Community Centre

- 2 P/T Volunteer instructors: Both volunteers have been newcomers to Canada. Both are instructors and are TESL-Ontario certified. One instructor teaches the class for participants with CLB ≥ 4 and the other volunteer instructor teaches the class for participants with a CLB < 4
- LINC Manager: conducts outreach and streams participants into classes based on CLB level
- Administrative support: supports with photocopying and preparing materials
- Community development staff: helps to arrange guest speakers and provides supports to volunteers
- Placement BSW and MSW students (from September to April): support with outreach, registration, and creation of forms

Community MicroSkills Development Centre

- 1 Volunteer designed the curriculum, program materials and delivers the program. The volunteer also assists with outreach. The volunteer has been with Microskills for 4 years and is a TESL certified supply instructor for LINC classes. They have previously worked in English conversation circles and provided one-on-one support
- 1 Volunteer (P/T) assists with administrative jobs, client follow-up and outreach
- 1 Language and Skills Development Coordinator coordinates outreach and supported the development of the curriculum

- Administrative staff supported registration by gathering participant information and creating a list for the volunteer instructor

North York Community House

- 2 F/T staff in with 2/3 time in English Conversation Circles and 1/3 time in Canadian Citizenship Preparation Project
- 3 volunteers (some with ESL or skills with translating information into plain language)

Working Skills Centre

- Settlement Coordinator (in a volunteer capacity) created the curriculum and delivers the course
- 2 corporate volunteers facilitated group discussion and help participants go through the study guide
- 1 volunteer offers additional one-on-one support for participants who need the help and provides administrative support
- 1 other staff member: assists with outreach, sends flyers out

Highlights

- All programs use volunteers to some extent
- Some agencies have staff seconded to deliver the Citizenship Test Preparation Course
- The various roles played by staff or volunteers include: administrative, curriculum development and delivery, project coordination, outreach, recruitment, registration, one-on-one additional tutoring.

Gaps

- Sustainability is an issue when there is a reliance on volunteers to deliver the course

7. Funding

Thornccliffe Neighbourhood Office

- Part of the Settlement Program at TNO. Not separately funded.

Working Women Community Centre

- No additional funding to run program

Community MicroSkills Development Centre

- No funding

North York Community House

- CIC Community Connections
- Requires matching participants with a volunteer mentor

Working Skills Centre

- No additional funding to run the program

Highlights

- Most agencies do not have specific funding.
- Some courses are embedded in Settlement or Community Connections
- All agencies are providing some in-kind space

Opportunities

- O2O is a potential funder
- MCI is a potential funder

Challenge

- LINC classes are in daytime

8. Project space

Thornccliffe Neighbourhood Office

Courses are offered at TNO's offices, libraries and schools. The following are provided in the project space:

- Visuals, projector and laptops
- Notebooks and writing materials
- Discover Canada books

Working Women Community Centre

- Space and equipment provided by WWCC
- Childcare
- Refreshments
- Computer and projector

Community MicroSkills Development Centre

- The course is run out of the LINC classroom at the MicroSkills office at 200 Consumers Road

North York Community House

- Space and equipment for delivery of course is provided by NYCH and project partners
- The course is delivered at schools, libraries, other not-for-profits and at NYCH offices

refreshments provided

Working Skills Centre

- All sessions have happened in the Working Skills Centre Space

Highlights

- Courses are offered at agency's spaces (usually in LINC classrooms), but are also offered in libraries, schools and other partner agency sites.

Opportunities

- To connect with school and libraries (or other spaces with computer and projector); ideally in a computer lab
- To collaborate with the school board (or SEPT workers) so that parents have a space for Citizenship Test Preparation Course
- Community Centers to have programs with youth and could co-locate Citizenship Projects
- Churches or mosques may also offer space to deliver the course

Challenge

- LINC classes are in daytime

9. Staff and Volunteer Training (materials, # of sessions)

Thornccliffe Neighbourhood Office

None noted

Working Women Community Centre

- Training from Thornccliffe Neighbourhood Office used as a base for the program
- Discover Canada
- Binder from the TCDSB with instructor resources
- Volunteer Internet research

Community MicroSkills Development Centre

Reviewed Discover Canada to develop the curriculum

Working Women Community Centre (WWCC) shared a copy of their curriculum

North York Community House

- Training from Thornccliffe Neighbourhood Office
- Resource Material: "Discover Canada"
- Resource Material: Toronto Catholic District School Board
- Videos like "Heritage Minutes"

- Staff research; learning on the job; and learning from participants who have participated in the course and took the Citizenship Test
- Volunteers receive informal training based on needs that emerge in the delivery of the course. Volunteers receive information and prepare materials on a week-by-week basis

Working Skills Centre

TNLIP: passed along the TCDSB binder with materials

TNO: did an orientation for the organization

North York Community House provided information about where to find visual materials

Midayanta Community Services: helped with the design and outline of curriculum

Highlights

- There isn't a consistent form of training for new staff or volunteers to deliver the program
- All programs share common resource materials like "Discover Canada" and a Guide from the Toronto Catholic District School Board (TCDSB)

Trends

- Agencies use Discover Canada, the TCDSB Guide and Canada Cross Cultural Learn
- Information Sharing is the largest form of training in this Subgroup

Opportunities

- At NYCH, there are "cheat sheets" developed by students
- TNO has a refresher course for other agencies

Gaps

- Volunteer orientation guide for new volunteers; a train-the-trainer
- There was no training other than the orientation for TNO

10. Committees

Thornccliffe Neighbourhood Office

None noted.

Working Women Community Centre

None, but support through:

- the Citizenship Group and the TNLIP Settlement and Orientation Group

Community MicroSkills Development Centre

No committees mentioned

North York Community House

None, but support from other staff on the following areas:

- Civic engagement
- Aboriginal issues

Working Skills Centre

None reported

Highlights

- No committees were noted that support the work of the Citizenship Test Preparation Course in the five agencies. The main support outside of the agencies is through the Settlement, Orientation and Language workgroup

11. Policies, procedures and forms

Thornccliffe Neighbourhood Office

- A Guidelines Document that outlines the policies of the Citizenship Test Preparation Course (i.e., cannot repeat the course twice; space is given to someone else if they miss 2 classes)
- A registration form and protocol (potential participants are given a code, a reminder phone call is given to help ensure that participants come to the course)
- Attendance sheets that is signed by participants

Working Women Community Centre

- Registration forms
- Attendance forms

Community MicroSkills Development Centre

Intake and registration form completed by administrative staff with contact information; why the participant is interested in the program, citizenship status

North York Community House

- Group guidelines from English Conversation Circles
- Intake procedures
- Evaluation after the 1st session, but anonymous (variables include LINC level, have you applied for the test, have you already taken the test)

Working Skills Centre

- None noted

Highlights

- There are differing levels of structured policies and procedures to support the work at different agencies. At minimum, agencies have registration forms and track attendance. Well established courses have guidelines for inclusion/exclusion, staffing and pre- and post-evaluations

Gaps

- Evaluation forms: pre and post forms
- Follow-up with students after the test
- No standard evaluation across courses

Trends

- All have intake, attendance

Best practice:

- Orientation, guidelines, needs assessment

12. Partners

Include a list of key program stakeholders (e.g. delivery partners, funders) and a brief description of their roles and responsibilities.

Include the roles and responsibilities of others (e.g. third-party partners) involved in delivering the program; and

When there are partners, describe their respective roles and responsibilities

Thornccliffe Neighbourhood Office

External partners: speakers with various forms of expertise come and speak about certain topics based on participants' interests. For instance a judge could come and talk about the criminal justice system; a politician can come and talk about how to vote; newcomers can come and talk about community involvement and First Nations speaker can come and talk about First Nations history.

Working Women Community Centre

None described, however one volunteer was referred from another organization and potential participants were referred to MicroSkills because of the time of their course

External partners: guest speakers present on a specific topic and answer questions.

Community MicroSkills Development Centre

WWCC helped design the course

TNLIP partners shared curriculum

North York Community House

Internal Partners

- Settlement and Education Partnerships in Toronto (SEPT) workers in schools in North Toronto

External Partners

- St. Stephen's Community House
- Toronto Public Library (i.e., York Woods Branch, Barbara Frum Branch) through Library Settlement Partnership (LSP)

Internal and External partners:

- participate in promotion and outreach
- may support with registration

Provide equipment and space

Working Skills Centre

External Partners:

- Standard Life: provided 2 corporate volunteers
- Midayanta Community Services

Highlights

- Partners assist by being guest speakers on select topics; participate in outreach; offer space and help with staff or volunteer orientation or training

Possible new partners include:

- Citizenship and Immigration Canada (CIC) to learn more about the Citizenship test and process
- OCASI: Perhaps the Citizenship Test is not at a CLB level 4
- Canadian Council for Refugees (CCR)
- Library Settlement Partnerships (LSP) and SEPT (SWIS) workers for space
- Guest speakers

Opportunity

- With Toronto Public Library without an LSP worker
- Other agencies who are interested in getting the program itinerantly
- Legal clinics and MPPs and are interested in delivering information about the Government of Canada
- Catholic Cross-Cultural Services to share resources
- Connecting with different provinces have their own Citizenship Preparation Courses

- Historica Dominia (CIC funded) have a archive of speakers who are willing to speak and have worksheets and videos
- www.testcanada.com who sell Citizenship Test samples
- Connecting with Korean Canadian Women’s Centre who have retired judges speak
- LINC service providers and connecting with other agencies who offer LINC (TDSC) for recruitment or space. Curriculum could be embedded into a LINC class as well

13. Activities

The action(s) that the organization undertakes to produce one or more outputs under the program. Demonstrate the “how” of the program. Activities are sometimes referred to as “processes”, “strategies” or “action steps”.

Thornccliffe Neighbourhood Office

Program Development

- Conducting research
- Engaging with other stakeholders (TNLIP workgroup)
- Developing staff and volunteer schedules
- Developing course curriculum
- Developing quizzes and pre- and post-course tests
- Developing forms and policies of the program

Recruitment and Training of Personnel

- Recruit and orient staff

Program Delivery

- Outreach and managing the registration
- Offering the 7 week course at TNO (~ 7 per year)
- Offering the 1 or 2 week course in the schools (~2 per year)
- Offering the 7 week curriculum in the libraries (started in July 2013)
- Providing one-on-one support to participants who need more support

Evaluation

- Pre- and post-course tests (20 multiple choice questions that are similar to potential questions in the Citizenship Test)
- Weekly 20 question quiz based on the chapter covered

Working Women Community Centre

Program Development

- Conducting research
- Engaging with other stakeholders (TNLIP workgroup)

- Developing volunteer schedules
- Developing course curriculum
- Developing forms

Recruitment and Training of Personnel

- Recruit and orient volunteer mentors
- Training of volunteers and staff through Thorncliffe Neighbourhood Office

Program Delivery

- Integrating program into other WWCC programs (esp. LINC program)
- Delivering eight 2-hour weekly sessions for CLB < 4 class with more visuals
- Delivering eight 5-hour weekly sessions for CLB ≥ 4 class with more interaction

Evaluation

- None noted

Community MicroSkills Development Centre

Program Development

- Engaging with other stakeholders (TNLIP workgroup)
- Developing volunteer and staff schedules
- Developing course materials and curriculum

Recruitment and Training of Personnel

- Recruit and orient volunteers
- Orient administrative staff
- Delivering training sessions

Program Delivery

- Outreach to LINC and conversation classes
- Registration of participants
- Delivering 8 week courses at 2-hour per sessions (each 2 hour session includes: review of last week's mock tests; covering the topic of the week; a practice test; practice interview questions; assigning homework and a take home test)
- Follow-up with students if they have passed the test

Evaluation

- End of course evaluation "what they want to do in the future?" "Is the class helpful"

North York Community House

Program Development

- Conducting research
- Engaging with other stakeholders (TNLIP workgroup)

- Developing staffing and volunteer schedules
- Developing course materials (i.e., PowerPoint presentations, volunteer materials, handouts)

Recruitment and Training of Personnel

- Hire and orient staff
- Recruit and orient volunteer mentors
- Training of staff through Thorncliffe Neighbourhood Office

Program Delivery

- Delivering training sessions
- Integrating program into other NYCH programs and partner agency programs
- Delivering 8 2-hour sessions per cycle
- Providing both weekday and weekend courses
- Emailing volunteers project materials weekly
- Emailing participant project materials every 4 sessions
- Volunteers helping to prepare individual topics; support participants in group format; and follow-up after practice tests

Evaluation

- Developing evaluation tools
- Using NYCH evaluation tools
- Conducting pre- and post-tests

Working Skills Centre

Program Development

- Engaging with other stakeholders (TNLIP workgroup)
- Developing volunteer schedules
- Developing course materials and curriculum

Recruitment and Training of Personnel

- Recruit and orient volunteers

Program Delivery

- Delivering training sessions
- Delivering 10 week courses at 2-hour per sessions

Evaluation

- None mentioned

14. Outputs

Direct products or services generated from the activities of an organization, policy, program or initiative. Are usually within the control of the organization itself. Typically are tangible and can be counted. Demonstrate the "what" of the program. Outputs are sometimes referred to as "deliverables" or "units of service".

- Pamphlet
- Water treatment plant
- Training sessions completed, number of people trained
- Position papers, research reports or studies.

Thornccliffe Neighbourhood Office

Program Development

- Staff and volunteer roles and schedule
- Course curriculum and chapter quizzes

Recruitment and Training

- 14-15 trained staff and 1 trained volunteer

Program Delivery

- > 9 cycles of the program delivered per year at TNO, schools and libraries

Evaluation

- pre- and post-tests

Dissemination

- Sharing lessons learned with other members of the TNLIP working group on the Canadian Citizenship Test Pilot Course

Working Women Community Centre

Program Development

- Volunteer roles and schedule
- Course curriculum

Recruitment and Training

- 2 volunteers

Program Delivery

- 1 cycle of the program delivered in 2013

Evaluation

- None described

Dissemination

- Sharing lessons learned with other members of the TNLIP working group on the Canadian Citizenship Test Pilot Course

Community MicroSkills Development Centre

Program Development

- Volunteer roles and schedule
- Course curriculum

Recruitment and Training of Personnel

- 3 volunteers

Program Delivery

- 3 cycles of the 8-week program per year

Evaluation

- none mentioned

Dissemination

- none mentioned

North York Community House

Program Development

- Staffing model and schedule
- Volunteer roles and schedule
- Course curriculum

Recruitment and Training

- 2 trained staff
- 3 volunteers

Program Delivery

- 20 cycles of the program per year

Evaluation

- Evaluation tools designed by staff

Dissemination

- Sharing lessons learned with other members of the TNLIP working group on the Canadian Citizenship Test Pilot Course

Working Skills Centre

Program Development

- Volunteer roles and schedule

- Course curriculum

Recruitment and Training

- 3 volunteers

Program Delivery

- 3 10-week cycles of the program per year

Evaluation

- none mentioned

Dissemination

- none mentioned

15. Concrete Results / Outcomes

The change(s) or the difference(s) that result from the program outputs. Demonstrate the "why" of the program. Higher-level outcomes (e.g. ultimate outcomes) are not always within the control of a single program; instead, they are within a sphere of the organization's influence. Outcomes are sometimes referred to as "impacts" or "results."

- Improved collaboration and coordination among partners
- Increased visibility of a certain issue
- Improved policies

Thornccliffe Neighbourhood Office

The main outcomes of the project include:

- More civic engagement
- Better understanding of the history of Canada
- Success in completing the Citizenship Test

Working Women Community Centre

The main outcomes of the project include

- To pass the Citizenship Test
- The intervention supports participants to learn how to take a test like Citizenship Test
- More familiarity with Canada and its government
- More able to become an active participant in the country

Community MicroSkills Development Centre

The outcomes of the project include:

- Help students better prepare to pass the Citizenship test
- Learn more about Canada (history, culture, etc)

North York Community House

The main outcomes of the project include:

- Successful completion of the Canadian Citizenship Test
- Appreciation for the county
- Learning what you can to become a better citizen and then increased citizen engagement in Canadian life (e.g., getting involved in your community or writing your MP)

Working Skills Centre

The outcomes are:

- Enhancing participation in the Canadian community
- Exciting curiosity of Canadian community (e.g., becoming aware of the underground railroad through the book and then wanting to know more)

16. Unexpected outcomes, challenges, potential changes and named risks

Thornccliffe Neighbourhood Office

Observation: Very few drop-outs in the program. People who are late or miss classes learn less

Working Women Community Centre

Unexpected outcome: there are participants who have had ESL training in other language centres but now register for LINC classes to have a certificate indicating CLB score ≥ 4 .

Unexpected outcome: participants who require LINC certification indicating a language level of CLB ≥ 4 but who already have a high level of reading, writing, speaking and listening. May include participants who have taken ESL courses in other locations

Unexpected challenge: participants who need more language training

Risk: run by volunteers who may leave if they find permanent employment

Possible changes: Shorter programs but longer sessions (i.e., 3-5 hours). This would allow for course work, guest speakers and be responsive to WWCC's clients' requests

Possible changes: Having the students give presentations in the class

Potential next step: to create a 2 week intensive course for participants who cannot commit to a longer time period

Ideally: paid employee to deliver course

Community MicroSkills Development Centre

Observation: 4 participants have been registered to complete the Citizenship Test. 3 have passed and the 4th is waiting for the test date

Potential next step: design something for a formal evaluation in the middle of the class (around the 4th or 6th class)

North York Community House

Unexpected outcome: If English is a problem for some participants they sometimes stop coming. It is hard to follow up with them unless there is another staff that has a personal relationship with them or can speak their language

Unexpected outcome: Since the group is matched to the majority, some participants who need more one-on-one support are left behind

Working Skills Centre

Unexpected demand: “just in time” programming for people who’s test date is too soon to participate fully in a 10 week class

Unexpected challenge: a person with a hearing impairment had applied but there wasn’t enough funds for an interpreter and the person could not participate

Appendix B. Potential Supports and Challenges of Various Groups to Participate in a Citizenship Test Preparation Course

Seniors & Youth

- computer literacy and ESL
- Not eligible to write the test
- Senior challenge is mobility and language
- TTC support is required
- Talking in conversation is successful, the test is not relevant
- For seniors are more about getting them out.
- Childcare here seniors are responsible for childcare
- For youth, the program model would look different. That age group has more energy and could be mobilized differently. To help them be in community. In class.
- Youth would already be getting the information in the school system but not the civic engagement piece

Lower literacy and lack of formal schooling/distant schooling

- May or may not need formal supports
- To use different teaching methods
- They may not be used to pair work or lecture styles and to mix it up
- Have lots of visuals
- Not to have classes too small and interactive approach
- To do different kinds of testing to help practice
- Instructor needs to be flexible and to be able to understand people's weaknesses
- Attitudes of the learner: lack of formal schooling is not an indication of need
- Learn more about needs and barriers
- Lots of encouragement
- May not be singled out, do not stigmatize
- Not advertised

Disabilities

- There is an accommodation for the Test for different disabilities. At the point of the test, you need to present form
- People who need extra time, there is one-on-one support and they need to prepare for the Citizenship Test
- Hidden disabilities: not willing to disclose. Tell people that they need supports in a classroom.
- Various formats exists to support people.

- Working closely with partner agencies like CNIB. She had a computer that could talk, but the instructor had to have lesson plans given in advance and it would talk to her. But we had to be in a computer lab to have larger font.
- Learning disabilities
 - Need to have a letter
 - Supports for youth are available but not as common for students and adults
 - Reading and writing. There are people who can read but not write and others that can do vice versa
- Mental health issues
- Physical disabilities (vision and hearing impaired)
 - Partners like Bob Rumball and Silent Voice may support with people with visual impairments

Women with children

- Lack of childcare is a barrier
- Cooperative arrangements where we co-locate services
- Finding other venues or programs and co-locating or ½ participating and ½ watching kids
- Or tutoring
- Cant' have a program between 3-5 since they have to pick up their children
- Generational gaps prevent for the one to participate
- Where other partner left and now they have extra burden to get remarried, schooling or work. Stuck in the house.