

USCIS Citizenship and Integration Grant Program

Promising Practices

Organization Name:	School Board of Miami-Dade County
Location:	Miami, FL
USCIS Grant Program:	FY 2010 Citizenship and Integration Direct Services Grant Program FY 2011 Citizenship and Integration Direct Services Grant Program— Citizenship Instruction and Naturalization Application Services

Expand Citizenship Instruction with MP3 Technology

USCIS funding makes it possible for the School Board of Miami-Dade County to expand citizenship preparation services to permanent residents through the use of technology. As part of its Fast Track to Citizenship Program, the School Board of Miami-Dade County provides English language learners (ELLs) with portable MP3 players containing audio and video citizenship resources. English language learners use MP3 players to listen to a recording of the [100 Civics Questions and Answers for the Naturalization Test](#) and watch [The USCIS Naturalization Interview and Test](#) video. With MP3 technology, students have around-the-clock access to resources as they prepare for the naturalization test outside of the classroom.

Student Roberto Martin using a portable MP3 player containing citizenship resources.



Purpose

The School Board of Miami-Dade County provides MP3 players to students in order to increase access to citizenship education resources outside of the

classroom. Students use the MP3 players to study for the naturalization interview and test.

Process

School Board of Miami-Dade County staff members used USCIS grant funding to purchase 4 gigabyte MP3 players. Staff members then uploaded citizenship education content to the MP3 players, including audio of the 100 civics questions and answers and a video of the naturalization interview and test from the USCIS [Citizenship Resource Center](#). Staff members also uploaded an audio recording of the vocabulary found on pages 28 and 29 of the USCIS publication, [Learn about the United States: Quick Civics Lessons](#).

Before each course begins, staff members deliver the pre-loaded MP3 players to instructors and also issue a *Receipt for Materials*. Instructors then distribute the MP3 players to their students during the second week of class. Each student is required to acknowledge the receipt of an MP3 player by signing the MP3 Class Distribution List.

Instructors provide students with a tutorial on how to use the MP3 players. The instructors also provide students with a *Distance Learning Log*, which allows them to document their MP3 use. Students then take the MP3 players home and use the recorded content to study for the naturalization interview and test at their own pace.

At the end of the course, students return their MP3 players to the instructors and sign the MP3 Class Distribution List. Instructors then return the MP3 players to a staff member, who provides them with a return receipt and verifies that the players are functioning properly. When a new course begins, staff members once again distribute the MP3 players to instructors and students.

Challenges

Using MP3 technology is challenging in two particular ways. First, students may be unfamiliar with MP3 technology and find it difficult to operate the players. These students require additional support in order to

ensure they are able to use the device. Staff members also find it challenging to ensure that all MP3 players are returned undamaged to instructors at the end of the class period.

Overcoming Obstacles

Instructors address unfamiliarity with MP3 technology by asking students to bring their MP3 players to class with them each week. This allows instructors to identify students who are experiencing difficulties and provide them with assistance using the MP3 player.

The School Board of Miami-Dade County addresses the issue of accountability by creating a *Receipt for Materials*,

which documents the transfer of equipment between the recipient and instructors. Staff members also use a *MP3 Class Distribution List*, which documents the day that students receive and return equipment. The distribution list contains student contact information, which is useful for locating missing MP3 players. Finally, instructors account for MP3 players by requiring students to bring them to class each week.

Outcomes

MP3 players contribute to the success of the Fast Track to Citizenship Program in a number of ways. Most importantly, the MP3 players increase student access to citizenship education content outside of the classroom. The MP3 players also give students the opportunity to

practice English language and civics content on their own time and at their own pace while interacting with technology. This accessibility and flexibility enables students to become responsible and active participants in their education.

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