
Building an Americanization Movement for the Twenty-first Century

A Report to the President of the United States
from the Task Force on New Americans



Task Force on
New Americans

*E Pluribus Unum * Out of Many, One*

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Members of the Task Force on New Americans

Michael Chertoff, Chair

Secretary

Department of Homeland Security

Anabelle Romero

Department of Agriculture

Joel Harris

Department of Commerce

Leslye Arsht

Department of Defense

Troy Justesen

Department of Education

James O’Neill

Department of Health and Human Services

Susan Pepler

Department of Housing and Urban Development

James E. Cason

Department of the Interior

Elisebeth C. Cook

Department of Justice

Leon R. Sequeira

Department of Labor

Janice Jacobs

Department of State

Anna Escobedo Cabral

Department of the Treasury

Alfonso Aguilar, Technical Committee Chair

U.S. Citizenship and Immigration Services

The Honorable George W. Bush
President of the United States
The White House
Washington, DC 20500

Dear Mr. President:

On June 7, 2006, you established by Executive Order 13404 the Task Force on New Americans, with a call to strengthen the efforts of the Department of Homeland Security and federal, state, and local agencies to help legal immigrants embrace the common core of American civic culture, learn our common language, and fully become Americans.

Immigration remains a prominent issue for Americans. With your leadership, the debate on comprehensive immigration reform now includes immigrant assimilation. The initiatives of the Task Force on New Americans serve to highlight the importance of successful immigrant integration to the nation, and to solidify a coherent vision for integration efforts across all sectors of society.

As chair of the Task Force on New Americans, I am honored to submit, pursuant to the provisions of the executive order, our unanimous recommendations and final report: *Building an Americanization Movement for the Twenty-first Century: A Report to the President of the United States from the Task Force on New Americans*.

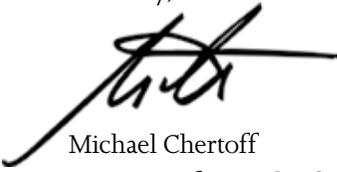
This report is the culmination of more than two years of research into immigrant integration efforts across all sectors of society in the United States. The report provides an overview of successful integration initiatives observed in many sectors and prescribes recommendations to launch a coordinated national campaign—similar to past Americanization movements—to promote the assimilation of immigrants into American civic culture. The recommendations presented for your consideration are actions that all sectors of society can undertake under a federal call to action. To

renew an Americanization movement, state and local governments, community and faith-based organizations, businesses, adult educators, libraries, civic organizations, and the philanthropic sector must be partners to this strategy.

We believe this report provides a blueprint to implement the vision of a coordinated national strategy and affirms America's long-standing tradition as a nation of immigrants.

On behalf of all members of the Task Force on New Americans, we appreciate the opportunity to serve our country by providing our recommendations on this important topic.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Chertoff', with a long horizontal stroke extending to the left.

Michael Chertoff
Secretary of Homeland Security
Chair, Task Force on New Americans

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Executive Summary

Immigrants from all over the world have been drawn for centuries to the United States, and their contributions continue to strengthen this great nation. Enriching our national character, immigrants bring vitality and optimism to both our economy and society. A nation based not on ethnicity, race, religion, or culture, the United States of America is a country in which people from every background come together to govern themselves in a political framework inclusive of all.

Americans have embraced the opportunities and met the challenges associated with each successive wave of immigration. Several recent factors point to the need for a concerted national effort to ensure the successful assimilation of our current wave of immigrants. Today's immigrants are coming to the United States in record numbers, from diverse countries of origin, and some are settling in new gateway communities without long immigrant-receiving traditions. These trends warrant action from all sectors of society to foster the integration of immigrants into American civic culture. All of us have a vested interest in reengaging and preserving the fundamental civic principles and values that bind immigrants and citizens alike. The result of such efforts builds universal attachment to America's core civic values, strengthens social and political cohesion, and will help the United States continue to prosper as a nation of immigrants bound by an enduring promise of freedom grounded in democracy, liberty, equal opportunity, and respect for the rule of law.

Recognizing a historic opportunity to emphasize the importance of immigrant integration, on June 7, 2006, President George W. Bush created by executive order the Task Force on New Americans (Task Force). The Task Force brought together a wide variety of federal agencies to strengthen the efforts of federal, state, and local agencies to help legal immigrants embrace the common core of American civic culture, learn our common language, and fully become Americans.

The efforts of the Task Force centered on the idea that assimilation is an opportunity to renew America's political values and enrich communities by celebrating the bonds that unite us all. The Task Force was guided by two themes that have uniquely defined America's immigration experience:

- *Diversity within Unity*: Diversity makes America strong, but unity keeps America successful. In advocating patriotic assimilation, the Task Force refers to a unifying civic identity that respects diversity, including individual religious and cultural traditions, but does not use these elements to define the identity of the political community. American identity is political and is composed of three key elements: 1) embracing the principles of American democracy; 2) identifying with U.S. history; and 3) communicating in English.
- *Citizenship Is an Identity*: Citizenship is an identity and not simply a benefit. Feeling and being perceived as part of the political community is an important indicator of a person's integration into a society.

Within these guiding themes and with respect for the successful immigrant integration efforts already under way in many sectors of society, the Task Force met with representatives throughout the country to learn from their experiences. Roundtables were held with state and local governments, community and faith-based organizations, public libraries, adult educators, foundations and philanthropies, business and the private sector, civic organizations and service clubs, and the federal government. These groups and others formed the backbone of the previous Americanization movement and have significant expertise with innovative programs for integrating immigrants.

As a result of roundtable discussions, site visits, and the collective experience and research of Task Force members, the Task Force on New Americans recommends strengthening assimilation efforts

across the nation and among all sectors of society. The integration efforts described in this report are a federal call to action that defines a modern-day Americanization movement.

The diversity and dynamism of our growing population has made America strong, and the bonds of citizenship have kept us united as a nation. Recognizing that assimilation efforts have only recently received renewed attention at a time of great migration to the United States, the Task Force makes ten recommendations to strengthen integration efforts. Taken together, these recommendations build the strategic framework for a national movement to integrate immigrants and ensure that as America's diversity increases, so does its unity of political purpose.

The Task Force on New Americans calls for the following:

1. An Americanization Movement for the Twenty-first Century
2. Viewing Integration as a Two-way Street
3. Improved Legislation on Integration and Citizenship
4. Federal Celebration of Citizenship
5. Federal Leadership on Integration
6. Enhanced E-learning Tools for Adults
7. Encouraging the Private Sector to Promote Integration
8. Mobilizing the Volunteer Community
9. Increasing Integration Stakeholders
10. Broadened Analysis and Evaluation of Integration

E Pluribus Unum—Out Of Many, One

America has never been united by blood or birth or soil. We are bound by ideals that move us beyond our backgrounds, lift us above our interests and teach us what it means to be citizens. Every child must be taught these principles. Every citizen must uphold them. And every immigrant, by embracing these ideals, makes our country more, not less, American.

President George W. Bush
Inaugural Address, January 20, 2001

The United States has been since its founding, and continues to be, a nation of immigrants. Immigrants have been drawn for centuries to America's promise of liberty and justice for all. Their quest for freedom helped define the founding chapters of America's story, and their hope, courage, and ambition continue to strengthen this nation. Immigrants are great assets to America, bringing vitality and optimism to our economy and society. They build, renew, and enrich this great nation and our national character.

Within a distinctly American culture based on the political and civic ideals of our representative democracy, immigrants and native-born alike are called to uphold and pledge allegiance to foundational principles enshrined in the Declaration of Independence and the Constitution of the United States.

With a long immigrant tradition, we as a nation have embraced the opportunities and met the challenges associated with each successive wave of immigration. The present wave is no exception. With immigrants increasingly coming from different countries of origin and settling in communities that lack a long history of receiving immigrants, citizens and immigrants alike should reengage the principles and values that bind us as Americans. Educating on these principles and providing opportunities for civic participation will ensure that the United States remains a successful nation and a home to immigrants who prosper and contribute to American society.

In recognition of the need for effective and proactive immigrant integration efforts and to encourage channels for immigrants to enrich our political culture with their attachment to the United States, in June 2006 President George W. Bush created by executive order the Task Force on New Americans with the mandate to “help legal immigrants embrace the common core of American civic culture, learn our common language, and fully become Americans...”¹ This effort is coordinated by the U.S. Department of Homeland Security and includes 19 other federal agencies. A major goal of this interagency Task Force is to bolster integration-supporting activities practiced by a wide variety of entities nationwide and to develop and enhance innovative initiatives and partnerships.

There is much discussion in the field of immigration studies about the terms *integration* and *assimilation*. Some use *integration* to imply cultural pluralism and diversity, while others use *assimilation* to refer to a group’s adoption of another’s values. Without proper context, both understandings are flawed. Integration cannot simply imply accommodation and multiculturalism without a unifying component. Assimilation cannot imply a one-way street.

The Task Force uses *assimilation* to refer to the process of embracing shared political principles, which exemplify democratic traditions and build a sense of community and common identity as Americans. In the United States, there are both cultural and political spheres. The cultural sphere—traditions, religion—is up to the individual. The Task Force focuses on the shared common identity that binds us as Americans in the political sphere. The work of the Task Force and of the federal government concerns not cultural but political assimilation, a term we use interchangeably with integration.² Assimilation is the notion that shared political principles, including the principles of democracy, in the United States bind together immigrants and citizens from different cultures.³ The three components of political integration are embracing the principles of American democracy, identifying with U.S. history, and communicating in English.

In his May 2006 Oval Office speech on immigration reform, President Bush called attention to assimilation as a key component in a comprehensive reform strategy: “The success of our country depends upon helping newcomers assimilate into our society, and embrace our common identity as Americans. Americans are bound together by our shared ideals, an appreciation of our history, respect for the flag we fly, and an ability to speak and write the English language.”⁴

President Bush and the administration support reform addressing five pillars of the immigration system: 1) border control; 2) legal temporary work; 3) domestic enforcement; 4) bringing illegal immigrants out of the shadows; and 5) helping new immigrants assimilate into American society.⁵ This final pillar is the mandate of the Task Force and the focus of this report, which draws lessons from the Americanization movement of the early twentieth century and presents recommendations from the Task Force’s examination of immigrant integration practices in the United States today.

In the early 1900s, when the percentage of foreign-born in the United States was at its high point, there was a national Americanization movement that worked to assimilate immigrants into America. This movement faded when anti-immigrant sentiment precipitated a series of laws in the 1920s to severely limit immigration. These national origins quotas remained in effect until 1965, and immigrants during this period became a small and decreasing minority in the United States. While the integration of immigrants in the early 1900s is often romanticized, immigrants’ declining proportion over those forty years facilitated their assimilation.

However, as immigrants increase their proportional share of the American population, the rationale for assimilation efforts becomes stronger. Between 1966 and 2008, the U.S. population grew from 200 million to 300 million people.⁶ Immigrants and their U.S.-born children account for 55 percent of that growth.⁷ In 1990, 7.9 percent of the country was foreign-born, compared with 12.5 percent in

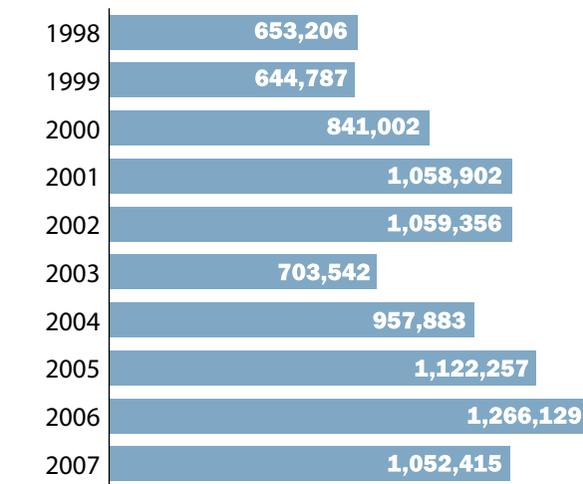
2006.⁸ Immigrants are projected to continue coming to the United States at a steady rate. Between 2020 and 2025, the proportion of foreign-born in the United States is projected to surpass the previous century's peak of 14 percent, and by 2050, the foreign-born population is projected to reach 19 percent.⁹

The Path to Citizenship

An immigrant needs first to become a lawful permanent resident (LPR) for a period of years before being eligible to naturalize. Over the past few decades the annual average of LPR flow to the United States has grown steadily. Since 1998 the United States has averaged about 900,000 new LPRs a year, with more than 1 million in the last few years (see Figure 1.1).¹⁰ More than half of new LPRs already lived in the United States when they were granted legal permanent residence.¹¹

Figure 1.1 Legal Permanent Resident (LPR) Flow: Fiscal Years 1998-2007

Source: U.S. Department of Homeland Security, Computer Linked Application Information Management System (CLAIMS), Legal Immigrant Data

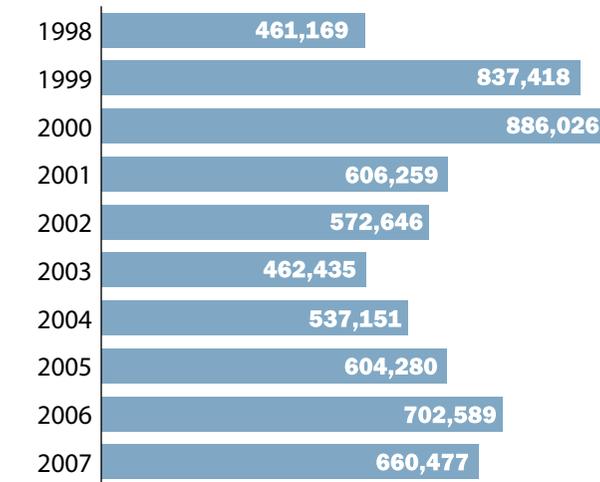


While immigrants may remain in LPR status indefinitely, many consider this status to be the starting point to citizenship. In 2005, the number of naturalized citizens in the United States exceeded the number of LPRs for the first time in twenty-five years.¹² The Census Bureau's 2006 American Community Survey showed that the United States was home to 15.8 million naturalized citizens—a historic high. Since 1998, the United States has averaged more than 630,000 naturalizations per year (see Figure 1.2). Most recently, 1.4 million naturalization applications were filed in fiscal year 2007, a near doubling of applications from 2006.¹³

Most of America's previous immigration waves since the colonial era comprised Europeans. More recent immigrants are coming in greater numbers from Latin America, Asia, Africa, and the Caribbean (see Figures 1.3 and 1.4). While immigrants continue to settle in established gateways such as New York City, Chicago, and

Figure 1.2 Persons Naturalized: Fiscal Years 1998-2007

Source: U.S. Department of Homeland Security, N-400 naturalization data for persons aged 18 and over



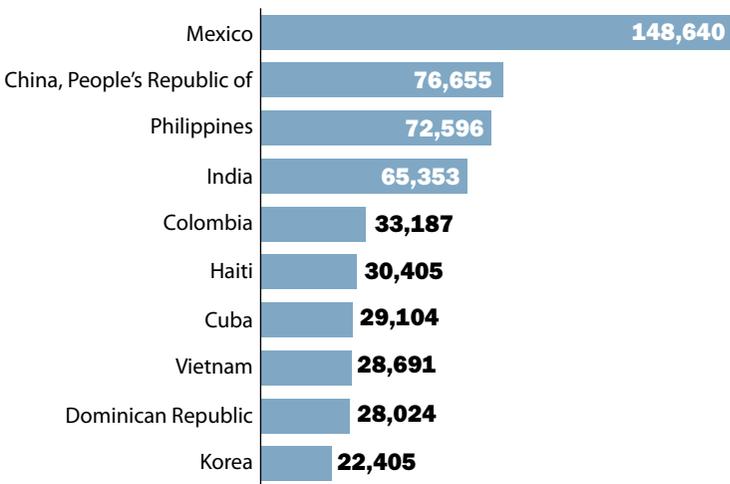
Los Angeles, they are increasingly developing roots in the South, West, and outside of city centers—many in communities without long-standing immigrant traditions (see Figure 1.5). This migration is more complex because it involves people from new countries of origin locating in new places dispersed across the United States. Many communities must now adapt to changing demographics.

The U.S. Census Bureau estimates that America will be a nation of minorities without a dominant racial or ethnic group by 2042. By mid-century, whites, 67 percent of the population in 2005, will comprise roughly 47 percent, with Hispanics at 29 percent, blacks at 13 percent, and Asians at 9 percent.¹⁴

Recognizing the early trends, the bipartisan U.S. Commission on Immigration Reform in 1997 called for a modern-day Americanization movement that would uphold American unity through a shared understanding and practice of the values enshrined

Figure 1.3 Legal Permanent Resident (LPR) Flow by Country of Birth: Fiscal Year 2007

Source: U.S. Department of Homeland Security, Computer Linked Application Information Management System (CLAIMS), Legal Immigrant Data



in the U.S. Constitution, as well as emphasis on communication in a common language.

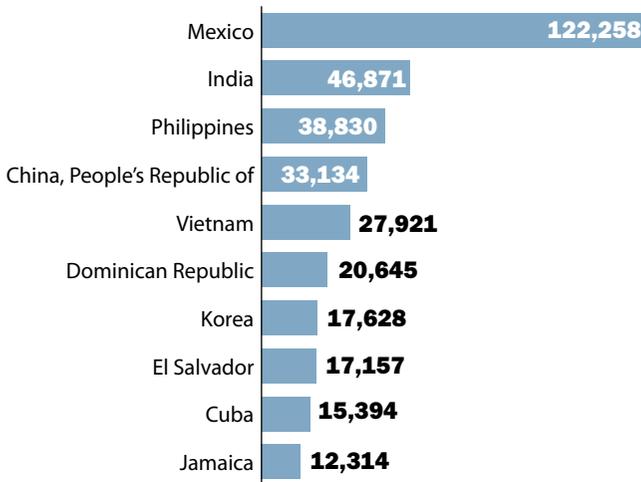
Americanization is the process of integration by which immigrants become part of our communities and by which our communities and the nation learn from and adapt to their presence.

Americanization means the civic incorporation of immigrants; this is the cultivation of a shared commitment to the American values of liberty, democracy and equal opportunity.¹⁵

The interconnection of immigration trends and the need to preserve the principles upon which the United States was founded motivate the work of the Task Force. Rapid demographic change within the United States coupled with new settlement patterns require redoubled efforts from all sectors of society working in concert to foster the integration of immigrants into American civic culture. Such efforts work to build universal attachment to America's core values and can bolster civic cohesion. The risk of marginalized or fragmented enclaves can create

Figure 1.4 Persons Naturalized by Country of Birth: Fiscal Year 2007

Source: U.S. Department of Homeland Security, N-400 naturalization data for persons aged 18 and over



social tension in the short term and may ultimately threaten to undermine the very fabric of values and principles that unite all Americans.

The Task Force believes, as many Americans did 100 years ago and as the U.S. Commission on Immigration Reform highlighted in 1997, that the federal government should lead a national effort by working with all sectors of society to provide resources promoting citizenship, nurture the naturalization process, and help immigrants feel part of the larger American community. Given the issues associated with new settlement patterns and the emergence of new gateway communities, the need for a coordinated national integration strategy is even more pressing than at the time of the commission's recommendations in 1997.

As we will soon surpass the early twentieth-century percentage of foreign-born, we must develop an Americanization movement for the twenty-first century. It should be based on shared political principles and foster a common civic identity. While immigration is a federal responsibility, immigrants do not settle in the federal sphere, but rather in cities and local communities. Recognizing that community groups play the primary role in integrating immigrants, the Task Force's recommendations address how the federal government can better align its policies and programs to support and enhance these groups' efforts in a comprehensive and strategic way.

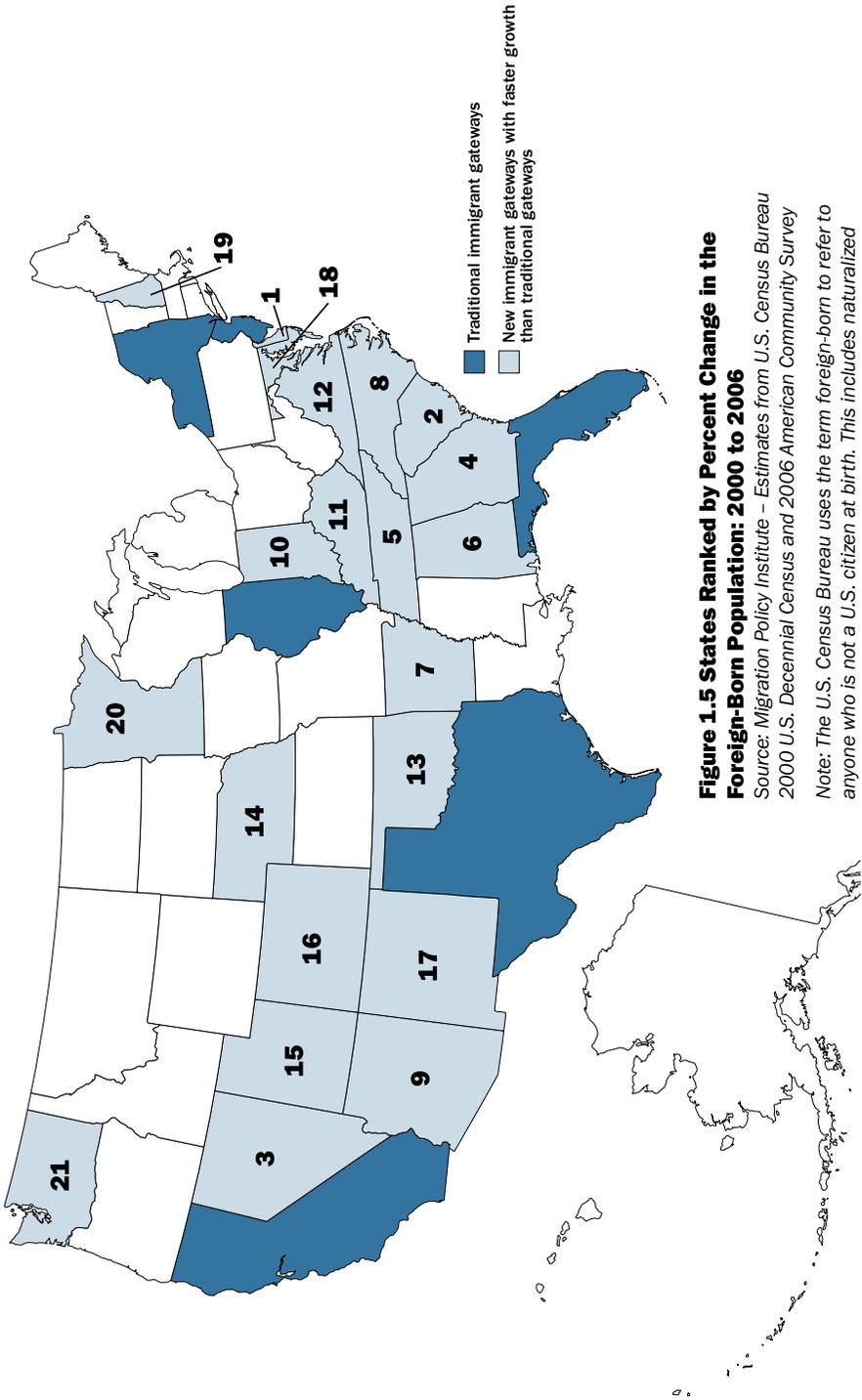


Figure 1.5 States Ranked by Percent Change in the Foreign-Born Population: 2000 to 2006

Source: Migration Policy Institute – Estimates from U.S. Census Bureau 2000 U.S. Decennial Census and 2006 American Community Survey

Note: The U.S. Census Bureau uses the term foreign-born to refer to anyone who is not a U.S. citizen at birth. This includes naturalized U.S. citizens, lawful permanent residents (immigrants), temporary migrants (such as foreign students), humanitarian migrants (such as refugees), and persons illegally present in the United States.

Americanization

The first coordinated Americanization movement grew out of the immigration waves of the early twentieth century. The settlement of these new immigrants fueled a burgeoning sense of change and added urgency to social challenges in communities. This political environment led to efforts to help immigrants become civic-minded and participatory citizens.¹⁶

In addition to major urban hubs, immigrants settled then, as now, in many cities and towns without long immigrant traditions. Today, immigrants from all continents are settling in record numbers in every U.S. state.

The Americanization movement took many forms and developed through formal and informal initiatives. Presidents Theodore Roosevelt and Woodrow Wilson traveled the country engaging immigrant audiences and promoting the values of American citizenship. Their cabinet officials and representatives from government agencies spoke out with equal vigor. Rallies, conferences, and meetings on citizenship took place in towns and cities across the United States. It was an institutionalized and quintessentially American movement that relied on civil society.¹⁷

The Americanization movement of the twentieth century was furthered by a unique combination of sectors in American society working together under an inclusive message backed by the federal government. In addition to government agencies, the movement included patriotic organizations, schools, libraries, community organizations, faith-based organizations, civic groups, and others. The groups' close interaction with the community, their organizational capacity, membership, and devotion to a greater patriotic cause enabled them to make a significant contribution to the Americanization movement.

Recalling these elements, the Task Force on New Americans traveled the country to convene a series of roundtable discussions with diverse sectors of society that have a role in engaging immigrant

communities today.¹⁸ These meetings highlighted what various sectors are doing on the integration front directly, what practices work effectively, and how the federal government can better coordinate and support the groups that impact immigrant integration or have the potential to engage on this issue in a more proactive form.

The roundtables focused on eight sectors of American society: 1) state and local governments; 2) community and faith-based organizations; 3) public libraries; 4) adult educators; 5) business and the private sector; 6) foundations and philanthropies; 7) civic organizations and service clubs; and 8) the federal government.

The qualities that made these sectors relevant partners in the early twentieth century remain valid today. State and local governments develop policies and programs that affect immigrants and provide access to benefits and mechanisms for participation. Community and faith-based organizations, as experienced or informal service providers, are in close contact with immigrant communities. Public libraries are model American institutions, free and open to all, that fulfill an immigrant's need for information and learning. Education professionals teach adult immigrants English and civics. Business groups and private employers can offer monetary and in-kind resources as well as workplace training programs. Foundations and philanthropic organizations can offer their leadership, financial resources, and strategic guidance to community and national programs. Civic organizations and service clubs provide outreach and bring communities together through service. With its national reach, the federal government has the ability to bring groups together under one strategy with a common and inclusive message.

Before traveling across the United States, the Task Force met with think tanks, academics, and immigrant-serving organizations to discuss the theoretical and policy foundation for a renewed integration strategy. These organizations inform policy making by offering research and analysis of the complex dynamics that affect immigrant integration. The discussion helped shape the subsequent roundtables

by providing insights into the challenges immigrants face and the array of stakeholders with a role to play in immigrant integration. Think tanks and academic institutions both nationally and locally will continue to play a crucial role informing policy makers and stakeholders involved in an Americanization movement.

The following pages highlight the contributions of the various sectors to immigrant integration and accent the unique attributes that each sector can bring to a national strategy. The roundtable discussions provided significant information and examples of promising practices for this report. Additionally, the Task Force hosted outreach events and site visits with community organizations in various cities in the United States to collect its own data and observations. These activities, together with the collective experiences of the Task Force and its leading agencies, informed the concluding recommendations.

State and Local Governments

Local leaders promoting integration

State and local governments are essential players in a national integration strategy. They can build consensus on the need for proactive integration policy by drawing support from other sectors and the federal government on immigrant integration to reinvigorate communities and promote civic participation among all residents.

Immigrant settlement patterns have quickly changed the demographic makeup of many states and localities, resulting in uneven challenges for local elected leaders across the country. The pace of change affects policies, budgets, law enforcement, education, and health care, to name a few.¹⁹ In recent years, state and local governments have increased their focus on immigration issues. Forty-four U.S. states have considered more than 1,100 immigration-related bills in the first quarter of 2008 alone.²⁰ While the majority of legislation proposed in early 2008 pertained to law enforcement and identification measures (e.g., ID cards, employment verification), its sheer volume makes clear that current immigration patterns affect how immigrants are welcomed and perceived in states and local communities.²¹

State and local governments have begun to devise approaches to foster immigrant integration. Some have created small advisory panels, formal or informal, to offer guidance and recommendations on issues that impact immigrants. One initiative found in several regions is to create commissions or offices that represent immigrant groups. These commissions provide policy recommendations and also serve as formal liaisons between an immigrant community and the government. One particular function is to promote and celebrate the immigrants' contributions in that state and community, thereby highlighting examples of successful integration. Commissions maintain open channels of communication with immigrants and help them understand how government functions and how communities are built and sustained.

In other cases, government agencies have established programs—some with federal support—to help immigrants learn English and acquire the skills necessary to be part of the community. The New Arkansan Resource Network, supported by the U.S. Department of Labor (DOL) through a demonstration research grant and located within local One-Stop Career Centers, provides referrals and resource information on language and occupational training, resettlement assistance, civics and citizenship preparation including legal assistance, and other community-based services for immigrants and other newcomers. The New Iowans Centers are similar workforce development initiatives receiving grants funds from DOL that provide both referral and direct services, such as technology-based literacy training, job placement, interpretations and translations, and immigration assistance.²² The educational component of these “New Americans Centers” targets not only individuals and families, but also employers and the community at large, promoting integration as a two-way street.

Some cities also facilitate English and citizenship services for immigrants within existing agencies or by partnering with community organizations. Phoenix, Arizona, for example, offers English classes and orientation services to lawful permanent residents as part of a U.S. Department of Housing and Urban Development HOPE VI program. The city partnered with a local nonprofit organization, and a community college provided teachers and educational resources for the program. States and cities are well positioned to streamline and coordinate their immigrant-serving programs to increase program effectiveness and improve immigrants’ access to services.

A number of states have established New Americans offices to lead the development of immigrant integration policies and better coordinate the work of state agencies that have a stake in the issue. Illinois’s Office of New Americans Policy and Advocacy “aims to

help immigrants enter the mainstream more quickly.”²³

The office coordinates policies and programs to help immigrants fully assimilate to the state, to provide improved services, and to study the impact of immigration policy in the state. Illinois also established three consultative and planning bodies to provide direction and support to the office.

Much like state governments, a number of cities have created offices that facilitate the integration of immigrants into the local community. Boston, Massachusetts, established the Mayor’s Office of New Bostonians to—among other things—assist immigrant communities in understanding how the city works and how to access city services. The office supports English for New Bostonians classes and provides immigration clinics around the city. Other large cities have similar offices or consultative bodies on new Americans issues. For example in Houston, Texas, the Mayor’s Office of Immigrant and Refugee Affairs, established in 2001, works to facilitate a smoother transition for immigrants by providing access to benefits and encouraging citizenship and civic participation.²⁴

In traditional immigration states such as California, New York, and Illinois, state and local government agencies have many years of experience managing immigrant orientation programs at public schools, libraries, and other educational institutions. The experiences of these states can significantly contribute to program development in other states with less experience in receiving immigrants. Despite the encouraging number of promising practices, there is a need for wider dissemination of lessons learned. The National Governors Association, National Conference of State Legislatures, and National League of Cities are vehicles to highlight promising practices and address challenges in a collaborative atmosphere; however, they also have many competing priorities in addition to immigrant integration.

Recognizing the responsibility of state and local agencies in providing direct services and establishing policies at the community level, the Task Force supports the expansion of existing integration efforts by building a national infrastructure linking federal, state, and local authorities and other sectors of society. Because of the close proximity and political accountability of state and local governments to the issue, their leadership and consensus-building attributes are critical to implement an Americanization strategy for the twenty-first century.

Community and Faith-based Organizations

Frontline and national service providers

Community and faith-based organizations have been the primary service providers to immigrants for generations. Going back to early twentieth-century settlement houses, which provided social and educational opportunities to new arrivals, these organizations have extensive experience integrating immigrants. They also have unparalleled access and expert knowledge of the situation immigrants face as they integrate. With models that provide workforce and civics training, English language acquisition, and citizenship preparation, community and faith-based organizations serve immigrants by offering resources and training in familiar community settings. With many recent immigrants coming from cultures that are mistrustful of government and other formal institutions, a place to reach those immigrants, build trust, and foster learning about services and citizenship is where they are most comfortable—a place of worship or local community organization.

Community and faith-based organizations comprise a wide range of institutions serving diverse populations. Some organizations work within a particular ethnic community, while others work on specific issue areas, such as providing immigrants access to health care or legal assistance and case management. Some are large community service providers hosting multiple services under one roof. Some are volunteer driven, while others have nationwide networks with professional staff delivering services, legal aid, and research. Catholic Charities, one of the largest national network service providers, offers support services and educational programs for immigrants. This organization works in coordination with U.S. Citizenship and Immigration Services (USCIS) in many jurisdictions. In Denver, Colorado, for example, Catholic Charities implemented a program to bring USCIS officials into churches and community centers to meet immigrants and educate them about the naturalization process. The Hebrew Immigrant Aid Society (HIAS), founded in 1881, offers a wide range of integration and refugee resettlement services, working

internationally and in partnership with governments. HIAS is credited with aiding in the resettlement of more than 4 million people to the United States, including such notable Americans as former Secretary of State Henry Kissinger.

Liberty’s Promise is a Virginia-based community organization supporting immigrant youth in the greater Washington, DC, metropolitan area by fostering their development as active and participatory American citizens. Liberty’s Promise teaches democratic traditions and encourages youth engagement in civic life through innovative partnerships and an internship program to place students in government, the media, nonprofit organizations, and businesses. Since 2005, Liberty’s Promise has served more than 125 youth from thirty-eight countries.

In 2007, the Task Force on New Americans visited another organization—the International Institute of Boston (IIB). Founded in 1924, IIB is emblematic of a traditional community organization that has assisted immigrants in the United States since the first great wave of immigration. IIB provides an array of services, such as English and literacy courses and a Citizenship Preparatory Program for students with low-level English skills, to a diverse immigrant community in several New England cities. Other ongoing services include legal assistance and workforce development. All services and programs are geared to “giving clients the tools to help themselves become active participants in the social, political and economic richness of American life.”²⁵

Many of these organizations have frameworks for their community services that can be adjusted depending on a region’s immigrant flow and funding. They are eager to work and coordinate with the private sector—especially given that many serve as the social and community hub for immigrants outside the workplace. The work

of community and faith-based organizations often coincides with that of state and local governments, educators, and other groups. For example, adult educators often partner with community organizations to teach classes at their facilities. Community and faith-based organizations are well placed to expand cooperation beyond these existing partnerships to other sectors.

Since community and faith-based organizations are already linked to important sectors and have significant experience in community integration, the Task Force advocates better coordination among them in order to share promising practices and enhance the reach of their programs. Government can actively facilitate this coordination and draw on the expertise of community and faith-based organizations in developing integration policy and programs.

Public Libraries

Reservoirs of community resources

Libraries played a formative role in the first Americanization movement and can continue to do so. Leaders and philanthropists of the Progressive Era promoted the library as a space for public instruction, in particular for new immigrants. Today, as immigrants settle in record numbers in new gateway communities, the potential of public libraries is evident. They are again welcoming immigrants, providing information on resources the library community has available, offering services and classroom instruction, and serving as community centers.

Libraries offer many pragmatic advantages for immigrants. They possess facilities, study resources, technology, programming, and a cadre of staff trained to serve the community. Libraries also convey a symbolic message of welcome. Alongside schools, town halls, and places of worship, libraries are iconic institutions of an American community.

Many libraries serve as focal points for literacy development for people of all ages. Most libraries carry English and civics collections for the independent learner. Many go beyond this to offer tailored programs for immigrants, including multigenerational initiatives, English classes, community orientation sessions, and citizenship preparation workshops. Sixty percent of urban libraries in a recent survey reported having active programs to teach English to immigrants, and 40 percent reported hosting citizenship classes.²⁶ Two-thirds of libraries also had specially trained staff and volunteers to reach out to immigrant communities and educate them about library resources. Strong anecdotal evidence suggests that public libraries beyond the urban centers surveyed are following a similar trend and developing programs for their immigrant constituents.

Examples of growing engagement can be seen in both urban and rural library systems in new immigrant destinations, particularly in the South. Many library systems have partnered with local community

organizations to target different segments of the population and serve immigrants through Spanish language outreach and international centers, among other programs. The Public Library of Charlotte and Mecklenburg County in North Carolina, a leading new immigrant destination, serves the immigrant population in this fashion. In partnership with a community organization, the library's World Language Center runs the Citizen-to-Be Project, a literacy program for adult English as a Second Language (ESL) students working toward U.S. citizenship. The Minneapolis Public Library and the St. Paul Public Library also exemplify the leadership role libraries can play in new immigrant destinations. With a celebratory message of immigrants' contributions to the Twin Cities, both library systems have developed community outreach programs to familiarize immigrants with the libraries' resources, which include English literacy services.

In traditional immigrant destinations such as New York City, Los Angeles, Miami, Houston, and Chicago, libraries have considerable experience working with immigrant populations of all ages. Significant among them is New York's Queens Borough Public Library System and its New American Program, which develops collection policies and coordinates immigrant-tailored programs throughout the entire system.

The American Place, a program of the Hartford Public Library, offers dedicated English language and citizenship services to a diverse immigrant community. The goal of the program is to help immigrants adjust to life in America while enabling them to make contributions to the community. The program has developed an extensive collection of self-study English language tools and offers a series of English classes throughout the year. The program also organizes citizenship orientations and monthly citizenship classes to help participants navigate the naturalization process. The American Place staff has developed an extensive network of partners in

the community that allowed it to establish an advisory commission of community stakeholders to forge an immigrant integration strategy for Hartford.

The American Library Association (ALA) recently established an initiative to support services for immigrants called The American Dream Starts @ Your Library. Under the premise that “for generations, the public library has been the cornerstone of the American dream,” the program provided seed grants for 34 libraries to develop immigrant-focused initiatives, including expanding English literacy and fostering outreach in immigrant communities. Many of the libraries are in states that are receiving immigrants in record numbers. The initiative also includes an online toolkit with materials, resources, information, and impact stories on library programs for immigrants. Libraries entrepreneurially use these small grants to create new outreach and educational programs for the community. To support the project, ALA received a two-year grant from the Dollar General Literacy Foundation, which has supported literacy and education efforts nationwide through such multisector partnerships for more than ten years.

In addition to serving as gathering places for community members, libraries have an inherent function as the repository of materials and resources for the local community. This is a particular benefit to the collection of English language and civic literacy materials. Libraries house a diverse range of self-study tools that may be of interest to immigrants but may be too costly for individual purchase. Libraries are also key facilitators for immigrants developing their English skills through organized classroom sessions or informal discussion groups. As community institutions with unique resources and trained staff, libraries are adept at attracting immigrants and partnering with various organizations to expand outreach initiatives.

Libraries should be empowered and supported in their efforts to promote immigrant integration within communities. They should also be included in any programs created by state and local governments. The ability of public libraries to participate in innovative collaborations is an advantage to be strongly considered in any Americanization strategy.

Adult Educators

Conduits for English and civics instruction

Recognizing the importance of the ability to speak and communicate in English for full participation in American civic life, President Bush emphasized the need for opportunities for immigrants to learn English in the creation of the Task Force on New Americans.

Speaking, reading, and writing basic English is a requirement to pass the naturalization test. One recent study reported that about half of legal residents (an estimated 5.8 million people) in the United States need English instruction before they can pass the test.²⁷ Teachers and volunteer tutors in adult education programs across the country are a primary source of ESL, civics, and citizenship instruction for adult immigrants.

The Adult Education and Family Literacy Act (AEFLA), administered through the U.S. Department of Education (ED), represents the largest federal investment in adult education. Under AEFLA, Congress currently provides \$554 million in formula grants to states. This amount includes a set-aside of nearly \$67 million for the English Literacy and Civics (EL/C) Education program. States have the flexibility to prioritize how funds will be spent to meet the needs of their target populations and can target varying amounts of funds to serve the needs of English language learners. States are required to provide a 25 percent match of nonfederal funds but actually contributed almost \$1.6 billion, or 74 percent, in nonfederal funds to the program in 2007.

More than 3,100 local adult education programs across the nation are funded under AEFLA.²⁸ These local programs provide basic education, including ESL and EL/C education services, to eligible adults. More than 1.2 million of the 2.4 million adults served by AEFLA nationwide during program year 2006–07 were enrolled in ESL education.²⁹ Local AEFLA providers include school districts, community colleges, and community and faith-based

organizations. The AEFLA teaching workforce comprises full- and part-time paid staff as well as volunteer tutors.

The Los Angeles Unified School District (LAUSD) has a strong regional focus on adult education. In addition to organizing classroom instruction throughout its jurisdiction, LAUSD is a pioneer in distance learning. LAUSD developed an online ESL course to expand access to ESL services. In a recent report, the National Commission on Adult Literacy called for strong national leadership to develop and deploy technology-assisted learning, including the creation of a national Web portal for adult learners.³⁰

LAUSD's wide-ranging programs are possible in part because California is one of several states that contributes significant state funds to supplement the federal grant dollars it receives for adult education. California receives the largest AEFLA grant—\$80 million in 2007. The state supplements this federal funding with more than \$500 million to meet its adult education needs.

Limited comprehensive data are available on adult educators' (including both teachers and volunteer tutors) pre-service and in-service preparation. Available data³¹ suggest that adult educators come from diverse professional backgrounds. While adult ESL educators might logically be expected to possess some degree of familiarity with language acquisition topics such as morphology, syntax, and phonetics, it is less realistic to expect that they also possess adequate training on how best to teach U.S. history, government, or civic values. Further professional development in these areas can enhance their ability to effectively impart political principles and promote attachment to the Constitution through English language instruction.

Technology can also be further harnessed to enhance the ability of adult educators to meet the English language and civics education needs of immigrants. Online professional development is now available for educators looking to incorporate civics into their ESL courses through a joint USCIS/ED project, EL/Civics Online.³² ED also provides online access to professional development materials through its Center for Adult English Language Acquisition (CAELA) and CAELA Network projects. Continued coordination among adult educators and immigrant stakeholders can expand both the access to and utility of such tools. Resources should continue to be devoted to expanding the reach of such educational materials through technology.

Additionally, professional organizations can be enlisted as partners to help create and disseminate appropriate resources for adult educators. Teachers of English to Speakers of Other Languages (TESOL), for example, is a professional association for educators that provides members an array of English language teaching resources and professional development opportunities. In recent years, TESOL has worked with USCIS to provide adult education instructors opportunities to learn more about teaching civics and citizenship to adult English language learners preparing for naturalization. An expert panel of TESOL members has also helped to improve USCIS resources for immigrants by advising USCIS on linguistic and cognitive-level indicators as well as current practices in teaching adults.

Support should continue for adult educators' work in the classroom, with specific attention to the needs of educators in new immigrant destinations. Growth in the limited English proficient (LEP) population is correlated with the settlement of foreign-born in these new gateway states. While the national foreign-born LEP population grew 25 percent between 2000 and 2006, the LEP population in the new immigrant-receiving states of Alabama, Delaware, South Carolina, and South Dakota grew 60 percent over the same period.³³ Like many local service providers, adult

educators in these new destination areas must develop the organizational infrastructure and capacity to meet the needs of increased numbers of English language learners.

An unknown number of community and faith-based organizations and for-profit ventures also provide ESL and civics education services that are not publicly funded. Additionally, some states fund citizenship preparation courses not supported by the federal government. While federally funded adult education programs report enrollments and outcomes data annually through the central repository of the Department of Education's National Reporting System, no such central repository exists for nonfederally funded adult education programs. Thus, no data are available on the numbers of individuals served or outcomes achieved in these nonfederally funded programs.

In spite of this wide array of both federal and nonfederal adult education opportunities, there is evidence that demand for adult English language and civics education services remains high. Findings from the 2003 National Assessment of Adult Literacy, as well as U.S. Census data, suggest that many more adults could benefit from English literacy education.

Given this need, innovative approaches to increase immigrants' access to quality English learning opportunities as well as adult educators' access to pertinent civics education training can enhance the adult education system. Likewise, the continued development of innovative teaching methods and materials can increase our capacity to educate newcomers not only in English, but also in American political principles.

Business and the Private Sector

Investment in immigrant workers is an investment in America

In many ways, the journey toward integration begins at the workplace. Like most Americans, many immigrants spend a significant amount of time at their place of work, at times holding more than one job. The private sector is often the focal point for first-generation immigrants, as many come to the United States in prime working age. A 2007 Council of Economic Advisors report noted that it is both uncontroversial and unsurprising that immigration has fueled U.S. macroeconomic growth and that on average, U.S. natives benefit from immigration.³⁴ Encompassing individual companies, business groups, trade associations, and unions, America's private sector can play a prominent role in nurturing immigrant workers' settlement and integration.

In the first half of this decade, immigrants accounted for one out of every seven workers in the United States.³⁵ They represented 50 percent of the growth of the labor force in the 1990s and 60 percent between 2000 and 2004. Recent research suggests that segregation in American society is lowest at the workplace, and that when immigrants are asked where they feel most American, they cite the workplace.³⁶ Fortune 500 companies, small businesses, and manufacturing plants alike benefit greatly from immigrant workers at all levels of the labor spectrum. While many immigrants occupy low-wage jobs, they also make up a large proportion of highly skilled professionals in fields such as medicine, science, and technology.³⁷ Through their employment, immigrants have the opportunity to interact with other foreign-born employees and native-born Americans alike.

Some businesses offer workplace English classes or provide self-study materials and technology-based resources for their employees to use at home—and with their families. Companies have begun to invest in comprehensive integration programs for immigrants as part of their existing workforce development programs. Such

programs provide an array of classes, ranging from English language and literacy to basic life skills and citizenship preparation. Some well-known examples come from the food service and hospitality industries, which employ a large number of immigrants. One such example is Wegmans, a grocery chain in the mid-Atlantic region, which provides a variety of opportunities for its immigrant employees, including English classes and a citizenship assistance program. These programs have been found to increase employee retention and provide immigrant workers with a sense of belonging to the company and the community, ultimately benefiting employers and employees alike.

The Task Force on New Americans visited the Life Skills Education Program at Disney University, part of the Walt Disney World Resort. The university serves as the training and education division for thousands of Walt Disney World employees, working with a significant number of immigrant employees at the company's headquarters in central Florida. It provides ESL courses for employees with limited English proficiency and for adult learners who need to improve their literacy skills in their native language as well as in English. The Life Skills Education Program also offers Adult Basic Education, Pre-GED (General Educational Development), GED, and Basic Literacy I, II, and III. Disney supports employees seeking U.S. citizenship by offering a citizenship program to prepare them for naturalization.

Businesses willing to invest in their workforce and their community can be key to a national integration strategy. The private sector's leadership, innovation, and resources should all be applied to integration efforts. Private sector leadership can have a strong and influential impact on new immigrants. Employers should encourage their employees to learn English and civics and provide support to help them navigate the immigration process.

Many of the educational resources employers provide to their immigrant employees were developed by the private sector. *Sed de Saber* is one commercial product that firms utilize that teaches basic contextual vocabulary of a given vocation for take-home use by employees. Recognizing trends and the need for self-study materials, private enterprises can expand technology-based products to reach a broader audience of immigrant learners. By investing in the workforce, firms raise the skill level and competencies of employees and increase employee retention.

Employee organizations and unions have also developed programs for their members to encourage integration and provide assistance to immigrants. Local 1199 of the Service Employees International Union in New York conducts a free citizenship program for its members, which includes help with naturalization application forms, legal counseling, and instruction in English and civics. Union caseworkers have guided more than 5,000 immigrant members through the naturalization process since 2001.

The Lawrence Citizenship Initiative was developed in 2008 by the owner of Lupoli Companies to provide citizenship assistance to his restaurant employees. The initiative is named for the city of Lawrence, Massachusetts, known traditionally as “Immigrant City” because of a high percentage of foreign-born residents throughout its history. Bringing together city officials, local nonprofit groups, and a regional foundation, the pilot program provides employees with free legal aid, educational assistance, English language development, and coaching as they pursue U.S. citizenship. In the future, the program plans to incorporate the cost of classes and legal advice into employee contributions through a payroll deduction.

In recent years, companies have increasingly recognized their role as corporate citizens and are looking for avenues to build community. While many companies are becoming involved, many more have yet to take the first step. Recognizing that many immigrants spend a considerable amount of time at the workplace, employers have a particular interest in helping immigrants successfully settle in their communities and can play an important role in an Americanization movement.

Immigrant integration can be viewed as a priority area for private sector investment that benefits and develops a community as well as improves conditions for workers and provides additional benefits for employers. In partnership and with the coordination from government and other sectors, the private sector can be encouraged to develop innovative new resources for immigrants using the latest information and mobile technology, refine training and workforce development programs, and develop policies and messages that encourage integration at the workplace. The private sector has the capability and creativity to establish effective educational and training resources for immigrants joining the workforce. Private sector enterprises also have specialized human resources experiences in workforce development and employer volunteer programs, two areas that hold great promise for a national movement.

Foundations and Philanthropies

Leaders in building community

Philanthropists in the early twentieth century led many broad social efforts. Andrew Carnegie, himself a Scottish immigrant, helped build more than 1,800 public libraries and founded many research and artistic institutions during his lifetime, and that effort continues today through the Carnegie Corporation. Many foundations include education and social welfare in their mission statements. With long traditions of social and community engagement, foundations can play a distinct role in establishing cooperative ventures to further integration and citizenship.

With their independence, ability to marshal private resources, and stature in communities, foundations and philanthropies are powerful conveners and initiators of ideas and programs. The Foundation for The Carolinas brought together community leaders in response to its assessment that changing demographics in Charlotte, North Carolina, had created tensions between different communities. It initiated a project known as Crossroads Charlotte to bring the community together to devise, decide upon, and implement a proactive path for its future. The project involved local leaders, governments, foundations, the private sector, media, citizen volunteers, and others. The foundation was uniquely able to bring various sectors together around an innovative idea.

In 2005, the John S. and James L. Knight Foundation created the American Dream Fund. This new fund brought Knight's Immigrant Integration Initiative program to more than \$13 million and involved other foundations and stakeholders in the determination of grants. Most recently, the foundation's New Americans initiative focuses on moving immigrants into the mainstream of society by targeting foundation grant making toward citizenship programs and naturalization preparation. This initiative combines Knight's financial resources and experience in capacity building with the

technical expertise and outreach potential of immigrant-serving organizations and civic groups alongside the coordinating potential of government bodies.

Founded in 2004 by Paul Merage, a successful immigrant entrepreneur, the Merage Foundation for the American Dream is dedicated to promoting opportunities for immigrants in the United States. Each year the foundation provides fellowships to promising immigrant students graduating from college to help them develop leadership skills. The foundation also distributes a popular DVD series and lesson plans to schools to highlight immigrants' contributions to the United States. The foundation broadly recognizes their contributions through national awards and hosting national fora on immigration issues.

Foundations and philanthropies also bring powerful networks to bear and are able to vet and share promising practices across the country. They are accustomed to working across multiple sectors and have the flexibility to partner with institutions and groups that reach beyond the government's purview. The Grantmakers Concerned with Immigrants and Refugees (GCIR), an affinity group of the Council on Foundations, includes many of the country's largest and most active foundations. Its national organization facilitates the sharing of promising practices and promotes dialogue with other sectors. With sponsorship from its members, GCIR provides technical assistance to foundations seeking to set up programs and helps leverage support on the issue. By sharing promising practices and partnering with other sectors, networks such as these greatly contribute to a foundation's ability to pioneer innovative ideas in the integration realm.

Foundations and philanthropies are well-networked community leaders with expertise in capacity building, networking, and initiating new ideas. These community and national catalysts can promote policy and program experimentation in the field of integration and have mechanisms to share lessons learned throughout the nation.

Civic Organizations and Service Clubs

Promoting democracy, patriotism, and service

Many civic organizations and service clubs formed the infrastructure of the earlier Americanization movement by organizing their members and volunteers around a patriotic call to action. Today, many of these groups are well suited to engage in the issue of immigrant integration. These groups have a membership that is by nature civic minded and volunteer driven. Most civic organizations and service clubs have long-standing traditions promoting service in the community and mobilizing communities to action by pooling resources and developing partnerships. Their organizational structure tends to reflect democratic values and principles through elections, committees, and leadership. Furthermore, civic organizations and service clubs have networks throughout the United States with the ability to reach immigrants in regions where community resources may be limited.

Given that many new gateway communities lack experience with immigrant integration, civic and service organizations' broad networks throughout the country have a unique ability to engage immigrants when they first arrive and impart political principles through educational and networking programs. Rotary International, Lions Clubs International, Kiwanis International, and other service-oriented groups have vast reach throughout the country and chapters around the world. Other organizations such as the Daughters of the American Revolution (DAR) and the American Legion have long been active in encouraging citizenship and have developed citizenship guides to educate immigrants on political principles.

DAR has distributed more than 12 million copies of its *Manual for Citizenship* since it was first compiled in 1921. DAR members, well known for distributing flags to schools and civic organizations, regularly attend naturalization ceremonies throughout the country to welcome and celebrate new citizens and promote their civic engagement. Since 1958, DAR has awarded the

Americanism Medal to a naturalized American citizen to highlight his or her contribution and role in further encouraging citizenship for other immigrants.

The League of Women Voters is another civic organization that works to integrate immigrants into American political culture. Many local leagues set up voter registration booths at naturalization ceremonies to register new citizens to vote as soon as they become eligible. This simple but effective program facilitates new Americans' access to the political process, encourages them to exercise their civic responsibilities, and welcomes them into the community.

Service clubs are likely to respond to a patriotic call from government to work collectively to support integration and Americanization. They are uniquely capable of fostering civic engagement among immigrants with their standing and mentoring ability in communities. Engaging immigrants can be a natural complement to the mission of civic organizations and service clubs, which are strong supporters of fundamental constitutional principles and civics education. As these groups reach out to ethnic communities, they can further promote integration by incorporating new members into the mission of the larger organization.

Since some service clubs may be new to integration issues, or have not worked with immigrants since the earlier Americanization movement, service clubs may need initial support from other sectors involved in integration efforts. For example, training resources and technical assistance developed by other integration stakeholders and the federal government can assist service organizations and their members looking to establish programs. Broadening the dialogue will allow these civic-minded organizations to join with other community and national stakeholders to discuss integration and begin to factor integration issues into their organizational agendas.

In spring 2008, the American Legion National Executive Committee adopted a resolution in support of the Task Force on New Americans by encouraging its more than 14,000 American Legion posts to foster immigrant assimilation by providing classroom space and instruction in English, civics, and U.S. history to legal immigrants seeking U.S. citizenship.

Civitan International is a worldwide association of local community service clubs founded in 1917 to build good citizenship by serving individual and community needs. The name *Civitan* derives from the Latin word for citizenship. The Civitan International World Headquarters recently sponsored the creation of a new club in Birmingham, Alabama, to assist legal immigrants preparing for U.S. citizenship. Over the last decade, the state of Alabama has seen tremendous growth in its foreign-born population, making it one of the fastest growing immigrant gateways in the United States.

In many ways, civic organizations and service clubs are the community-level catalysts for civic engagement and the keepers of democratic traditions. Leading by example, their respected membership can influence and set the agenda in communities. Immigrant participants have the opportunity to engage with civic organizations and forge social bonds, learn about the United States and its traditions, and develop an attachment to the community.

Federal Government

Coordinating a national strategy, providing technical expertise and resources

Immigration is the responsibility of the federal government, but integration occurs in communities, not in the federal sphere. The federal government, however, still has responsibilities to support and enhance activities and programs by:

- Promoting a common civics-based vision of American identity to immigrants and citizens alike, and using the bully pulpit and standing of the federal government to deliver the message;
- Developing and disseminating educational resources on English language and civics to immigrants and organizations that work with immigrants;
- Providing technical resources and training for immigrant educators, service providers, and state and local officials;
- Recognizing and supporting promising practices by coordinating across sectors; and
- Providing leadership for a national integration movement.

President Bush and congressional leaders recognized the need for strengthening assimilation when they created the Office of Citizenship within the U.S. Department of Homeland Security in 2003. The federal government's first office for immigrant integration, the Office of Citizenship works as a public education and outreach office. Its activities include providing outreach on citizenship rights, responsibilities, and requirements and providing orientation information for newcomers; developing educational products and increasing the accessibility and availability of study tools and materials; creating a repository of citizenship education materials that are standardized, useful, and trustworthy; organizing training opportunities for teachers and volunteers who

teach history and government to immigrants; and celebrating the meaning of citizenship. The work of the Office of Citizenship addresses several recommendations made by the U.S. Commission on Immigration Reform in 1997.

To aid in training adult educators who teach English and civics to new immigrants, the Office of Citizenship, in partnership with the U.S. Department of Education, has developed the Web-based electronic training module EL/Civics Online for volunteers and adult educators, which includes courses and materials in the following content areas: U.S. history, U.S. government, civic engagement, and the naturalization process. This online training supplements resources available to adult educators through the U.S. Department of Education funded CAELA.³⁸ The Office of Citizenship has also organized several training sessions nationwide to help educators refine their skills and prepare instructors and volunteers for teaching American history, civics, and the naturalization process to immigrant students.

President Bush created the Task Force on New Americans in the summer of 2006. The Task Force brings together an array of federal agencies with competencies that touch on immigrant integration. The flagship project of the Task Force is WelcometoUSA.gov, a comprehensive Web portal providing new immigrants and immigrant-receiving communities with information on a range of topics and useful search engines to find English classes and volunteer opportunities and to learn about American civic culture. The Task Force also initiated the New Americans Project in partnership with the White House Office of USA Freedom Corps in 2007. This project seeks to encourage volunteerism among both U.S. citizens and new immigrants by launching a zip code-based search engine to locate volunteer opportunities, a public service campaign to promote volunteer service, and presidential recognition of outstanding volunteers working to help immigrants learn English and learn about the United States.

Led by the Office of Citizenship, the Task Force created the *Civics and Citizenship Toolkit*. With a variety of educational materials to help immigrants learn about the United States, the *Toolkit* has been distributed to nearly 6,000 public libraries nationwide. With more immigrants settling outside of traditional immigrant gateways, it is important that all public libraries be equipped with resources to assist their integration. Beginning in 2008, the *Toolkit's* availability was expanded to include all immigrant-serving organizations across America. To date, the Task Force has distributed more than 15,000 *Toolkits*.

Other federal agencies also lead programs that work to integrate immigrants and facilitate their access to information and services. For example, the U.S. Department of the Treasury offers resources for immigrants, including information published in other languages to improve accessibility. Understanding the need for greater financial literacy among immigrants, the department's Office of Financial Education has compiled a Spanish language directory of resources from government agencies on savings, credit, housing, and banking. The department also supports the Spanish version of *MyMoney.gov*, the U.S. government's Web site dedicated to teaching all Americans the basics of personal finance.

As the nation's consumer protection agency, the Federal Trade Commission (FTC) helps educate consumers on a wide range of topics relevant to day-to-day marketplace activities. The FTC's array of Spanish language materials is particularly useful for newly arrived immigrants. For example, *Read Up! How to Be an Informed Consumer* is a bilingual compendium of information for Spanish speakers and Hispanic organizations on consumer rights, managing finances, making major purchases, avoiding scams, and being safe and secure online. The booklet includes materials to help organizations incorporate consumer education messages into their community outreach programs. In addition, the FTC publishes *¡Ojo! Resources for Hispanic Communities*, a quarterly, bilingual newsletter with

practical information about consumers' rights. This newsletter is mailed to more than 1,500 local and regional organizations that are trusted sources of information in their communities. Teachers often use the FTC's brochures as class resources to teach English to speakers of other languages and to educate them about their consumer rights. Elementary and secondary school teachers also use these materials in school resource centers for their students' immigrant parents.

The U.S. Department of Labor has a record of reaching out to immigrant constituents in the workplace and has found that translated materials can be useful for new immigrants who do not yet speak fluent English to educate them about the American workplace and encourage English language learning and integration. The department's agencies provide materials in more than half a dozen different languages outlining employee health, safety, and legal protections in a range of industries, and also provide direct access to translated materials through Web portals in Spanish, Chinese, Korean, Thai, and Vietnamese. For example, the Occupational Safety and Health Administration (OSHA) has developed Web resources to help employers with a Spanish-speaking workforce, as well as Spanish-speaking employees. OSHA's Hispanic Employers and Workers Web page serves as a portal to agency resources such as public service announcements, posters, and fact sheets and Spanish-English dictionaries for OSHA, general industry, and construction terms. The department is also engaged in workforce development initiatives benefiting recent immigrants. In February 2006, the department awarded nearly \$5 million to grantees in five different states to apply creative teaching methodologies that simultaneously enhance English language and occupational skills in order to respond to specific workforce challenges. These grantees serve limited English proficient individuals from a variety of language backgrounds, including Spanish, Somali, Ethiopian, and Southeast Asian.

In response to the executive order establishing the Task Force on New Americans, the U.S. Department of the Interior (DOI) has taken several steps to foster immigrant integration. On July 7, 2008, at Ellis Island, DOI supported a new USA Freedom Corps public-private partnership called This Land Is Your Land, which engages new Americans in volunteer and recreation opportunities, particularly in America's national parks. Earlier that week, as part of Independence Day celebrations, the secretary of the interior announced free admission to a national park during National Public Lands Day (September 27–28, 2008) for all new citizens sworn in between July 4 and September 27, 2008. In 2006, the National Park Service signed a memorandum of understanding with USCIS establishing a partnership for naturalization ceremonies to be held at historic and picturesque national parks. Finally, Take Pride in America[®]—a national service initiative promoting the appreciation and stewardship of public lands—is partnering with USA Freedom Corps and USCIS to engage more new Americans in the great outdoors and stoke the spirit of service.

The U.S. Department of Health and Human Services (HHS) provides comprehensive programs for immigrants. The Refugee Act of 1980 is the legal basis for the Office of Refugee Resettlement (ORR), which has an annual appropriation of more than \$400 million to provide newly arriving populations with critical resources to assist them in becoming integrated members of American society. The office coordinates with and funds states, community organizations, and other service providers that offer health, financial, social, education, business development, and other services to refugees. Due to the breadth of services supported by ORR, it is often cited as a model integration program.

Building on the Task Force's interagency cooperation as a national facilitator, the federal government plays a critical role in fostering immigrant integration. With a range of educational resources and

teaching modules created at the federal level since 2003, the Task Force is prepared to set in motion a national strategy to promote immigrant integration. These public domain resources provide a solid foundation from which to launch a new Americanization movement. More emphasis must now be placed on expanding the training activities currently underway, complemented by outreach events to promote a national vision and further dissemination of educational materials to organizations that work with immigrants.

The comprehensive guide *Welcome to the United States: A Guide for New Immigrants* is a landmark federal publication from USCIS providing orientation and settlement information for new permanent residents. The guide contains practical information to help immigrants settle in to everyday life in the United States, as well as basic civics information that introduces them to the U.S. system of government. *Welcome to the United States* is available at no cost in English, Spanish, Chinese, Vietnamese, Korean, Russian, Tagalog, Arabic, French, Portuguese, Polish, Urdu, and Haitian Creole. These translations represent the main languages of new immigrants and allow the orientation guide to be accessible to immigrants when they first arrive, with information to encourage their English language learning and civics education.

All the sectors highlighted in this report will need training and resources to participate effectively in a national movement. This is particularly the case for groups that are not traditional educators, such as civic organizations and service clubs, volunteers, community and faith-based organizations, and some libraries. Training and education should be the first priority and starting point of the federal government's activities under the auspices of an Americanization movement. The second priority of the federal government should be to help coordinate among and promote the involvement of sectors

highlighted in this report. To do this, executive agencies should work with Congress to create a national integration infrastructure that links various state and local leaders on integration to the federal government and to resources promoting community programs. The third priority of the federal government should be to create a public campaign to encourage all Americans to support integration in relationship to our core political principles and to encourage volunteerism to help immigrants learn more about the country and become part of the community.

Recommendations

The Task Force on New Americans' research into immigrant integration reaffirms two fundamental notions about the nature and success of integration in the United States:

Diversity within Unity

Diversity makes America strong, but unity keeps America successful. Patriotic assimilation refers to a unifying civic identity that respects diversity, including individual religious and cultural traditions, but does not use these elements to define the identity of the political community. American identity is political and can be defined by three elements:

- Embracing the principles of American democracy
- Identifying with U.S. history
- Communicating in English

Citizenship Is an Identity

Citizenship is an identity and not simply a benefit. Feeling and being perceived as part of the community is an important indicator of a person's integration into a society. Integration cannot be defined solely by the naturalization process, although the choice to naturalize is a key indicator of integration. Therefore, successful citizenship promotion encompasses not only naturalization but also civic integration.

The Task Force on New Americans makes the following recommendations, which stem from these foundational concepts about integration.

★ 1. An Americanization Movement for the Twenty-first Century

The Task Force calls for a national effort involving federal, state, and local governments, community and faith-based organizations, public libraries, adult educators, business and the private sector, foundations and philanthropies, and civic organizations and service clubs to promote immigrant integration. Recognizing diversity within unity and that citizenship is an identity, the federal government should use its resources to coordinate and facilitate efforts among different societal sectors.

- Create a welcoming literacy campaign to promote English language acquisition and shared political principles to allow immigrants to gain the tools and experiences to perceive themselves and be perceived as Americans.
- Promote in every sector a sense of attachment to fundamental political principles and patriotism through integration initiatives. In order to be successful, integration initiatives should not be imposed, but instead effectively encouraged.
- Continue and enhance the celebration of citizenship and American civic identity. All sectors should become more involved in naturalization ceremonies, citizenship fairs, and public events, and these special events should regularly be organized in partnership with national landmarks, national parks, and other iconic American institutions.

★ 2. Viewing Integration as a Two-way Street

Immigrant integration builds community, but the community must also embrace American political principles in order to receive and successfully assimilate immigrants. This mutual understanding and appreciation opens communities to receiving immigrants.

- The Task Force calls for history and civics education to be strengthened at the primary, secondary, and collegiate levels.
- Civic education is a lifelong and participatory learning process; a public campaign targeting new immigrants and the native-born alike should provide a deeper understanding and celebration of American identity.

★ 3. Improved Legislation on Integration and Citizenship

Integrating immigrants is a community undertaking that can be facilitated through improved legislation.

- As called for in the 2007 U.S. Senate compromise immigration reform bill,³⁹ the Task Force supports the creation of State Integration Councils comprising state and local governments, businesses, faith-based organizations, civic organizations, philanthropic leaders, adult educators, and non-profit organizations that have experience working with immigrant communities.
- The USCIS Office of Citizenship should provide information to the national network of State Integration Councils, develop products, and convene the councils to share promising practices, develop initiatives, and assess program effectiveness.

- As part of its responsibility to coordinate a national integration campaign and develop and promote collaborative programs with nonfederal entities, the Office of Citizenship should be given authority to accept gifts from the private sector and foundations, with due regard for avoiding conflicts of interest, in furtherance of these programs.

★ 4. Federal Celebration of Citizenship

The Task Force calls for continuing and enhancing the celebration of citizenship and American civic identity.

- Federal officials, including the president, cabinet members, and others, should use their positions to promote the importance of integration and raise public awareness through speeches and attendance at naturalization ceremonies and recognition events.
- The Task Force calls for the creation of a presidential medal to be awarded annually to naturalized citizens who have made outstanding contributions to the United States.

★ 5. Federal Leadership on Integration

A federal institutionalization of integration will lend credibility and support to efforts throughout all levels of government and in other sectors.

- Recognizing the rights and responsibilities of citizenship, the Task Force calls on federal agencies to prioritize incorporating integration messages into their existing programs that serve immigrants and communities.

- The federal government should build on the ongoing initiatives of the Task Force, such as WelcometoUSA.gov, the New Americans Project, and the *Civics and Citizenship Toolkit*, to further expand its reach and develop new interagency resources.
- U.S. embassies and consulates should incorporate these initiatives to support the integration process before an immigrant arrives in the United States. For example, information on tools to learn English and civics should be made available to immigrants before they arrive in the United States.
- Refugee orientation services should be expanded to include civics education for refugees settling in the United States.

★ 6. Enhanced E-learning Tools for Adults

The Task Force recognizes the continued demand for high-quality English language educational services for immigrant adults in the United States.

- E-learning and distance learning capabilities should be further developed and expanded. Educational components covering English, history, and government should be available to immigrants across the country through a Web portal.

★ 7. Encouraging the Private Sector to Promote Integration

The vast majority of immigrants contribute significantly to the American economy, and the businesses that hire them play a key role in fostering integration through the workplace.

- Businesses should consider including civics, citizenship, and English language instruction as part of ongoing workforce development programs.
- Trade associations, employee groups, labor organizations, and business groups should come together to support and expand integration programs for immigrant workers.

★ 8. Mobilizing the Volunteer Community

Volunteering is a way to build social bridges and foster integration on a person-to-person level. Building on the work of the New Americans Project, the Task Force encourages citizens and immigrants alike to engage in community-based volunteer projects that both impart political principles and help immigrants learn English.

- The Task Force calls for the creation of a short training program to provide skills necessary for volunteers to teach basic English and citizenship to immigrants. This program would be nationally accredited and would build the capacity of community, faith-based, civic, and other organizations to offer educational opportunities for immigrants.
- Businesses should encourage their employees to volunteer in their communities, and consider offering them the opportunity to serve on paid time.

★ 9. Increasing Integration Stakeholders

The previous Americanization movement engaged a wide variety of societal players. As assimilation again enters our public discourse, a broader cohort of stakeholders should be ready to fully engage in integration efforts.

- Foundations and philanthropies play a powerful and historic role in setting the social agenda at the community and national levels, and the Task Force encourages them to make policy research and funding for immigrant integration efforts a priority.
- The Task Force recognizes the role of traditional civic organizations and service clubs in promoting civic duty and love of country and therefore encourages them to make immigrant integration part of their community-building efforts.

★ 10. Broadened Analysis and Evaluation of Integration

The topic of immigration receives significant analysis and study. Fewer research institutions focus on the issue of political integration and civic attachment. Enhanced contributions in this area, such as indicators and attitudinal studies, would further the policy-making process with regard to assimilation both at the community and national level.

- Think tanks and academic institutions should incorporate political assimilation and attachment to the country into their analysis of immigrant integration. Federal and independent studies on immigrant integration should focus not only on quantitative naturalization rates and access to benefits, but also on more qualitative aspects of attachment and political identity.

Appendix A: Executive Order 13404

33593

Federal Register

Vol. 71, No. 112

Monday, June 12, 2006

Presidential Documents

Title 3—

Executive Order 13404 of June 7, 2006

The President

Task Force on New Americans

By the authority vested in me as President by the Constitution and the laws of the United States of America, and in order to strengthen the efforts of the Department of Homeland Security and Federal, State, and local agencies to help legal immigrants embrace the common core of American civic culture, learn our common language, and fully become Americans, it is hereby ordered as follows:

Section 1. *Establishment.* The Secretary of Homeland Security (Secretary) shall immediately establish within the Department of Homeland Security (Department) a Task Force on New Americans (Task Force).

Sec. 2. *Membership and Operation.* (a) The Task Force shall be limited to the following members or employees designated by them at no lower than the Assistant Secretary level or its equivalent:

(i) the Secretary of Homeland Security, who shall serve as Chair;

(ii) the Secretary of State;

(iii) the Secretary of the Treasury;

(iv) the Secretary of Defense;

(v) the Attorney General;

(vi) the Secretary of Agriculture;

(vii) the Secretary of Commerce;

(viii) the Secretary of Labor;

(ix) the Secretary of Health and Human Services;

(x) the Secretary of Housing and Urban Development;

(xi) the Secretary of Education;

(xii) such other officers or employees of the Department of Homeland Security as the Secretary may from time to time designate; and

(xiii) such other officers of the United States as the Secretary may designate from time to time, with the concurrence of the respective heads of departments and agencies concerned.

(b) The Secretary shall convene and preside at meetings of the Task Force, direct its work, and as appropriate, establish and direct subgroups of the Task Force that shall consist exclusively of Task Force members. The Secretary shall designate an official of the Department to serve as the Executive Secretary of the Task Force, and the Executive Secretary shall head the staff assigned to the Task Force.

Sec. 3. *Functions.* Consistent with applicable law, the Task Force shall:

(a) provide direction to executive departments and agencies (agencies) concerning the integration into American society of America's legal immigrants, particularly through instruction in English, civics, and history;

(b) promote public-private partnerships that will encourage businesses to offer English and civics education to workers;

(c) identify ways to expand English and civics instruction for legal immigrants, including through faith-based, community, and other groups, and ways to promote volunteer community service; and

(d) make recommendations to the President, through the Secretary, from time to time regarding:

- (i) actions to enhance cooperation among agencies on the integration of legal immigrants into American society;
- (ii) actions to enhance cooperation among Federal, State, and local authorities responsible for the integration of legal immigrants;
- (iii) changes in rules, regulations, or policy to improve the effective integration of legal immigrants into American society; and
- (iv) proposed legislation relating to the integration of legal immigrants into American society.

Sec. 4. Administration. (a) To the extent permitted by law, the Department shall provide the funding and administrative support the Task Force needs to implement this order, as determined by the Secretary.

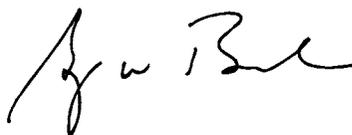
(b) Nothing in this order shall be construed to impair or otherwise affect:

- (i) authority granted by law to an agency or the head thereof; or

- (ii) functions of the Director of the Office of Management and Budget relating to budget, administrative, or legislative proposals.

(c) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(d) This order is intended to improve the internal management of the Federal Government. This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or equity against the United States, its departments, agencies, entities, instrumentalities, officers, employees, agents, or any other person.



THE WHITE HOUSE,
June 7, 2006.

Appendix B: Task Force and Technical Committee Members

Department of Homeland Security

<i>Task Force Chair</i> Michael Chertoff Secretary of Homeland Security	<i>Technical Committee Chair</i> Alfonso Aguilar Chief, Office of Citizenship, USCIS
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Department of Agriculture

<i>Task Force Representative</i> Anabelle Romero Deputy Assistant Secretary for Civil Rights	<i>Technical Committee Representative</i> Winona Scott Management and Program Analyst Office of the Assistant Secretary for Civil Rights
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Department of Commerce

<i>Task Force Representative</i> Joel Harris Senior Policy Advisor	<i>Technical Committee Representative</i> Jennifer Sullivan Policy Analyst
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Department of Defense

<i>Task Force Representative</i> Leslye Arsht Deputy Under Secretary of Defense for Military Community and Family Policy	<i>Technical Committee Representative</i> Edward Adelman Deputy Director Morale, Welfare, and Recreation Policy Office of the Under Secretary of Defense for Personnel and Readiness
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Department of Education

<i>Task Force Representative</i> Troy Justesen Assistant Secretary for Vocational and Adult Education	<i>Technical Committee Representative</i> Cheryl Keenan Director Division of Adult Education Literacy
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Department of Health and Human Services

<i>Task Force Representative</i> James O'Neill Senior Advisor to the Deputy Secretary	<i>Technical Committee Representative</i> David H. Siegel Acting Director Office of Refugee Resettlement
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Department of Housing and Urban Development

<i>Task Force Representative</i> Susan Peppler Assistant Secretary for Community Planning and Development	<i>Technical Committee Representative</i> Anna Maria Farias Director Faith-based and Community Initiatives
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Department of the Interior

<i>Task Force Representative</i> James E. Cason Associate Deputy Secretary	<i>Technical Committee Representative</i> Katie Loovis Director External Affairs and Take Pride in America®
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Department of Justice

<i>Task Force Representative</i> Elisebeth C. Cook Assistant Attorney General for Legal Policy	<i>Technical Committee Representative</i> Ryan K. Higginbotham Counsel Office of Legal Policy
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Department of Labor

<i>Task Force Representative</i> Leon R. Sequeira Assistant Secretary for Policy	<i>Technical Committee Representative</i> Stephanie Swirsky Senior Policy Analyst Office of the Assistant Secretary for Policy
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Department of State

<i>Task Force Representative</i> Janice Jacobs Acting Assistant Secretary for Consular Affairs	<i>Technical Committee Representative</i> Suzanne Lawrence Deputy Director Office of Policy Coordination and Public Affairs, Bureau of Consular Affairs
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Department of the Treasury

<i>Task Force Representative</i> Anna Escobedo Cabral Treasurer of the United States	<i>Technical Committee Representative</i> Sarah Carter Senior Advisor to the Treasurer
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Additional Technical Committee Representatives

Corporation for National and Community Service

Kevin Cramer
Deputy Director, Office of Research and Policy Development

Federal Trade Commission

Laura DeMartino
Assistant Director, Division of Enforcement

General Services Administration

Edward O'Hare
Chief Information Officer, Federal Acquisition Service

Government Printing Office

Paul Erickson
Deputy Public Printer

Institute of Museum and Library Services

Kate Fernstrom
Chief of Staff

National Endowment for the Arts

Ann Hingston
Congressional and White House Liaison/Director of Government Affairs

National Endowment for the Humanities

Thomas Lindsay
Director, We the People Initiative

Small Business Administration

Raul Cisneros
Deputy Associate Administrator for Field Operations

Department of Homeland Security Staff

Laura Patching Deputy Chief Office of Citizenship, USCIS	Nathaniel Stiefel Chief of Staff Office of Citizenship, USCIS
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Michael Jones, Ph.D. Senior Advisor Office of Citizenship, USCIS	Carlos Muñoz-Acevedo Program Manager Office of Citizenship, USCIS
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Adam Hunter Policy Analyst Nortel Government Solutions Office of Citizenship, USCIS	Sarah Kurapatskie Program Manager Office of Citizenship, USCIS
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Appendix C: Task Force Initiatives

Since June 2006, the Task Force on New Americans has been working to develop interagency initiatives to help immigrants settle in the United States and maximize federal resources to promote integration. By providing technical resources to communities and organizations, encouraging volunteerism, developing effective training methods, and conducting targeted research efforts, the Task Force seeks to encourage successful immigrant integration through comprehensive programs. The following are ongoing Task Force initiatives:

Improve Access to Information and Resources for New Immigrants

1. **WelcometoUSA.gov:** With the launch of WelcometoUSA.gov, the federal government presents newcomers with basic information, through a comprehensive Web portal, on settling in the United States and other essential guidance to help them fully embrace the common core of American civic culture. In addition to settlement information, WelcometoUSA.gov contains links to help new immigrants find English classes and ways to get involved in their community through volunteering.
2. **Welcome to the United States: A Guide for New Immigrants:** Before arriving in the country, all successful immigrant visa recipients now receive a brochure from the Department of State providing instructions, in their native language, to call the USCIS forms line (1-800-870-3676) to request a hard copy—in English, Spanish, or Chinese—of the comprehensive publication for newcomers, *Welcome to the United States: A Guide for New Immigrants*, at no charge. The publication is available online in electronic format in thirteen languages for download at www.uscis.gov/newimmigrants.

Encourage Volunteerism among U.S. Citizens and New Immigrants

3. **New Americans Project:** A major Task Force initiative, the New Americans Project, seeks to encourage volunteerism among both U.S. citizens and new immigrants. The initiative includes a

zip code-based search engine listing volunteer opportunities to work with immigrants, a series of outreach events to promote volunteerism, and a targeted public service campaign. In addition, the New Americans Project aims to provide opportunities for immigrants themselves to integrate into their communities by volunteering. With the President's Volunteer Service Award, the Task Force has recognized individuals across the country who volunteer time to help immigrants learn English and civics. The Task Force works closely with the White House Office of USA Freedom Corps on the New Americans Project. More information can be found at www.usafreedomcorps.gov/newamericans.

Provide Training and Technical Resources to Organizations that Serve Immigrants

The Task Force has provided public libraries, adult educators, and volunteers with training and resources to assist them in establishing programs to help immigrants settle in and learn about the United States.

4. Civics and Citizenship Toolkit: Public libraries in the United States have a long history of helping immigrants integrate into their communities and better understand life in their new country. With more and more immigrants settling outside of traditional immigrant gateways, it is important that all public libraries be equipped with resources to assist immigrants. In response, the Task Force created and distributed more than 6,000 copies of the *Civics and Citizenship Toolkit* to public libraries across the country. The *Toolkit* contains educational materials to help immigrants learn about the United States. The U.S. Government Printing Office also distributed the *Toolkit* to the nearly 1,300 members of the Federal Depository Library Program. In February 2008, registration for the *Toolkit* was expanded to include all established immigrant-serving organizations. To date, the Task Force has distributed close to 15,000 *Toolkits*. The *Toolkit* can be ordered at www.citizenshiptoolkit.gov.

5. **U.S. Civics and Citizenship Online: Resource Center for Instructors:** This is a Web-based tool hosted by USCIS that offers teachers and volunteers a single source to locate resources and incorporate civics into ESL instruction for adult students preparing for naturalization. The Web site includes links to curricula, lesson plans, teacher assessments, and other instructional material. More information is available at www.uscis.gov/civicsonline.
6. **EL/Civics Online:** In October 2007, USCIS and the U.S. Department of Education introduced a Web-based electronic training module for volunteers and adult educators that includes courses and materials in the following content areas: U.S. history, U.S. government, civic engagement, and the naturalization process. The Web site is located at www.elcivicsonline.org.
7. **Training:** Since October 2007, USCIS has convened training sessions in communities across the country designed to help prepare adult civics and citizenship instructors and volunteers for teaching American history, civics, and the naturalization process to immigrant students. To date, USCIS has provided free training to more than 2,000 people in more than twenty metropolitan areas. For more information, visit www.uscis.gov/teachertraining.
8. **Expanding ESL, Civics, and Citizenship Education in Your Community: A Start-Up Guide:** This short guide is designed to provide immigrant-serving organizations, including community and faith-based organizations, and individuals with the information resources necessary to build and sustain a successful ESL, civics, or citizenship program for adult immigrants.

Appendix D: Task Force Roundtables

Think Tanks and Immigrant-serving Organizations

Migration Policy Institute
Washington, District of Columbia
February 6, 2007

Business and the Private Sector

Walt Disney World Resort
Lake Buena Vista, Florida
February 27–28, 2007

Community and Faith-based Organizations

Office of the Governor
Commonwealth of Massachusetts
Boston, Massachusetts
June 4–5, 2007

State and Local Government

Arizona State University
Tempe, Arizona
September 12, 2007

Public Libraries

National Constitution Center
Philadelphia, Pennsylvania
January 14, 2008

Foundations and Philanthropies

Institute for Latino Studies
University of Notre Dame
South Bend, Indiana
March 18–19, 2008

Civic Organizations and Service Clubs

Institute for Latino Studies
University of Notre Dame
South Bend, Indiana
March 18–19, 2008

Appendix E: Participating Individuals and Organizations

The Task Force on New Americans would like to recognize the following individuals for their contribution to the roundtable discussions.

Alfonso Aguilar	U.S. Citizenship and Immigration Services
Gideon Aronoff	Hebrew Immigrant Aid Society (HIAS)
Alejandro Aviles	Legal Aid of Arkansas
Chris Becker	National League of Cities
Carolyn Benedict-Drew	International Institute of Boston
Toni Borge	Bunker Hill Community College
Genr Borsh	Hebrew Immigrant Aid Society (HIAS)
Carol Brey-Casiano	REFORMA - American Library Association
Benjamin Broome	North American Center for Transborder Studies
Allert Brown-Gort	Institute for Latino Studies, University of Notre Dame
Derek Bruce	Walt Disney World Company
Linda Calvin	Daughters of the American Revolution
William Carlson	U.S. Department of Labor
Richard Chacón	Office of the Governor, Commonwealth of Massachusetts
Andy Chaves	Marriott International
Raul Cisneros	U.S. Small Business Administration
Brian Collier	Foundation for The Carolinas
Christopher Coro	Office of Vocational and Adult Education, U.S. Department of Education
Christina DeConcini	National Immigration Forum
Lena Deevy	Irish Immigration Center
Laura DeMartino	Federal Trade Commission
Boyd Dunn	City of Chandler, Arizona
Westy Egmont	Association of New Americans
Anna Escobedo Cabral	Treasurer of the United States
Anna Maria Farias	U.S. Department of Housing and Urban Development
Michael Fix	Migration Policy Institute
John Fonte	Hudson Institute
Vicki Ford	Hyatt Regency Grand Cypress - Orlando, Florida
John Gay	National Restaurant Association
Fred Gitner	Queens Borough Public Library
Rosalyn Gold	National Association of Latino Elected and Appointed Officials (NALEO)
Martín Gómez	Urban Libraries Council

Jaime Greene	The Bill & Melinda Gates Foundation
Peter Groux	Retention Education, Inc.
Jose Luis Gutierrez	State of Illinois Office of New Americans Policy and Advocacy
David Hagy	U.S. Department of Justice
Joel Harris	U.S. Department of Commerce
Dirk Hegen	National Conference of State Legislatures
Phillip Henderson	Surdna Foundation
Susan Hildreth	California State Library
Jeff Horbinski	U.S. Government Printing Office
Melanie Huggins	Saint Paul Public Library
Pierre Imbert	Massachusetts Office for Refugees and Immigrants, Commonwealth of Massachusetts
Carlos Iturregui	U.S. Citizenship and Immigration Services
Santiago Jackson	Los Angeles Unified School District
Tamar Jacoby	ImmigrationWorks USA
Troy Justesen	Office of Vocational and Adult Education, U.S. Department of Education
Marty Justis	American Legion
Bilal Kaleem	Muslim American Society Freedom Foundation
Nancy Kaufman	Jewish Community Relations Council
Donald Kerwin	Catholic Legal Immigration Network, Inc. (CLINIC)
Mark Krikorian	Center for Immigration Studies
Eli Lesser	National Constitution Center
Lavinia Limon	U.S. Committee for Refugees and Immigrants (USCRI)
Thomas Lindsay	National Endowment for the Humanities
Dale Lipschultz	Office for Literacy and Outreach Services, American Library Association
Jonathan Lucas	Lutheran Immigration Refugee Services (LIRS)
Joe Marnell	Walt Disney World Company
Marilyn Mason	WebJunction
Margie McHugh	Migration Policy Institute
Robert Meek	International Institute of Boston
Doha Melhem	U.S. Department of Labor
Eva Millona	Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA)
Beth Mortuiccio	Office of Refugee Resettlement, U.S. Department of Health and Human Services
Mar Muñoz-Visoso	Catholic Charities

Homa Naficy	Hartford Public Library
Martha Newton	Office of Refugee Resettlement, U.S. Department of Health and Human Services
Ali Noorani	Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA)
Bo Ollison	U.S. Department of Commerce
Demetrios Papademetriou	Migration Policy Institute
Sandra Pedroarias	U.S. Department of the Treasury
Marjean Perhot	Catholic Charities, USA
Daranee Petsod	Grantmakers Concerned with Immigrants and Refugees (GCIR)
Luis Plascencia	Arizona State University
Robert Ponichtera	Liberty's Promise
Theresa Ramos	Free Library of Philadelphia
Vong Ros	Cambodian Mutual Assistance Association
Maria Rosario	Latin American Health Institute
Peggy Rudd	Texas State Library
Federico Salas-Isnardi	Texas A&M University
Anne Sanderson	International Institute of New Hampshire
Gema Santos	Miami-Dade County Public Schools
Sharon Tomiko Santos	State Representative, Washington State Legislature
Marilina Sanz	National Association of Counties (NACo)
Emily Sheketoff	American Library Association
Jacqui Shoholm	U.S. Department of Labor
George Smith	Institute of Museum and Library Services
Margarita Solorzano	Hispanic Women's Organization of Arkansas
Matthew Spalding	The Heritage Foundation
Laura Staley	WebJunction
Pat Stanley	Office of Vocational and Adult Education, U.S. Department of Education
Louis Stephens	Civitan International
Regis Stites	SRI International
Linda Taylor	Comprehensive Adult Student Assessment Systems (CASAS)
Steven Taylor	United Way of America
Tsehaye Teffera	Ethiopian Community Development Council, Inc.
David Terrell	Indiana Office of Community and Rural Affairs
Damian Thorman	John S. and James L. Knight Foundation
Josh Trent	Office of Refugee Resettlement, U.S. Department of Health and Human Services

Carol Van Duzer	Center for Applied Linguistics
Mary Jane Vinella	King County Library System
Michelle Waslin	National Council of La Raza
Mary Rose Wilcox	Government of Maricopa County, Arizona
Valerie Wonder	Seattle Public Library
Dennis Zine	Los Angeles City Council
Peg Zitko	Statue of Liberty - Ellis Island Foundation

Endnotes

1. See appendix A.
2. *Assimilation* stems from Latin origins meaning “to render similar.” The concept is also embodied in such terms as civic integration, political integration, patriotic assimilation, political assimilation, constitutional patriotism, and Americanization.
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5. “Comprehensive Immigration Reform,” White House Fact Sheet, www.whitehouse.gov/news/releases/2006/05/20060515-10.html.
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7. “From 200 Million to 300 Million,” Pew Hispanic Center Fact Sheet, October 10, 2007.
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13. Emilio T. Gonzalez, Testimony for a Hearing on “Naturalization Delays: Causes, Consequences and Solutions” before the House Judiciary Committee, Subcommittee on Immigration, Citizenship, Refugees, Border Security, and International Law, January 17, 2008.
14. Jeffrey Passel and D’Vera Cohn, “U.S. Population Projections: 2005–2050,” Pew Hispanic Center, February 11, 2008.
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16. Noah Pickus, *True Faith and Allegiance: Immigration and American Civic Nationalism* (Princeton, NJ: Princeton University Press, 2005).
17. John Fonte, “Americanization Now: Getting Serious about Assimilation,” *National Review Online*, November 9, 2001.
18. See appendix E for the list of organizations.
19. Audrey Singer, Susan Hardwich, and Caroline Brettel, eds., *Twenty-first-Century Gateways: Immigrant Incorporation in Suburban America* (Washington, DC: Brookings Institution Press, 2008).
20. “Overview of State Legislation Related to Immigrants and Immigration, January–March 2008,” National Council of State Legislatures, April 24, 2008.
21. Ibid.
22. www.iowaworkforce.org/centers/newiowan/index.html.
23. www.immigrants.illinois.gov/NewAmericans.htm.
24. www.houstontx.gov/moira/index.html.

25. www.iiboston.org.
26. Rick Ashton and Danielle Patrick Milam, "Welcome Stranger: Public Libraries Build the Global Village," Urban Libraries Council, 2008.
27. Margie McHugh, Julia Gelatt, and Michael Fix, "Adult English Language Instruction in the United States: Determining Need and Investing Wisely," Migration Policy Institute, July 2007.
28. For a more detailed overview of local adult education programs, teachers, and students, see Educational Testing Service (ETS), "Adult Education in America," *Policy Notes 16 (1)* (Winter 2008), www.ets.org/Media/Research/pdf/PICPN161.pdf.
29. U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System. The prominence of ESL among adult education services is also discussed in James Thomas Tucker, "The ESL Logjam: Waiting Times for Adult ESL Classes and the Impact on English Learners," National Association of Latino Elected and Appointed Officials, September 2006.
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31. See, for example, Tamassia et al., "Adult Education in America: A First Look at Adult Education Program and Learner Surveys," 2007, www.ets.org/Media/Research/pdf/ETSLITERACY_AEPS_Report.pdf.
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36. Audrey Singer, Susan Hardwich, and Caroline Brettel, eds., *Twenty-First-Century Gateways: Immigrant Incorporation in Suburban America* (Washington, DC: Brookings Institution Press, 2008).
37. Ibid.
38. www.cal.org/caela/esl_resources/collections/civics.html.
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The Task Force on New Americans is an interagency effort to help immigrants embrace the common core of American civic culture, learn our common language, and fully become Americans. Created by President George W. Bush in June 2006, the Task Force was established within the Department of Homeland Security. Task Force membership includes representatives from 12 Cabinet-level departments and a technical working committee of eight additional federal agencies.

The objectives of the Task Force on New Americans include:

- Improving access to federal information and resources for new immigrants;
- Encouraging volunteerism among U.S. citizens and newcomers;
- Providing training and technical resources to organizations that serve immigrants; and
- Gathering input on and facilitating successful immigrant integration practices

As a result of roundtable discussions, site visits, and the collective experience and research of Task Force members, the Task Force on New Americans recommends strengthening assimilation efforts across the nation and among all sectors of society. The integration efforts described in this report are a federal call to action that defines a modern-day Americanization movement.



Task Force on New Americans

www.dhs.gov

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