California Library Literacy Services

ESL Application Instructions

Definition of ESL Learner:

Participating libraries provide adult and family literacy services, free of charge, for English language learners. ESL learners will typically focus on the listening comprehension and speaking skills, as well as basic writing and reading skills, needed to participate in work, family life, and their communities. Tutoring is provided in one-to-one and small-group sessions that are tailored to each learner's goals and aspirations.

Adults who are eligible to receive ESL services:

- Are 16 years or older and not concurrently enrolled in high school;
- Seek literacy services for themselves although they may not be able to do the intake interview in English;
- Are willing to be assessed, and complete an intake interview and assessment that includes speaking and listening skills; and
- Have established one or more personal learning goals, including communication-related goals.
- ESL learners include those who include as primary goals, and spend a large proportion of their tutoring or instructional time, working on English language acquisition, conversational fluency, and pronunciation.

Section 1. Applicant Information

1.1 Library Information

Question	Instructions
a. Full legal name of library jurisdiction	This information should be prefilled in the form.
b. Street	This information should be prefilled in the form.
c. City	This information should be prefilled in the form.
d. Zip	This information should be prefilled in the form.

1.2 Literacy Program Coordinator's Contact Information

a. Name	

b. Email	
c. Phone	
d. New Coordinator?	Check here if there is a new coordinator/contact person or if your contact information has changed since you completed your last program report.
e. Check here if your program has an additional contact person working with the program.	Check here if your program has multiple coordinators (ex: Adult Literacy Coordinator and Family Literacy Coordinator). If you checked this box please complete the boxes below.

1.3 Library Director's Contact Information

If the library contracts with another agency to provide library literacy services, please be sure to enter the library director's information here, not the director of the contracted agency.

a. Library's Director's Name	
b. Library Director's Email	
c. Library Director's Phone	
d. For library directors: Have you read and do you agree to the program essentials? Yes/No	Yes/No check box.

1.4 Authorized Representative Information

This is the person authorized to sign financial documents on behalf of the library. For example: the person who would sign the claim form.

a. Authorized Representative's Name	
b. Authorized Representative's Email	
c. Is this individual the correct signatory on any claim forms? Yes/No	Yes/no
If not please indicate the correct individual's name and email address.	Text box should populate if "no" is checked
d. Is this individual the correct signatory on any certifications? Yes/No	Yes/No check box.
If not please indicate the correct individual's name and email address.	Text box should populate if "no" is checked
e. Is this individual the correct signatory on any reports? Yes/No	Yes/No check box.

If not please indicate the correct individual's name and email address.	Text box should populate if "no" is checked

Section 2. Program Information

Section 2.1 Population

a. What are the demographic characteristics of your community in general, and the target population for ESL services specifically? Cite sources	Please answer in narrative form. Points you may want to make include but are not limited to: How many people live in your library district? What are the general literacy and education levels? What non-English languages are spoken and by how many people? What other information about the economy and geography help explain your local region? How did you identify the target population?

Section 2.2 Community Assets

a. What formal and informal organizations and networks, both within your organization and in the community, support literacy and language learning services?	
1. Your literacy program. What strengths does your literacy program bring to potential new services for English learners? Be sure to include learners and their aspirations.	Please write a narrative that explains the assets of your existing adult and family literacy services as well as "other services" provided by the literacy program. You will want to include staffing, learners, volunteers, materials, space, data tracking, administrative capacity, training procedures, community knowledge brought or developed by staff members and learners, community connections, outreach and outreach potential, and any other activities of the literacy program that you consider assets in developing a new program.
2. Your Library. Describe or list how your library system as a whole already serves English language learners and families; how you work together or might work together in reaching and serving adult learners; and what materials and services might you be able to leverage in reaching and serving adult ESOL learners in your program.	Please write a narrative that explains the assets of your library system, including staffing, space, collections, programming, services, outreach capacity, marketing systems and social media, administrative capacity and support, and other services that might support ESL learning.
3. Your community. Explain who serves ESL learners in your community and how.	In this narrative section, you should identify the existing providers, topics, and locations of current ESL instruction in your library service area. If you have information about the days and times of service and the number of learners enroll, also include this data here.

4. Needs: What gaps do you see in services in your program, library, and community?	In your narrative explain how you identified any gaps. This section will help us understand why you are suggesting the services you would like to offer. How did you use the demographic information? How did you use the asset analysis of your program, library, and community? Throughout the application, you'll want to refer to the gaps you identified.

Section 2.3 Partners

a. Identify your current community partners who tie into ESL work and describe how you are connected to them. (list)	These responses may include partners that are also listed in your adult literacy and family literacy application and/or reports
b. Identify at least two potential community partners and how you might like to connect with them.	You should have identified these partners through your community research and/or personal connections.

Section 2.4 Proposed plans of service

a. Based on the information above, describe the scope and nature of your library's proposed ESL services. Consider the following, but include other information you've found: demographics, assets, needs, services that don't duplicate existing offerings, technology, range of services, levels and populations to be served, volunteer/paid instruction.	Please write a detailed narrative that separates each activity or service. A good path might be to list the services in your narrative, such as: "The first service we will offer is…" Please include as separate listings all the activities you anticipate offering, including tutoring, virtual instruction, digital learning, small groups, conversation groups, learning circles, and other instruction. You may also include community-building learning activities such as book clubs, readers' theatre, learner leadership, and the like. For each service, explain the levels and populations you anticipate serving and identify who will be providing the services.
b. Timeline:	The timeline is a chart with dates and activities. Please include activities in increments of no less than a month; longer increments are acceptable (such as March-May, Order books and publicize book club). Although we understand that you may not achieve all activities in the order or time allotted, the timeline helps the State Library understand how you plan to implement the proposed services.

Section 2.5 Service Population

a. Serving the least served.	
1. Explain how you identified any currently underserved or marginalized populations in your community	Please write a narrative. You may draw on the demographic data, including what you have already identified, and/or include any community and individual discussions you may have had, identifying the participants in this discussion. It's fine to draw on your existing community knowledge as a literacy coordinator, which is an asset. Knowing community connectors, or individuals or groups that provide insight into the regions and people you serve, is definitely an asset that can be used in this section.
2. Explain specifically how your library plans to reach out and offer ESL services to these groups.	Please connect items in your plan of service to underserved populations. Your application should demonstrate how your program will aim to serve hard-to-reach populations, not just those who already request services or find it easy to request services. This requirement parallels the Adult Literacy portions of CLLS, which should target outreach at those who may be hardest to serve or most reluctant to request help.
b. How many people do you anticipate serving with ESL services in:	These are number-only fields. Do not include words like "estimated" or "about" or "at least."
1. 2021-2022 (Half year)	Box for number entry
2. 2022-2023 (Full year)	Box for number entry

Section 2.6 Program Alignment

a. How do your proposed ESL services align with CLLS mission, values, and program essentials? https://libraryliteracy.org/for-coordinators/mission-values/) Describe the mission of your library's proposed ESL services in a few sentences that reflect the CLLS mission.	
b. Explain how your library's proposed ESL services are library based.	Text Box. 300 Word limit
c. Explain how your library's proposed ESL services are a core library service.	Text Box. 300 Word limit
d. Explain how your library's proposed ESL services are learner-	Text Box. 300 Word limit

driven.	
e. Explain how your library's proposed ESL services are community focused.	Text Box. 300 Word limit
f. Explain how your library's proposed ESL services are volunteer supported.	Text Box. 300 Word limit
g. Explain how your library's proposed ESL staff are professionally engaged.	Text Box. 300 Word limit

Section 2.7 Needs

What needs do you have that can be addressed by training and support from the State Library and your CLLS peer community?	Although this field is not required, we appreciate any narrative or list that identifies the support and training your program needs to offer ESL services successfully.

Section 3. Projected ESL Budget

Note: Please complete the narrative section for each category you have allocated funds letting us know a high-level overview of how those funds will be spent. For example, if you had funding in Salaries and Benefits you should say what positions are being funded.

Budget Categories	Projected State funds needed for ESL	Projected Local Funds available for ESL (can include six-month proportion of those local funds already committed to ESL activities on CLLS application)	Total	Narrative (required)
Salaries & Benefits			Auto	
Contract Staff			Auto	
Operations			Auto	
Literacy Materials			Auto	
Small Equipment			Auto	
Equipment ($5,000+per individual unit)			Auto	
Project Subtotal	auto total above	auto total above	Auto	
Indirect			Auto	
Totals	auto total Subtotal and indirect	auto total Subtotal and indirect	Auto	

Instructions

The subtotals and totals in the cells marked "auto" will be automatically calculated in the form. The content in the cells marked "prefill" will be prefilled in the form.

Use the budget table to show projected expenditures within each line item and to indicate whether expenditures will be funded from your California Library Literacy Services award or from your local contribution. Once you have completed the budget table, please confirm that the auto-calculated totals for your total California Library Literacy Services funds (Adult Literacy Services and, if relevant, Family Literacy Services) align with the anticipated award you will receive from the State Library.

- **Allowable expenses**: Please see the California Library Literacy Services allowable and unallowable expenditures document for guidance about items that may or may not be included in the budget.
- **Local funds**:
    - May include funds from your library jurisdiction and other funds raised locally for your California Library Literacy Services ESL program, e.g., from the Friends of the Library, grant funds, and fundraising efforts. Include all projected local funds.
    - Must only include funds that contribute to California Library Literacy Services' ESL services.
    - Must not include funds spent on the broader work carried out by the library or contracted agency, or funds spent on non- California Library Literacy Services ESL programs and services provided by the literacy program.
    - Must not include LSTA funds.
- **Salaries and benefits**: Include salaries and benefits for all library literacy services staff employed directly by the library, city, county, or district.
    - Include everyone who works on the California Library Literacy Services ESL program, including the literacy coordinator, library director, and literacy program staff.
    - Include only the portion of the salary that aligns with the time spent by the person on the California Library Literacy Services' ESL program. Do not include adult literacy and family literacy time, which is accounted for on a different form. For example, if the coordinator spends 0.5FTE on the ESL program and 0.5FTE on other library services, include 50% of that person's salary and benefits. If a librarian spends an average of two hours per week contributing to the California Library Literacy Services ESL program, include 5% of that person's salary. Please note that some services should be included in indirect, such as janitorial and payroll services.
- **Contract staff**: Contracted personnel are not city, county, or library district employees. They are people with whom the library contracts separately or people employed by the agency with which the library contracts to deliver library literacy services.
    - Include only the portion of the salary that aligns with the time spent by the person on the California Library Literacy Services' ESL program, or the fee paid for the hours worked on the California Library Literacy Services' ESL program.
    - Must not include time spent by contractors, or people employed by contracted agencies, on non-California Library Literacy Services activities or time spent on non-ESL CLLS responsibilities.

- **Indirect costs**: Indirect costs might include costs charged back to the literacy program from other departments, e.g., for payroll processing, accounting, facility space/rent, utilities, etc. The amount budgeted may not be more than 10% of your California Library Literacy Services ESL award. Materials/supplies/printing/communications provided by the library/city/county/district at no direct charge to the literacy services should not be included.
- **Narrative**: For each budget line item, please use the narrative box to:
  - Describe how funds will be spent on your library literacy ESL program.
  - Itemize local contributions and describe how they are received (e.g., from the library, the friends group, or a community partner such as First 5).

Section 4. Staff ESL Commitment

4.1 Library Personnel

Position/Job Title	FTE	Name	Role description

4.2 Contract Staff

Position/Job Title	FTE	Name	Role description

Instructions

- Include the FTE for all library personnel and contracted personnel who work on the California Library Literacy Services ESL program, including the literacy coordinator, library director, and literacy program staff.
- Library personnel are those who are city, county, or library district employees.
- Contracted personnel are not city, county, or library district employees. They are people with whom the library contracts separately or people employed by an agency that the library contracts with.
- Report only time spent by library personnel and contracted staff on the California Library Literacy Services ESL program.
    - For example, if you have a staff person who spends 50% of their time on the library literacy ESL program and 50% on adult or family literacy or outside of literacy, only the time spent on the library literacy ESL program should be reported here. If a person employed by a contracted agency spends 10% of their time on California Library Literacy Services ESL services and 90% of their time on other programs, only the time spent on California Library Literacy Services should be reported here.
- For each category of personnel, please to provide job titles and briefly describe the tasks carried out by the person or people listed.
- Calculating FTE:
    - 1 FTE equals 40 hours per week contributed to the library literacy ESL program.
    - 20 hours = 0.5 FTE
    - Two staff each working 10 hours per week = 0.5 FTE
    - Two staff each working 40 hours per week = 2 FTE

Resources: Sample application

Sample content to guide applicants in describing program planning, implementation, and outreach activities.

2.1 Population:

What are the demographic characteristics of your community in general, and the target population for ESL services specifically? Cite sources.

Perdido County, population 850,000, is a historically agricultural region although housing growth in recent decades has fostered the growth of suburban and urban communities, where about 85% of the population now lives. The residents of Perdido County face many literacy challenges. The PIAAC skills map shows that 44% of county residents are at literacy levels of Level 1 or below, compared to 28% for California and 22% for the nation. Perdido County is very diverse in terms of language. According to the U.S. Census, about 45% of Perdido County's residents speak a language other than English, and 41% of those (about 18% of the population) speak English "less than well." Of those who speak languages other than English, 39% speak Spanish, 5% speak one of several Asian languages, and 1% speak other Indo-European languages; about 55% of the overall population identifies as Hispanic/Latino, information that may help our program recruit tutors. There are large education disparaties between English speakers and those who speak another language at home, even if they are proficient in English. Only 60% of adults who speak a non-English language at home have completed high school, compared to 87% of English speakers. Our CLLS ESL programs aim to serve some of the 150,000 local residents who report that they speak English less than well. Non-English speakers tend to live in the county's large city and connected urbanized areas, where there are three library outlets, and in the agricultural communities to the east, where there are scattered small branch libraries. In the agricultural areas, the capacity of adults to join in tutoring and classes is affected by the time of year: during planting and harvest seasons, fewer students have attended local adult education classes, for instance. However, those seasons also offer some opportunities to reach some members of migrant families, who come to the area at specific times of year.

2.2 Community Assets:

What formal and informal organizations and networks, both within your organization and in the community, support literacy and language learning services?

a. **Your literacy program. What strengths does your literacy program bring to potential new services for English learners? Be sure to include learners and their aspirations.**

Our literacy program brings many assets to a new ESL program. One is the experience of our adult learner on staff, who is bilingual in English and Spanish, and has referred Spanish speakers to local resources for years. She and other program staff understand the un-served demand for ESL services at the library and have already established a strong community presence through outreach and monthly talk radio visits. We anticipate increasing her hours with ESL funding. A second is a group of experienced learners who started with the Perdido literacy program after completing basic ESL at the local adult school. Several of these learners have been participating in current leadership activities or have attended the Adult Learner Leadership Institute and would be excellent resources for outreach and/or tutoring along with helping to select effective materials and test small group activities. Several individuals have expressed

interest in developing more public speaking and digital literacy activities and would like to survey other learners. Finally, the literacy program has amassed some print resources that would be helpful for ESL classes, including picture dictionaries, bilingual children's books, and more.

b. *Your library. Describe or list how your library system as a whole already serves English language learners and families; how you work together or might work together in reaching and serving adult learners; and what materials and services might you be able to leverage in reaching and serving adult ESOL learners in your program.*

Our library system offers volunteer- or staff-led English conversation groups in three branches, and ESL funding will enable us to support and grow these programs. All branch libraries have been the focus of a collection development program to improve their print and online resources in Spanish, Tagalog, and Punjabi, and the library system now has dedicated web pages in those languages. Computer classes are offered in Spanish at four branches and staff have also offered classes in how to use popular apps like Whatsapp, Zoom, Duolingo, and citizenship study apps, and we hope to collaborate and assist with the tech-training staff. The library just added Mango languages to its website and we plan to train learners to use this resource for home study. In addition, the library's marketing team can help the literacy program design a plan to reach new audiences via social media, signage/brochures/flyers, and outreach to other media. The marketing team has been working to reach non-English speakers and maintains an active Spanish-language Facebook presence. Roughly 10% of library staff speak a non-English language proficiently.

c. *Your community. Explain who serves ESOL learners in your community and how.*

Perdido County's adult school is managed by the county department of education and offers ESL classes in fall and spring in four areas of the county. The regional community college system offers higher-level ESL courses at all campuses, although learners need to have some reading, writing, and speaking proficiency to enroll in these classes. We already participate in the regional adult education consortium and have made good contacts with these program leads. The consortium's research has identified the strengths of their program, specifically in vocational ESL programs for green gardening and caregiving, and also provides good statistics on the needs and services throughout the county. We also know of three faith-based programs that provide evening classes for ESL and citizenship study.

d. *Needs: What gaps do you see in services in your program, library, and community?*

The demographic research and community asset research has helped us understand the gaps in services. The first is daytime and weekend groups and/or tutoring for parents, with a preferable for sessions that offer childcare and/or meet in school settings if there is no library nearby. It is very difficult for parents with school-age children to find the support they need. In addition, few existing services provide parents with the support they want to be able to help their children with schoolwork, so small groups that focus on this family goal will address a real need. Second is bilingual citizenship study in non-urban areas of the county, because there is no support for such services by any organization. Third is instruction that introduces very low-literacy learners to the fundamentals of reading and writing and to digital learning technologies. These are the three major gaps we want to address in our first year of service.

2.3 Partners:
a. *Identify your current community partners who tie into ESL work and describe how you are connected to them. (list)*
- Iglesia de Guadalupe—they have helped us publicize family literacy programs and provide space for tutoring on Wednesday

evenings
- Perdido County Office of Education—invite the library to present to ELAC parent groups annually
- Perdido Regional Adult Learning Consortium—the library participates in quarterly consortium information sharing sessions and review three-year service plans

b. ***Identify at least two potential community partners and how you might like to connect with them.***
- PODER—regional farmworker advocacy and social service group. We would like to connect with them and ask them for support in assessing needs and conducting conversations about community aspirations. In the future, we hope they will promote small-group learning and tutoring and help us identify additional community learning sites. PODER might be a good partner for a community bilingual writing and oral history project.
- Filipino Cultural League—we would like to work with this group to recruit tutors and learners. One branch library has already made ties with this group to present a well-attended yearly program at the library.

2.4 Proposed plan of service:
a. Based on the information above, describe the scope and nature of your library's proposed ESL services. Consider the following, but include other information you've found: demographics, assets, needs, services that don't duplicate existing offerings, technology, range of services, levels and populations to be served, volunteer/paid instruction.

The Perdido Library System's proposed ESL services plan for January to June 2022 include six key elements. First is one-to-one and small group ESL tutoring provided on the same model as our current adult literacy services. In this model, individual learners come in for an assessment and are placed with a trained tutor. Additional tutor training would be provided for experienced literacy tutors who are adding ESL responsibilities, and new ESL tutor training will be added to staff responsibilities. Second is digital literacy with bilingual support provided at the central library and four regional branches, designed to address the need of low-literacy learners through individual coaching and small group sessions. We will work with branch staff and recruit additional tutors, including high school and college students. Third is an expansion of services for families, partnering with local elementary schools so that parents can work with a paid instructor or tutor after dropping off their children, as well as weekend and afterschool workshops that include parent instruction as well as homework help/activities/childcare for younger family members. Fourth will be Spanish/English citizenship support, with extra recruitment for tutors and small group leaders as well as recruitment for volunteers who can lead citizenship study in other languages in demand in specific communities, such as Tagalog. Fifth is an expansion of existing ESL conversation groups, designed to meet the needs of adult learners. We intend to spend the first half of 2022 surveying and having conversations with adult learners, potential new audiences, and individuals on our waiting list for literacy tutoring to assess these needs and develop a plan of how best to serve them. We would begin offering new conversation services in the 2022-2023 fiscal year. The final element is to work with our current Adult Learner on Staff, the small group of experienced learner leaders, and the library marketing team to develop a marketing plan and timeline to recruit tutors and adult learners in 2022-2023.

b. Timeline.

- January 2022: receive funding award, bring to library board to accept funds
- January-June 2022: develop ESL tutor training/re-training and offer first workshops, with at least one five-hour initial training and three in-service workshops
- January-June 2022: reach out to current learners and tutors to gauge interest in ESL tutoring and small groups, begin placement of tutor/learner pairs and small groups
- January-February 2022: contract with bilingual ESL staff person to assist with parent groups, family literacy, community conversations, tutor training
- February-April 2022: begin community conversations with conversation groups and learner leaders
- February 2022: reach out to local elementary schools where we already have contacts with family advocates; identify a school with available space or near a library site where we can pilot an ESL group for parents
- March-May 2022: run pilot group for parents at elementary school or library site
- March-June 2022: pilot minimum of two new conversation groups at library sites
- February-June 2022: develop marketing plan
- April-May 2022: pilot a bilingual citizenship study group with community partner

2.5 Serving those least served:

1. Explain how you identified any currently underserved or marginalized populations in your community

Our community research and discussions with human services and advocacy groups showed us that among the least served are non-English speakers and migrant workers who live in the county's agricultural areas. We also learned that there are large numbers of individuals wanting service in some urban neighborhoods and older suburban tracts that showed the lowest percentage of high school graduates and adults who had completed elementary school. For example, the largest city in Perdido County has completed a mapping project showing education and poverty levels in its neighborhoods, and the south downtown area, which offers multi- and single-family housing along with light industry, consistently shows high need. In addition, our youth services team has worked with school partners to identify those elementary schools that are experiencing the largest achievement gaps after pandemic-related home schooling last year.

2. Explain specifically how your library plans to reach out and offer ESL services to these groups.

Although there are fewer library sites that serve agricultural areas, these sites are vital community centers and have strong partners. We plan to focus several services—tutoring, conversation groups/learning circles, digital literacy and citizenship study—in two of the county's most rural branches. Libraries in these areas offer the most consistent available internet service and helping adults access library and community services online will be a primary goal in tutoring and learning circles in these regions. In addition we will be working with churches and labor organizations in these rural areas and urban/suburban locations to identify sites for tutoring and classes.

b. *How many people do you anticipate serving with ESL services in 2021-2022 (half year) and 2022-2023 (full year)?*
1.   We anticipate serving 30 ESL learners by June 2022
2.   70 learners in 2022-2023.

2.6. Program alignment:

a.   *How do your proposed ESL services align with CLLS mission, values, and program essentials?* https://libraryliteracy.org/for-coordinators/mission-values/*) Describe the mission of your library's proposed ESL services in a few sentences that reflect the CLLS mission.*

The mission of California Library Literacy Services is to partner with adults to enable them to develop their literacy skills, achieve their learning goals, and use library services effectively. They create opportunities for individuals, families, and communities across California. Our library's new ESL program will open these services to adults who acquiring English language skills, in addition to serving proficient English speakers through our existing CLLS program.

b.   *Explain how your library's proposed ESL services are library based.*

Program locations are mostly in local library branches and the management of all programs will take place in the library.

c.   *Explain how your library's proposed ESL services are a core library service*.

By integrating with existing services to those who speak non-English languages, such as conversation groups, collection development, and family programming, our CLLS program will continue to demonstrate how literacy and ESL services are central to the mission of the Perdido Library. We plan a rollout at the March 2022 all-staff meeting and plan to involve branch staff in helping conduct and note-take for community conversations.

d.   *Explain how your library's proposed ESL services are learner-driven*.

All services will be based on learner responses to the Roles & Goals intake process, whether this is conducted in an open-ended conversation or guided by the Roles & Goals chart. Special activities that promote learner engagement, such as readers' theatre and conversation group, will be driven by learner interests and formative assessment. All volunteers and paid instructors will receive instruction about the learner goal-setting and goal-progress evaluation used in the program.

e.   *Explain how your library's proposed ESL services are community focused*.

By connecting with our community partners, whether schools or faith-based organizations, we include the community in designing services. We plan to use the expertise of staff and leaders in those organizations as well as connecting with individual learners to understand their community goals. By bringing services out into the community and neighborhood sites, our program will put learners and communities rather than the library at the center of planning.

f. *Explain how your library's proposed ESL services are volunteer supported.*

Most activities will be led by volunteers, and new tutor training and in-service offerings will include a significant ESL component. Tutors have provided leadership for many in-service and brown-bag events. We plan to increase recruitment of bilingual and bicultural volunteers, especially from the local CSU campus. We know our volunteers are interested in serving in conversation groups, learning circles, computer coaching, and events like readers' theatre, and will make sure volunteers receive the encouragement, training, and materials they need to be successful.

g. *Explain how your library's proposed ESL staff are professionally engaged.*

All CLLS staff are given the opportunity to participate in live and/or recorded trainings through ProLiteracy, CLLS Literacy Initiatives, OTAN, and the local TESOL organization. We have quarterly sharing and reflection meetings that bring together staff and volunteers from all over the county through Zoom, and these discussions promote professional development and spur new training ideas.

2.7 What needs do you have that can be addressed by training and support from the State Library and your CLLS peer community?

We would like to be paired with a CLLS program that has more experience with ESL services, and also make a site visit to one of these programs. We hope there will be a mentoring program for new ESL programs, and when we gain more experience, we would be happy to host visitors and serve as mentors, too. We would like to see a materials-sharing session via Zoom where CLLS programs share their experiences with different books and online resources, flagging great options and also identifying the weaknesses of various approaches. Also, we'd like to see statewide ESL tutor training modeled for new programs, and we'd like to hear how CLLS programs incorporate learners' social and emotional needs, personal growth, family support, health literacy, celebrations, and related topics into ESL programming and services.