California Library Literacy Services
English as a Second Language Services
Frequently Asked Questions

What is the definition of an English as a Second Language (ESL) learner?

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. Adults who are eligible to receive ESL services:

- Are 16 years or older
- Are not concurrently enrolled in high school or another degree-granting institution
- 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
- Have established one or more personal learning goals, including communication-related goals
- Spend a large proportion of their tutoring or instructional time working on English language acquisition, conversational fluency, and pronunciation

How do I begin offering CLLS ESL services?

The California State Library was awarded one-time $15,000,000 funding to be used for English as a Second Language Services over a five-year period (2021-2026). Only CLLS programs can apply for and receive CLLS ESL funding. If you are a CLLS program, there are three rounds of application periods for this one-time ESL funding:

- Round I ESL Funding Application – Due Friday, December 21, 2021
- Round II ESL Funding Application – Due Friday, April 15, 2022
- Round III ESL Funding Application – Due Spring 2023

Any CLLS programs that apply and are awarded funding for ESL services during any of these application periods will be able to apply for continuing CLLS ESL funding through 2025-2026.

How does ESL align with other CLLS programs?

ESL funding is intended to expand CLLS services to those who have not been traditionally served in CLLS Adult Literacy Services (ALS) programs—i.e. those learners who do not meet the minimum qualifications of an CLLS adult literacy learner (see "Learner Eligibility").

Adult Literacy Services
There are two distinctions between ESL/ALS learners:

- ESL learners are speakers of languages other than English and do not speak English "proficiently"
- ESL learners have primary goals that are speaking/listening oriented

Using these distinctions, CLLS learner eligibility guidelines, and your CLLS program's internal guidelines for adult learner acceptance, you will be able to distinguish an adult learner from an ESL learner. Please note that a learner can only be recorded in one program. Therefore, a learner is either an adult learner or an ESL learner, which is especially important for any learners crossing over from one program into another. An ESL learner may become an ALS learner at the point that they meet the criteria for English-language adult literacy services. However, for reporting purposes, please classify a learner in only one category (ESL or ALS) for a fiscal year. NOTE: ALS adult learners can join ESL programming, such as a reading or discussion group. Their learning data should be documented under their primary program.

Family Literacy Services

CLLS Family Literacy Services (FLS) is intended to serve enrolled adult learners and their families or unenrolled but eligible adult learners and their families. FLS programming should not be offered only in languages other than English. Throughout the duration of CLLS ESL funding period provided by the State (2021-2026), enrolled ESL learners or unenrolled but eligible ESL learners may be counted and reported as FLS program participants. NOTE: After the end of the CLLS ESL funding period (2025-2026), we hope that ESL learners transition to adult literacy learners, and as ESL learners transition to (or qualify for) adult literacy services, they are always welcome in family literacy programs.

Family Literacy Data Collection

There are two sets of data categories to collect for family literacy programs:
- Enrolled adult learner data
  - # of enrolled adult learner families served
  - # of children under 5 years of age in those families served
  - # of children between 5 – 18 years of age in those families served
  - # of family members 19 or older in those families served
- Unenrolled but eligible learner data
  - # of unenrolled but eligible adult learner families served
  - # of children under 5 years of age in those families served
  - # of children between 5 – 18 years of age in those families served
  - # of family members 19 or older in those families served

For family literacy programs that are open to both adult learners and the public, there are a few ways to document which families may be unenrolled but eligible for adult literacy services in attendance:
1. Upon registration or prior to the program, conduct a short intake of learner eligibility.
2. Upon attendance of program, conduct a short intake of learner eligibility.
3. Document that the program targets a lower-literacy audience, either through an outreach event (such as one marketed to a specific audience) or within a local library. Using your local educational attainment data (such as that provided by census data or PIAAC Skills Map), you may take the percentage of the total public in attendance as an estimation of those who may be eligible for adult literacy services. For example, if a program takes place at a school where

50% of parents have not graduated from high school, you can count that proportion of the families attending as eligible. Similarly, with PIAAC data, if 32% of your county's residents are considered at or below level 1 (those who "can be considered at risk for difficulties using or comprehending print materials"), then 32% of the 150 public families in attendance, or 48 families, can be considered unenrolled but eligible adult learner families.

What types of programming am I able to provide?

ESL programs can be offered as:
- One-to-one tutoring sessions
- Small group learning sessions (2-8 learners)
- Large group (class) learning sessions (9+ learners)

NOTE: To offer large group learning sessions, there should be a justifiable need for this service that does not duplicate the efforts of community partners or other organizations in your community.

What types of data do I need to collect?

ESL program data collection will mirror the ALS program data collection for both learners and tutors. ESL program data for both learners and tutors should be counted separately from ALS program data as it will be reported separately. ESL program data will be reported separately because ESL Services is funded through a separate one-time grant. Collecting this data separately means that the success and effectiveness of ESL services across the state can be measured and reported to the State Legislature. The State Library will continue to evaluate data collection types for ESL services during the first three years of funding.

Learner Data Points

For programs receiving ESL funds, learner data points that should be collected include:
- Learner demographic information (including education level*)
  - *NOTE: Education level will be collected for all CLLS learners starting in the 2022-2023 cycle.
- First or primary language of ESL learners (previously collected in the ESL/Other section of the CLLS report)
- Learners who are active and learners who are waiting (including those who are waiting to be matched or rematched and using technology for self-directed learning activities)
- Learner instructional hours
- Types of learner instruction (one-on-one/groups/large classes/technology)
- Roles & Goals data (including # of learners who set a goal, # of learners who are in-progress toward a goal, # of learners who met a goal)

Volunteer Data Points
- Volunteer demographic information
- Volunteer instructional hours
- Other volunteer hours (including learning session preparation time)

What if I am awarded CLLS ESL Services funding and also use other funding to offer ESL services?

For programs that are awarded CLLS ESL Services funding and use other funding to offer ESL services, you may be able to report this additional ESL funding under your CLLS ESL Local match. Additionally, you may be able to count learners served in these programs as a learner. For example, WIOA funding may be counted towards your ESL Local match and learners may be counted as CLLS learners who receive instruction "via large group classes (9 or more people)."