



2023-2024 CLLS ESL SERVICES APPLICATION INFORMATION SESSION

Thursday, February 2 | 1:00 pm



CLLS TEAM

Your CLLS team at the California State Library:

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TODAY'S AGENDA

- ESL Program Requirements
- Application Deadlines
- 2023-2024 ESL Round 3 Application Information
- How can funding be used?
- Funding Levels
- Definition of ESL Learners and Services
- ESL Application Section Overview
- Off-Presentation Overview
- Additional ESL Application Resources
- Reporting
- Tell Us What You Need



ESL PROGRAM REQUIREMENTS

- CLLS ESL funding opportunity is open ONLY to library jurisdictions that currently offer CLLS adult literacy services.
- Your library may not opt out of CLLS adult literacy services and request funding to offer only ESL services.



APPLICATION DEADLINES

- Round 3 ESL Applications for program period 2023-2024 ESL funding are due **Wednesday, March 15, 2023.**
- The CLLS ESL 3-Year Funding Request Form is also due **Wednesday, March 15, 2023.**
- **NOTE:** An application will be considered *incomplete* if this form is missing.



2023-2024 ESL ROUND 3 APPLICATION INFORMATION

- CLLS libraries who have received CLLS ESL funding in Rounds 1, 2, or 2.5 *do not* need to complete this application
- No applications will be accepted for **NEW** ESL funding in 2024-2025 and 2025-2026. Programs that received funding in the first three years will continue to receive funding in 2024-2025 and 2025-2026.



HOW CAN FUNDING BE USED?

Programs may apply for funding to support:

- Staffing
- Planning
- Program supplies
- Equipment
- Learning materials
- Training



FUNDING LEVELS

There is no minimum funding level (“baseline”) or maximum funding level for ESL funds awarded in 2023-2024.



DEFINITION OF ESL LEARNERS AND SERVICES PART I

- ESL Services accept adults who:
 - are 16 years or older and not concurrently enrolled in high school or another degree-granting program
 - seeks literacy services for themselves but 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 listening and speaking skills



DEFINITION OF ESL LEARNERS AND SERVICES PART 2

- ESL Services accept adults who:
 - has established one or more personal learning goals, including listening and speaking goals
 - spends a large proportion of their tutoring time working on English language acquisition, conversational fluency, and pronunciation
 - has attended at least two tutoring sessions in the current fiscal year



DEFINITION OF ESL LEARNERS AND SERVICES PART 3

Tutoring for ESL learners should be tailored to meet each learner's goals and aspirations in:

- One-to-one sessions
- Small-group sessions (2-8 learners)
- Class sessions (9+ learners)
 - **NOTE:** You must indicate class-size sessions fill a demonstrable need in your community.



ESL APPLICATION OVERVIEW

The 2023-2024 ESL Application is broken up into:

- Section 1: Applicant Information
- Section 2: Program Information
- Section 3: Projected Budget
- Section 4: Staff Commitment



SECTION I: LIBRARY INFORMATION

- Library Information
- Coordinator Information
- Director Information
- Authorized Representative(s) Information



SECTION 2: PROGRAM INFORMATION

PART I

2.1 Population: What are the demographic characteristics of your community in general, and the target population for ESL services specifically?

- A good answer will include relevant data from PIAAC, the U.S. Census and other applicable data.

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



SECTION 2: PROGRAM INFORMATION

PART 2

2.2 Community Assets: What formal and informal organizations and networks support literacy and language learning services?

Section 2.2 Community Assets	
<i>What formal and informal organizations and networks, both within your organization and in the community, support literacy and language learning services?</i>	
<input type="checkbox"/> 1. Your literacy program.	<input type="text"/>
<input type="checkbox"/> 2. Your Library.	<input type="text"/>
<input type="checkbox"/> 3. Your community.	<input type="text"/>
<input type="checkbox"/> 4. Needs: What gaps do you see in services in your program, library, and community?	<input type="text"/>



SECTION 2: PROGRAM INFORMATION

PART 3

2.2 Community Assets

- **Your literacy program**
 - **Who and what you know:** tutors, learners, community connectors, who would benefit, data about potential learners who request literacy services
 - **What you offer:** support, staff, technology, training, materials, data expertise, space, networks, marketing, outreach, reputation, knowledge of community needs



SECTION 2: PROGRAM INFORMATION

PART 4

2.2 Community Assets

- **Your Library.** May include:
 - How your library system already serves English language learners and families
 - How you work (or might work) together in reaching and serving adult learners
 - What materials and services might you be able to leverage in reaching and serving adult ESL learners in your program.

SECTION 2: PROGRAM INFORMATION

PART 5

2.2 Community Assets

- **Your community.** May include:
 - Explain who serves ESL learners in your community and how.
 - Look at potential assets you haven't yet drawn upon.



SECTION 2: PROGRAM INFORMATION

PART 6

2.2 Community Assets

- **Needs**
 - What gaps do you see in services in your program, library, and community?
 - **NOTE:** All of your previous work should lead logically to this section.

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




SECTION 2: PROGRAM INFORMATION

PART 7

2.3 Community Partners

- Current Community Partners
 - Identify your current community partners who tie into ESL work and describe how you are connected to them (list with description).

Section 2.3 Partners		
a. Current Community Partners		
Identify your current community partners who tie into ESL work and describe how you are connected to them. (list)		
0	0	
<u>Current Community Partner</u>	<u>Description</u>	
<input type="text"/>	<input type="text"/>	



SECTION 2: PROGRAM INFORMATION


PART 8

2.3 Community Partners

- Potential Community Partners
 - Identify at **least two** potential community partners and how you might like to connect with them (list with description).

b. Potential Community Partners

Identify at least two potential community partners and how you might like to connect with them.

0	0	
<i>Potential Community Partner</i>	<i>Description</i>	
<input type="text"/>	<input type="text"/>	



SECTION 2: PROGRAM INFORMATION

PART 9

2.4 Proposed Plan of Service

- Describe the scope and nature of your library's proposed ESL services. Consider the following, but include other information you've found, such as demographics, assets, needs, services that don't duplicate existing offerings, technology, range of services, levels and populations to be served, volunteer/paid instruction.

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. (see definition)



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SECTION 2: PROGRAM INFORMATION

PART 10

2.4 Proposed Plan of Service

- Timeline
 - Include knowledge gathering, planning time, hiring time, staff activities, partnership building.
 - Make your goals meaningful, small, and measurable.
 - Time increments should be months; e.g., hiring new ESL coordinator, July - September; onboarding ESL coordinator, September-November.

b. Timeline:

<i>Activity</i>	<i>Start to end date</i>	<i>Description</i>	
<input type="text"/>	<input type="text"/>	<input type="text"/>	



SECTION 2: PROGRAM INFORMATION

PART II

2.5 Service Population

- Explain how you identified any currently underserved or marginalized populations in your community.
- How have you identified those in your community who need ESL services?
 - **NOTE:** This section is intended to show how your ESL program parallels your CLLS program in trying to reach those hardest to reach.

Section 2.5 Service Population

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



SECTION 2: PROGRAM INFORMATION

PART 12

2.5 Service Population

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

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



SECTION 2: PROGRAM INFORMATION

PART 13

2.5 Service Population

- How many people do you anticipate serving with ESL services in 2023-2024?
- **NOTE:** Base your estimates on your understanding of the need, your program's capacity, and the range of existing programs in your community.

c. How many people do you anticipate serving with ESL services in 2022-2023?



SECTION 2: PROGRAM INFORMATION

PART 14

2.6 Program Alignment.

Describe the mission of your library's proposed ESL services in a few sentences that reflect the CLLS mission. Then, explain how your library's proposed ESL services:

- a. align with CLLS mission, values, and program essentials.
- b. are library based.
- c. are a core library service.
- d. are learner-driven.
- e. are community focused.
- f. are volunteer supported.
- g. have ESL staff who are professionally engaged.



SECTION 2: PROGRAM INFORMATION

PART 15

2.6 Program Alignment

Section 2.6 Program Alignment	
<input type="checkbox"/> a. How do your proposed ESL services align with CLLS mission, values, and program essentials?	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<input type="checkbox"/> b. Explain how your library's proposed ESL services are library based.	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>Remaining: 2500</p>
<input type="checkbox"/> c. Explain how your library's proposed ESL services are a core library service.	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>Remaining: 2500</p>
<input type="checkbox"/> d. Explain how your library's proposed ESL services are learner-driven.	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>Remaining: 2500</p>
<input type="checkbox"/> e. Explain how your library's proposed ESL services are community focused.	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>Remaining: 2500</p>
<input type="checkbox"/> f. Explain how your library's proposed ESL services are volunteer supported.	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>Remaining: 2500</p>
<input type="checkbox"/> g. Explain how your library's proposed ESL staff are professionally engaged.	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>Remaining: 2500</p>



SECTION 2: PROGRAM INFORMATION

PART 16

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?

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?



SECTION 3: PROJECTED BUDGET PART I

- Includes completed projected budget and projected local match for 2023-2024 program period
- Matching funds are not required but please include them if available
- Please include a detailed narrative of expenses
- Must complete CLLS ESL 3-Year Funding Request Form that will include 2023-2024, 2024-2025, and 2025-2026.
 - **NOTE:** Please ensure your funding request for 2023-2024 matches **exactly**.



SECTION 3: PROJECTED BUDGET PART 2

CLLS Allowable and Unallowable Expenses:

- **Salary and Benefits** – Includes the percentage of staffs' *fully burdened* salary, wages, and benefits for time worked in CLLS ESL
- **Contract Staff** – Limited-term literacy staff under contract
- **Operations** – Includes printing costs, one-time performers, travel expenses, membership fees, professional development for staff and volunteers, subscription fees, office supplies and furniture, and others



SECTION 3: PROJECTED BUDGET PART 3

CLLS Allowable and Unallowable Expenses:

- **Library Literacy Materials** – Includes circulation materials, materials for learners, such as consumable workbooks and other texts
- **Small Equipment** – Tablets, computers, and other small equipment
- **Large Equipment** – Equipment over \$5,000 per unit. NOTE: Needs approval before purchasing.
- **Indirect** – May be charged up to 10% of the *subtotal* for costs such as rent, utilities, payroll, janitorial, and other standard costs of operation



SECTION 3: PROJECTED BUDGET PART 4

Section 3: Projected Budget

Section 3. Projected Budget

	<i>Projected State Funds needed</i>	<i>Projected Local Funds available</i>	<i>Total</i>	<i>Narrative (required)</i>
<i>Salary and Benefits</i>	<input type="text"/>	<input type="text"/>	<input type="text" value="\$0"/>	<input checked="" type="checkbox"/>
<i>Contract Staff</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/>
<i>Operations</i>	<input type="text"/>	<input type="text"/>	<input type="text" value="\$0"/>	<input checked="" type="checkbox"/>
<i>Library Literacy Materials</i>	<input type="text"/>	<input type="text"/>	<input type="text" value="\$0"/>	<input checked="" type="checkbox"/>
<i>Small Equipment</i>	<input type="text"/>	<input type="text"/>	<input type="text" value="\$0"/>	<input checked="" type="checkbox"/>
<i>Large Equipment (\$5,000 per unit)</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/>
<i>Subtotal</i>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="checkbox"/>
<i>Indirect</i>	<input type="text"/>	<input type="text"/>	<input type="text" value="\$0"/>	<input checked="" type="checkbox"/>
<i>Total</i>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="checkbox"/>



SECTION 4: STAFF COMMITMENT PART I

- List Library Personnel and Contract Staff separately.
 - **NOTE:** A line should be dedicated to each staff person's position and each field should be completed. If position is not yet filled, enter "To Be Determined" in the "Name" column.
- Briefly describe the staff person's anticipated role in providing ESL services.



SECTION 4: STAFF COMMITMENT PART 2

Section 4: Staff Commitment Example

Section 4. Staff Commitment				
4.1 Library Personnel				
0	0	0	0	
<i>Position</i>	<i>FTE</i>	<i>Name</i>	<i>Role</i>	
4.2 Contract Staff				
<i>Position</i>	<i>FTE</i>	<i>Name</i>	<i>Role</i>	



OFF-PRESENTATION OVERVIEW

1. How to Access the ESL Round 3 Application on Counting Opinions
2. Overview of CLLS ESL 3-Year Funding Request Form



ADDITIONAL ESL APPLICATION RESOURCES

There are support resources available at libraryliteracy.org, such as:

- [2023-2024 ESL Round 3 Application Instructions](#)
- [2023-2024 ESL Round 3 Application Blank Template](#)
- [CLLS ESL 3-Year Funding Request Form](#) due **Wednesday, March 15**
- [ESL Application Preparation Material](#)
- [CLLS FAQ Sheet](#)
- [CLLS Allowable and Unallowable Expenses Document](#)
- [Staff Salary Chart](#)



REPORTING

Upon receiving 2023-2024 ESL funds, there are two reporting elements:

- A 2023-2024 Mid-Year Report will document activities, challenges, and spending check-in
- An ESL section on your 2023-2024 CLLS Final Report to report ESL program activities



FINAL REPORT DATA COLLECTION

The 2023-2024 CLLS final report, will collect information on budget, staff commitment, ESL activities and learner/volunteer data.

- Data collection will mirror that collected by your adult literacy program but should be collected separately.
 - Learner data (demographics, numbers, instructional hours, Roles & Goals documentation, first language)
 - Volunteer data (demographics, numbers, instructional hours)
- If you do not receive ESL funds from the State but offer ESL services, please report this data in the “Other Services” section of the Final Report.



TELL US WHAT YOU NEED

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



QUESTIONS?

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