2023-2024 CLLS ESL SERVICES APPLICATION INFORMATION SESSION

Thursday, February 2 | 1:00 pm
Your CLLS team at the California State Library:

• Beverly Schwartzberg, Library Programs Consultant
  • Beverly.Schwartzberg@library.ca.gov
  • 916-701-6880

• Allyson Jeffredo, Literacy & Grants Analyst
  • Allyson.Jeffredo@library.ca.gov
  • 916-603-6709
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.
• 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
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 1

• 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
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.
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 1: LIBRARY INFORMATION

• Library Information
• Coordinator Information
• Director Information
• Authorized Representative(s) Information
SECTION 2: PROGRAM INFORMATION
PART 1

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

<table>
<thead>
<tr>
<th>Potential Community Partner</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>
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)
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.
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.
2.5 Service Population

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

- align with CLLS mission, values, and program essentials.
- are library based.
- are a core library service.
- are learner-driven.
- are community focused.
- are volunteer supported.
- have ESL staff who are professionally engaged.
2.6 Program Alignment

Section 2.6 Program Alignment

Describe the mission of your library's proposed ESL services in a few sentences that reflect the CLLS mission. To view CLLS mission, values, and program essentials, visit http://librarycarr creek.or/osu/colab/mission-values.

- a. How do your proposed ESL services align with CLLS mission, values, and program essentials?
- b. Explain how your library's proposed ESL services are library-based.
- c. Explain how your library's proposed ESL services are a core library service.
- d. Explain how your library's proposed ESL services are learner-driven.
- e. Explain how your library's proposed ESL services are community-focused.
- f. Explain how your library's proposed ESL services are volunteer-supported.
- g. Explain how your library's proposed ESL staff are professionally engaged.

Remaining: 2500
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 3: PROJECTED BUDGET
PART 1

• 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
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

<table>
<thead>
<tr>
<th>Category</th>
<th>Projected State Funds needed</th>
<th>Projected Local Funds available</th>
<th>Total</th>
<th>Narrative (required)</th>
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<tbody>
<tr>
<td>Salary and Benefits</td>
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<td>Contract Staff</td>
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<tr>
<td>Operations</td>
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<tr>
<td>Library Literary Materials</td>
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<tr>
<td>Small Equipment</td>
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<td>Large Equipment ($5,000 per unit)</td>
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<tr>
<td>Total</td>
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• 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
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
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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