

*English for Speakers of Other Languages (ESOL) Program less than a collegiate/post-secondary level for non-native-English-speakers who lack competence and language acquisition in any of the following: reading, writing, speaking, or listening.*

**BEST**  
*Basic English Skills Tests (both BEST Literacy and BEST Plus must be administered)*

**CASAS**  
*Comprehensive Adult Student Assessment System*

**SPL**  
*Student Performance Level (BEST tests)*

# SECTION 4

## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL, ESL, ELL)

English for Speakers of Other Languages (ESOL) is a program of instruction designed to assist non-native-English-speakers in becoming literate in the English language. Adult education's ESOL curricula is less than a collegiate/post-secondary level in reading, writing, listening, and speaking and comprehension of English language; that leads to a secondary school diploma or its equivalent and transition to post-secondary education and training; or employment.

An English literacy program is a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language. "An individual of limited English proficiency" means an adult or out-of-school youth age 16 or older who has limited ability in speaking, reading, writing, or understanding the English language, and:

- whose native language is a language other than English; or
- who lives in a family or community environment where a language other than English is the dominant language. (Section 203 AEFLA)

Entering Functioning Level (EFL) refers to the student's lowest scale score in the following content areas: reading, writing, listening or speaking.

(Adult Education Policies and Procedures Tab 1 – Utah Assessment Policy)

The BEST Literacy and BEST Plus (BEST) and the Comprehensive Adult Student Assessment System (CASAS) are academic standardized tests approved by the USOE used to determine student's Entering Functioning Level (EFL).

(Adult Education Policies and Procedures Tab 1 – Utah Assessment Policy)

## INTEGRATED ENGLISH LANGUAGE/CIVICS EDUCATION (EL/CIVICS)

Integrated English Language and Civics Education is an integrated education and training program designed for adult learners who are English Language Learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that leads to self-sufficiency; and integrate with the local workforce development systems and its functions.

Services provided must include education services of sufficient quality and intensity based on rigorous research that: 1) Enables adult English Language Learners to achieve competency in the English language and to acquires the basic and more advanced skills needed to function effectively as parents, employees and citizens; Includes 2) Instructions in literacy and English language acquisitions and instruction on the rights and responsibilities of citizenship and civics participation, and may include workforce trainings (meaning workforce preparation); and 3) Integrated English literacy and civics education program must be provided in combination with integrated education and trainings activities designed to prepare the place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and integrate with the local workforce develop-

Lead to economic self-sufficiency and integrate with the local workforce development system and its functions to carry out the activities of the program.

Civics education refers to :

- Instruction on how to gain US citizenship;
- Instruction in US History government as well as culture, with lessons focused on diversity and multiculturalism;
- Instruction and guidance for students to become active in their local communities as parents, employees, and community members.

Workforce preparation refers to:

- Services that are designed to help a student acquire a combination of basic skills, critical thinking, digital literacy and self-management skills.
- Developing employability skills (competencies in using resources and information, working with others, understanding systems and obtaining skills necessary to successfully transitions to and complete post-secondary education, training and employment).

(Section 243—AEFLA)