



California Library Literacy Services

Continuing Libraries' Application Form

Section 1: Applicant Information

1.1 Library Information

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

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	

Section 2: Program Information

a. Program name	This information will be prefilled in the form.
b. What year did the program start?	This information will be prefilled in the form.
c. Year left/returned to the program.	This information will be prefilled in the form.
d. How is the program provided? <ul style="list-style-type: none"> • In-house by the library • Contract with another library (please provide the library's name and the director's contact information) • Contract with another agency (please provide the agency's name and the director's contact information) • Other, please specify (please provide the organization's name and the director's contact information) 	Select the option that applies.
e. Number of main and branch libraries where adult library literacy services will be provided.	Include here only the number of main and branch libraries where adult literacy services (e.g. one-to-one tutoring, small group instruction, or computer-lab time) are provided for enrolled adult learners.
f. Number of community locations where adult library literacy services will be provided.	Include here only the number community locations where adult literacy services (e.g. one-to-one tutoring, small-group

	instruction, or computer-lab time) are provided for enrolled adult learners. Do not include locations where only community outreach or family literacy programming takes place.
g. Total number of locations.	This number will be calculated automatically in the form. If the number is 20% greater or less than reported in your most recent Final Report, you will be asked to explain the reason for the difference.
h. Number of main and branch libraries within the library jurisdiction.	This number will be prefilled in the form.
i. Percentage of total library outlets where adult literacy services will be provided.	This number will be calculated automatically in the form.

Participation in Regional Networks

a. Regional network name	Select the option that applies from the dropdown list.
b. Number of library literacy network meetings that you or a representative from your library attended during the previous reporting period.	This number will be prefilled in the form using the data you submitted in last year's Final Report.

Section 3: Description of Programs and Activities

Adult Literacy Services	
a. Please describe your planned program, including: We will do what, how, for whom, with what anticipated benefits. (Max. 300 words.)	Please refer to the examples provided at the end of the document for guidance. Describe only your adult literacy services here. Please describe your family literacy services (if you offer them) later in the form. If you will serve incarcerated learners as part of your adult

	<p>literacy services, please include this service in the description.</p> <p>If you offer English-as-a-Second-Language and Other Services that are not supported with California Library Literacy Services funds, please describe them later in the form.</p> <p>Adult literacy services are to be provided, in the main, through one-to-one tutoring, small-group instruction (approx. 2–8 people), or computer-lab time. If tutoring is provided in other ways (e.g., in larger groups or classes), please describe here and note approximately how many of your enrolled learners are served <i>only</i> in larger groups or classes.</p>
<p>b. Please describe your outreach plans for recruiting learners and tutors to your program. (Max. 300 words.)</p>	<p>Please refer to the examples provided at the end of the document for guidance.</p> <p>Partnerships can be key to engaging learners and tutors with the adult literacy services provided by your California Library Literacy Services program. Please include in your description any plans you have to develop and strengthen community partnerships.</p>
<p>c. Please describe how your program will engage learners in program planning and how you will discover learners' aspirations. (Max. 300 words.)</p>	<p>Please refer to the examples provided at the end of the document for guidance.</p> <p>Please include any of the following in your description if you will use them:</p> <ul style="list-style-type: none"> • community assessment materials/tools • program meetings or gatherings where you elicited learners' input • in person or telephone interviews • other
<p>d. Anticipated number of adult learners to be served this year.</p>	<p>Enter the number of adult learners whom you anticipate will</p>

	<p>receive instruction at least twice during the current reporting period.</p> <p>If the number is 20% greater or less than reported in your most recent Final Report, you will be asked to explain the reason for the difference.</p>
e. Anticipated number of adult learners with a library card this year.	[From 2020–2021 onward] If your number is 20% greater or less than in your last report, you will be asked to explain the reason for the difference.
Family Literacy Services (Y/N and Continuing/New)	
If yes, please complete the following four questions:	
a. Please describe your program plans for enrolled adult learners and their families . Include what you'll do, how you'll do it, for whom, and what benefits you anticipate. (Max. 300 words.)	<p>Please refer to the examples provided at the end of the document for guidance.</p> <p>Please be sure to describe how your programming is expected to benefit adult learners in their roles as family members.</p>
b. Anticipated number of enrolled adult learners to be served this year with their families .	<p>This is an unduplicated estimate of the families you plan to serve, meaning that one family = 1, no matter how many members it has or how many times you plan to serve them.</p> <p>If the number is 20% greater or less than reported in your most recent Final Report, you will be asked to explain the reason for the difference.</p>
c. Please describe your outreach plans and programming plans for adults (with families) who are eligible to be enrolled in your CLLS program but who are not currently enrolled . Include what you'll do, how you'll do it, for whom, and what benefits you anticipate. (Max. 300 words.)	<p>Please refer to the examples provided at the end of the document for guidance.</p> <p>Eligible adults are people who could enroll in your existing California Library Literacy Services program for tutoring or small group learning but who haven't. Potential learners are English-speaking adults, who are at least 16 years old and not</p>

	<p>concurrently enrolled in high school, and who are interested in improving their basic reading and writing skills.</p> <p>Partnerships are key to engaging non-enrolled adults in family literacy services and adult literacy services provided by your California Library Literacy Services program.</p> <p>Outreach to adults who are eligible to be enrolled in your California Library Literacy Services program but who are <u>not currently enrolled</u>, and their families, might include handing out flyers and other materials at partnering agencies or community spaces like farmers’ markets.</p> <p>Often, a community program will also be an outreach activity. However, a “low-touch” outreach activity, such as distributing flyers, should not be considered a program.</p> <p>Programming for adults who are eligible to be enrolled in your California Library Literacy Services program but who are <u>not currently enrolled</u>, and their families, might include focused family literacy services programming (workshops, storytimes, crafts) at the library in which enrolled and un-enrolled learners and families participate side by side, and similar activities presented out in the community.</p>
<p>d. Please describe how your program will engage learners in planning for your family literacy services and how you will discover learners’ aspirations for their families. (Max. 300 words.)</p>	<p>Please refer to the examples provided at the end of the document for guidance.</p> <p>Please include any of the following in your description if you will use them:</p> <ul style="list-style-type: none"> • community assessment materials/tools • community meetings or gatherings where you elicited

	learners' input <ul style="list-style-type: none"> • in person or telephone interviews • documentation you've used (e.g., roles and goals form, interview protocols, community meeting activities) • other
e. Do you provide California Library Literacy Services family literacy services using a mobile vehicle? (Y/N)	Select the option that applies.
f. If yes, is your mobile program continuing or new?	
If yes, please complete the following two questions:	
g. Please describe your family literacy services delivered through a mobile vehicle, including: We will do what, how, for whom, with what anticipated benefits. (Max. 300 words.)	Please refer to the examples provided at the end of the document for guidance.
h. Anticipated number of children under 5 to be served this year through your mobile services.	If the number is 20% greater or less than reported in your most recent Final Report, you will be asked to explain the reason for the difference.
i. Anticipated number of children age 5 and older to be served this year through your mobile services.	If the number is 20% greater or less than reported in your most recent Final Report, you will be asked to explain the reason for the difference.
j. Anticipated number of parents/caregivers to be served this year through your mobile services.	If the number is 20% greater or less than reported in your most recent Final Report, you will be asked to explain the reason for the difference.

Section 4: Community Partners

Community partners include any agencies, businesses, schools, or other entities with which you have an agreement (casual or formal) to receive or provide services or support at no charge.

The following are not considered to be community partners and should not be included in the list:

- The library or other library departments. Literacy services should be a core library service that is integrated with other library departments.
- (If relevant) The agency with which the library contracts to provide library literacy services. This agency receives California Library Literacy Services funds to deliver library literacy services on behalf of the library and is a contractor.
- Any other contractor to which you provide funds to deliver literacy services

Please list up to five community partners that you will work with this year to deliver California Library Literacy Services in your community. For each one, describe how you will work together. Please refer to the examples provided at the end of the document for guidance.

Community Partner	Description (Max. 150 words for each description.)

Section 5: Is there anything else you would like to tell us?

Budget: Adult Literacy Services and Family Literacy Services

Budget Categories	ALS - CLLS	ALS - Local	FLS - CLLS	FLS - Local	Total CLLS Funds	Total Local Funds	Grand Totals	Narrative
Salaries & Benefits					Auto	Auto	Auto	
Contract Staff					Auto	Auto	Auto	
Operations					Auto	Auto	Auto	
Literacy Materials					Auto	Auto	Auto	
Small Equipment					Auto	Auto	Auto	
Equipment (\$5,000+)					Auto	Auto	Auto	
Indirect					Auto	Auto	Auto	
Totals	Auto	Auto	Auto	Auto	Auto	Auto	Auto	

	Current Year	Previous Year	Percentage difference	
Total ALS budget	Auto	Prefill	Auto	
Total FLS budget	Auto	Prefill	Auto	
Total budget	Auto	Prefill	Auto	If the number is 20% greater or less than reported in your most recent Final Report, you will be asked to explain the reason for the difference.

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 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' adult literacy services and family literacy 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 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 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' adult literacy and/or family literacy program. For example, if the coordinator spends 0.5FTE on the library literacy 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 program, include 5% of that person's salary.
- **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' adult literacy and/or family literacy program, or the fee paid for the hours worked on the California Library Literacy Services' adult literacy and/or family literacy program.
 - Must not include time spent by contractors, or people employed by contracted agencies, on non-California Library Literacy Services activities.

- **Indirect costs:** Indirect costs might include costs charged back to the literacy program from other departments, e.g., for payroll processing, accounting, facility space, utilities, etc. The amount budgeted may not be more than 10% of your California Library Literacy Services award. Materials/supplies/printing/communications provided by the library/city/county/district at no direct charge to the literacy services should not be included.
- **Mobile Services:** Libraries that provide family literacy services using mobile vehicles should include those expenditures in the family literacy services columns.
- **Narrative:** For each budget line item, please use the narrative box to:
 - Describe how funds will be spent on your library literacy 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).

Staff Commitment

Library Personnel

Position/Job Title	FTE	Previous year	Narrative
Total CLLS (adults) FTE		Prefill	
Total CLLS (family) FTE		Prefill	
Total FTE – library personnel		Prefill	If the number is 20% greater or less than reported in your most recent Final Report, you will be asked to explain the reason for the difference.

*Prompt for explanation if +/- 20% difference from the previous year.

Contracted Personnel

Position/Job Title	FTE	Previous year	Narrative
Total CLLS (adults) FTE		Prefill	
Total CLLS (family) FTE		Prefill	
Total FTE – contracted personnel		Prefill	If the number is 20% greater or less than reported in your

			most recent Final Report, you will be asked to explain the reason for the difference.
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Instructions

- Include the FTE for all library personnel and contracted personnel who work on the California Library Literacy Services 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 program.
 - For example, if you have a staff person who spends 50% of their time on the library literacy program and 50% outside of literacy, only the time spent on the library literacy program should be reported here. If a person employed by a contracted agency spends 10% of their time on California Library Literacy 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 use the narrative box 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 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
- For each category of personnel, please use the narrative box to provide job titles and briefly describe the tasks that will be carried out by the person or people listed.

English Language and Literacy Initiative, English-as-a-Second-Language and Other Services

The English Language and Literacy Initiative (ELLI) supports California schoolchildren who struggle to learn English, and connects parents with English-as-a-Second-Language programs. If your California Library Literacy Services program offers an ELLI program, please describe it here.

<p>a. Please provide a description of your planned ELLI program, including: We will do what, how, for whom, with what anticipated benefits. (Max. 300 words.)</p>	<p>Please refer to the examples provided at the end of the document for guidance.</p>
<p>b. Anticipated number of ELLI children to be served this year</p>	<p>This is an unduplicated count of ELLI children you plan to serve, meaning one child = 1, no matter how many times you plan to serve that child.</p> <p>If the number is 20% greater or less than reported in your most recent Final Report, you will be asked to explain the reason for the difference.</p>
<p>c. Anticipated number of ELLI parents/caregivers to be served this year</p>	<p>This is an unduplicated count of parents and caregivers of ELLI children you plan to serve, meaning one parent/caregiver = 1, no matter how many times you plan to serve that parent/caregiver.</p> <p>If the number is 20% greater or less than reported in your most recent Final Report, you will be asked to explain the reason for the difference.</p>

English-as-a-Second-Language

California Library Literacy Services funds cannot be used to support English-as-a-Second-Language services. However, there is significant demand for English-as-a-Second-Language services in California’s public libraries. To help us gain a complete picture of local literacy services, please complete the following section to the best of your ability.

a. Please provide a description of your English-as-a-Second Language activities, including: We will do what, how, for whom, with what anticipated benefits. Please also tell us how your ESL program is funded. (Max. 300 words.)	
b. Anticipated number to be served this year	

Other Services

Other Services are defined as literacy services beyond the identified programs and target populations. California Library Literacy Services funds do not support Other Services, including the cost of staff time and other expenditures. However, we appreciate local libraries that have identified other resources to provide such services as Reach Out and Read, tutoring for high school students, and other outreach and educational activities. In an effort to gain a complete picture of local services, we ask you to please tell us about those services.

a. Please provide a description of your other services, including: We will do what, how, for whom, with what anticipated benefits. Please also tell us how your other services are funded. (Max. 300 words.)	
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Budget Table: Local funds that support English Language and Literacy Intensive, English-as-a-Second-Language, and Other Services

Budget Categories	ELLI	ESL	Other Services	Total	Narrative
Salaries & Benefits				Auto	
Contract Staff				Auto	
Operations				Auto	
Library Literacy Material				Auto	
Small Equipment				Auto	
Indirect				Auto	
Total	Auto	Auto	Auto		

Staff Commitment: English Language and Literacy Intensive, English-as-a-Second-Language, and Other Services

Library Personnel

Position/Job Title	FTE	Narrative
Total ELLI FTE		
Total ESL FTE		
Total Other Services FTE		
Total FTE: Library Personnel	Auto	

Contracted Personnel

Position/Job Title	FTE	Narrative
Total ELLI FTE		
Total ESL FTE		

Total Other Services FTE		
Total FTE: Contracted Personnel	Auto	

- Calculating FTE:
 - 1 FTE equals 40 hours per week contributed to the library literacy 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 content

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

Adult Literacy Services

- 1. Please describe your planned program, including: We will do what, how, for whom, with what anticipated benefits. (Max. 300 words.)**

We will provide learner-centered basic literacy services for approximately 85 adults with low literacy skills. Most learners will be tutored one-to-one by trained volunteers and some in small groups. In addition, we will provide two literacy classes at the local jail and we will begin training inmates to tutor fellow inmates. Our literacy coordinator will take part in three network meetings and two additional trainings. Two learners will lead four voter workshops for groups of other learners. We will continue to collect statistical, anecdotal, and Roles and Goals data to guide our program and evaluate its impact. Currently, we do not have enough tutors to match with the learners on our waiting list. We are focusing on identifying local partners that can help us recruit new tutors and will increase these efforts next year.

- 2. Please describe your outreach plans for recruiting learners and tutors to your program. (Max. 300 words.)**

We will continue to make presentations and distribute recruitment materials to community groups (service clubs, parent programs at local schools, adult education partners, places of worship, etc.) We will involve adult learners and tutors to share their stories in those presentations whenever possible. We will be involved with the library's summer reading program to help our adult learners engage in summer reading and activities. We will also connect with low-literate parents who bring their children to the summer reading program, to recruit them for tutoring for themselves. Our involvement with the Chamber of Commerce has begun to open many doors with local businesses. We will begin to schedule presentations to employee meetings and submit articles about our program for their company newsletters. This year we will also develop a new partnership with our local housing authority to bring new learners to the program. We know from talking to staff that many adults in the housing complex have low literacy skills.

3. Please describe how your program will engage learners in program planning and how you will discover learners' aspirations. (Max. 300 words.)

We will use Roles & Goals materials as initial planning tools to engage learners in their instruction. We want to build on this further this year by conducting focus groups and interviews twice this year with learners to guide us on topic selection for small group classes. We will also create a program satisfaction survey for learners. We will ask our tutors to guide learners filling out the survey during a tutoring session. We could use some direction in learning how to do this better. Our library has taken part in the training from the Harwood Institute. We will partner with other staff members in the library to help us convene community conversations with small groups of learners to discover their aspirations and we will begin creating a strategic plan for our literacy program based on what we hear.

Family Literacy Services

4. Please describe your program plans for enrolled adult learners and their families, including: We will do what, how, for whom, with what anticipated benefits. (Max. 300 words.)

We anticipate that adult learners will make gains toward their personal learning goals as family members. After every family program, we'll ask learners how they benefited, and how they can use what they learned at home.

During intake interviews, we'll give learners with families resource bags with a calendar of upcoming library and program family events. Depending on family members' developmental stages, bags might include a book or high-quality magazine subscription choice for every child or teen at home, tips about supporting elderly parents, craft or school supplies and ideas about using them to support pre-schoolers' brain development, or older children's literacy skills.

Our branch's Children's Librarian will meet learners and their preschoolers to invite them to our library's play place, story times and other relevant family programs. We're building relationships with more librarians throughout our system. Children's and Teen Librarians will help us order books for families to select from after programs to keep forever.

With a Teen Librarian, we'll offer quarterly "digital savvy" workshops for adult learners and their teens. The Friends gave us funds for catered dinners from nearby restaurants.

A volunteer will lead weekly learning groups, in-person and virtual, for learners caring for elderly parents. Sessions will begin with reading and resource sharing on learners' questions, topics like tracking medicine dosages, communicating with medical practitioners, exercises for older adults. Sessions will end with information and practice on stress management for caregivers.

We'll provide weekly advocacy learning groups for parents with elementary school children. With a skilled facilitator, learners will share information, generate questions, and learn and practice strategies to advocate for their children in school. Program volunteers will concurrently help kids with homework. We'll provide healthy after-school snacks and end sessions with dinner so families can eat together and share feedback about the day's activities.

5. Please describe your outreach plans and programming plans for adults who are eligible to be enrolled in your CLLS program but who are not currently enrolled, and their families, including: We will do what, how, for whom, with what anticipated benefits. (Max. 300 words.)

We'll work with library staff who interact with the public and who conduct outreach to make sure everyone is equipped to spread the word about our program and can share program materials with their community connections. When possible, we'll arrange for adult learner leaders to accompany library staff to outreach events to talk with potential adult learner enrollees with families about their experiences in our program.

We'll work with community partners who serve families with adults appropriate for our program. Learner leaders and a staff member will visit two middle schools where we know students' parents very likely have low literacy skills. They will present a parent workshop on skills to teach teens to support their emotional wellbeing in a digitally-saturated world. Learners will also share their experiences in the program to attract people who might like to enroll.

At least twice a year, we'll deliver outreach materials to Head Starts throughout the County.

We're invited to participate in Literacy Nights at several elementary schools. We'll bring program information, outreach items, some giveaway comic books a bookstore donates to our program, and an easy-to-read handout on brain development in children ages 6-12. Adult learners can volunteer to accompany program staff to talk with other parents about their experiences in the program. We'll also bring referral information for ESL providers to give to adults who don't speak enough English yet to enroll in our program.

6. Please describe how your program will engage learners in planning for your family literacy services and how you will discover learners' aspirations for their families. (Max. 300 words.)

We'll participate in virtual and in-person professional development, and use the CLLS listserv extensively to gather ideas from colleagues, not only to design family literacy services, but also to learn how to design tools and facilitate meetings and conversations to elicit the aspirations adult learners hold for themselves as caregivers, parents, advocates, and other roles they play in their family.

To ensure that learners' personal goals shape family literacy programming, we'll use our facilitation skills to engage adult learners in designing our annual program service plan, connecting with adult learners through:

- two planning events in different parts of the county for enrolled adult learners and their families;
- regularly-scheduled small learning groups we offer (computer lab sessions, our writing group, and our News For You group);
- brief in-person and phone interviews with enrolled learners who cannot come to learning groups or events;
- intake interview conversations and Roles and Goals questions and follow-up meetings;
- workshops at community partner sites that we conduct for adults who are eligible, but not-yet enrolled in our program;
- informal conversations with both enrolled and not-yet enrolled adult learners;
- feedback from tutoring pairs as we check-in with them to offer support.

Through these means, we'll ask learners about the aspirations they hold for themselves and their families. We'll learn about the ages and developmental stages of their family members, and find out what learners would like to see happen in the program. Information we gather will guide program planning and inform the types of services and resources we provide.

Family Literacy Services delivered through a mobile vehicle

7. Please describe your family literacy services delivered through a mobile vehicle, including: We'll do what, how, for whom, with what anticipated benefits. (Max. 300 words.)

Our mobile literacy vehicle helps us build relationships throughout the county. We plan to make 220 site visits this year. Unfortunately, that number is less than in previous years due to budget and staffing cuts. We'll continue to partner with Headstart programs and preschools to deliver services to adults and families of all ages, focusing on families that include adults with low literacy skills. Services will include storytelling, opportunities for play, and brand new books for families to enjoy at home and add to their permanent home libraries. We have found that non-fiction titles are particularly popular because they are not included in many preschool classrooms. Last year, we recruited 12 adults to our adult literacy program and we hope to increase that number this year. We will also use the mobile literacy service to promote other services provided at the library, including our free summer meal program.

8. Sample narrative describing a community partnership. (Max. 150 words)

Our strongest community partnership is with a local not-for-profit organization, Homework Help House which provides after school tutoring and activities for children. Volunteers from our program provide one-to-one tutoring to the parents with low literacy skills at the site, while their children are being tutored. Homework House staff recruit the parents for tutoring, provide space for the sessions, and offer nutritious snacks that enable families to participate. They occasionally refer adult learners to our regular program at the library, and they always participate in our program's annual celebration event. Our program signs a Memorandum of Understanding with Homework Help House each year.