

2019-2020 CLLS Final Report Form Instructions

Please note: New items are in red, shaded questions will be imported or calculate automatically, items in green will be verified and require additional explanation if there is a 20% difference (more or less) from the previous report

Instructions

Definition of an Adult learner:

- is 16 years or older and not concurrently enrolled in high school
- seeks literacy services for themselves in English and is able to do the intake interview in English
- has completed an intake interview, has been assessed, has established one or more personal literacy goals
- does not include someone who requests services from your library but is referred elsewhere

Definition of Instruction:

- One-on-one tutoring
- Small group instruction
- In person or via technology such as Zoom, text, email, etc.
- Computer-lab time with some help from staff and volunteers – does not include wholly independent online work.

Notes on Completing the Form:

Pop-Up Notes: While completing the form you might be prompted to add a note explaining the data you've entered. If this occurs, please be sure to use the notes field to clarify why you have entered the item of data so that reviewers fully understand your report.

Library Information and Library Literacy Program Information

Confirm response to COVID-19 questions in SurveyMonkey

- You will not be able to submit your final report until you confirm your SurveyMonkey response has been sent.

Section 1: Applicant Information

1.1 Library Information

This information will be prefilled in the form.

1.2 Literacy Program Coordinator's Contact Information

Check the "New Coordinator" box if there is a new coordinator/contact person or if contact information has changed since you completed your last final 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.
- Check the "New Director" box if there is a new Library Director since you completed your last final report.

Section 2: Program Information

2.1 Program information

a. - c. These items will be prefilled in the form.

d. How is the program provided?

- In house by the library
- Contract with another library (please provide the library's name and library 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)

Number of locations where adult literacy services (e.g., one-to-one tutoring, small group instruction, or computer-lab time) for enrolled learners were provided (Please do not include locations where only family literacy services were provided.)

e. Number of library outlets where library literacy services were provided

If services are provided in a library building that is not counted as an outlet on the Public Libraries Survey, please count this as a community location.

- f. Number of community locations where library literacy services were provided
- g. Total number of locations
 - This number will auto calculate
 - If the number is 20% greater or less than your last final report you will be asked to explain the reason for the difference.
- h. Number of outlets (i.e. main and branch libraries and bookmobiles) within library jurisdiction
 - This number will be prefilled in the form
 - Note: this number does not include bookmobiles
- i. Percentage of total library outlets where literacy services were provided
 - This number will auto calculate
 - Should not be more than 100%
- j. This number will be prefilled in the form

2.2 Participation in Regional Networks and Local Adult Education Program Consortia

- If you have no participation to report please contact Annly Roman at annly.roman@library.ca.gov for information on how to get connected to your network.

Section 3: Description of Programs and Activities

3.1(a) Adult Literacy

Examples are provided at the end of this document to help you complete this section

- a. This item will prefill yes
- b. Please describe your program, including: We did what, how, for whom, with what benefits (max. 300 words)
 - Describe only your adult literacy services here. Please describe your family literacy services (if you offer them) later in the form.
 - If you served incarcerated learners as part of your adult literacy services, please include this service in the description.
 - 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.
 - 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 with support from staff or volunteers. If tutoring was provided in other ways (e.g. in larger groups or classes) please describe here and note approximately how many of your enrolled learners were served *only* in larger groups or classes.
- c. Please describe the outreach you conducted to recruit learners and tutors to your program.

- 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 efforts you made to develop and strengthen community partnerships
- d. Please describe how your program engaged learners in program planning and how you discovered learners' aspirations
- Please include any of the following in your description if you used them:
 - community assessment materials/tools.
 - program meetings or gatherings where you elicited learners' input.
 - in person or telephone interviews
 - other

3.1(b) Adult Learner Numbers

- a. Number of adult learners who continued from the prior reporting period
- Enter the number of adult learners who continued from the previous fiscal year to this fiscal year. This should represent the number of learners who received instruction at least twice in the previous six months, stayed in the program, and received instruction at least twice in the current reporting period.
- b. Number of adult learners who began instruction this fiscal year.
- Enter the number of new adult learners who received instruction at least twice during the current reporting period. Do not include learners who are using iPads or similar for self-directed learning while waiting to be matched with a tutor. Those learners should be counted as awaiting instruction
- c. This number will calculate automatically.
- If the number is 20% less or greater than your last final report you will be asked to explain the difference.
- d. Adult learners awaiting instruction or rematch at the end of this reporting period.
- Enter the number of adults who have been interviewed and assessed and are not currently being served at the end of this reporting period.
 - Include learners who are using iPads or similar resources for self-directed learning while waiting to be matched with a tutor.
 - If the number is 20% less or greater than your last final report you will be asked to explain the difference.
- e. Number of adult learners on the waiting list who are using iPads or similar resources for self-directed learning while waiting to be matched with a tutor (#)
- Please enter 0 if you do not have learners using iPads or similar resources for self-directed learning while waiting to be matched with a tutor.
 - If you enter a number above 0 here, this number will be a sub-set of the learners who are on your waiting list (not a separate set of learners).

f. Number of adult learners you served who are incarcerated

- Please enter 0 if you do not serve any learners who are incarcerated.
- If you enter a number above 0 here, this number will be a subset of the total number of learners you served (not a separate set of learners).

g. This item will calculate automatically

h. Total number of adult learner instruction hours for this filing period.

- Total hours spent by all learners in instruction. Instruction can include one-to-one tutoring, small group, staff or volunteer-assisted computer instruction.
- Instruction does not include self-directed instruction using an iPad or similar while waiting to be matched with a tutor. Example: three learners meet for one hour for small group instruction, count this as three learner instruction hours (note: it will count for one volunteer instruction hour).
- If the number is 20% less or greater than your last final report you will be asked to explain the difference.

3.1(c) Learner Library Cards

a. Number of adult learners with a library card

- If the number is 20% less or greater than your last final report you will be asked to explain the difference.

b. Percentage of adult learners with a library card. This will calculate automatically

3.1(d) Learner / Tutor & Staff Ratios – These questions will calculate automatically

If the number is 20% less or greater than your last final report you will be asked to explain the difference.

3.1(e) Community Partners for the Adult Literacy Services Program

- Community partners include any agencies, businesses, schools, or other entities with which you have an agreement (casual or formal) to receive or provide services and/or support and/or referrals at no charge for adult literacy services.
- 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 through the library to deliver library literacy services on behalf of the library and is a contractor.
 - Any other contractor to which you provide any CLLS funds to deliver literacy services

3.1(f) Adult Literacy Services Report: Learner Demographics

- The ethnicity, age, and gender totals must equal the total number of adult learners served this year. If not, the online reporting system will not let you submit the report. Please use the “unknown” categories only if this information cannot be obtained from the adult learner or their tutor. Please make every attempt to determine the correct adult learner characteristics.
- Please note that information about learners’ and tutors’ demographics will be collected differently starting July 1, 2020, and the questions about learners’ and tutors’ demographics will be asked differently in the 2020-2021 Final Report.

3.2 Family Literacy Services Report:

Please note: you will see additional questions about family literacy services in the 2020-2021 Final Report in line with the new implementation and evaluation framework.

3.2(a) Program Information and Numbers

Examples are provided at the end of this document to help you complete this section

- a. Please describe your program for **enrolled adult learners and their families**, including: we did what, how, for whom, with what benefits (max. 300 words)
 - Please be sure to describe how your programming benefited adult learners in their roles as family members.
 - To avoid duplication, do not include the one-to-one tutoring and other adult literacy services that enrolled learners participated in
- b. Please describe your **outreach activities** and **programming** for **adults (with families) who are eligible to be enrolled in your California Library Literacy Services program but who are not currently enrolled**, including: we did what, how, for whom, with what anticipated benefits (max. 300 words)
 - Eligible adults are people who could enroll in your California Library Literacy Services program for tutoring or small group learning but who haven’t. They are English-speaking adults, who are at least 16 years or older, who are not currently enrolled in high school, and who are interested in improving their basic reading and writing skills.
 - Partnerships are key to engaging non-enrolled adults in family literacy services and adult literacy services provided by your California Library Literacy Services program.
 - **Outreach** to adults who are eligible to be enrolled in your California Library Literacy Services program but who are not currently enrolled, and their families, can look like handing out flyers and other materials at partnering agencies or community spaces like farmers’ markets. 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.
 - **Programming** for adults who are eligible to be enrolled in your CLLS program but who are not currently enrolled, and their families, might include focused family literacy services programming (workshops, storytimes, crafts) at the library in which enrolled and unenrolled learners and families participate side by side, and similar activities presented out in the community.

- c. Please describe how your program engaged learners in planning for your family literacy services and how you discovered learners' aspirations for their families
- Please include any of the following in your description if used used them:
 - community assessment materials/tools.
 - community meetings or gatherings where you elicited learners' input.
 - in person or telephone interviews
 - documentation you've used (e.g. roles and goals form, interview protocols, community meeting activities)
 - other

3.2(b) Outputs: Enrolled adult learners and their families

- a. Number of **enrolled adult learner families** served this year
- This is an unduplicated estimate of the families you served, meaning that one family = 1, no matter how many members it has or how many times you served them.
 - **If the number is 20% less or greater than your last final report you will be asked to explain the difference.**
- b. Number of children under 5 served in those families
- This is an unduplicated count of the children you served, meaning that one child = 1, no matter how many times you have served that child.
- c. Number of children age 5 and older served in these families
- This is an unduplicated count of the children you served, meaning that one child = 1, no matter how many times you have served that child.
- d. **Total number of children in enrolled adult learner families served. This will calculate automatically.**

3.2(c) Outputs: Unenrolled but California Library Literacy Services-eligible adults and their families

- a. Number of unenrolled but California Library Literacy Services-eligible adults served with their families through programming activities
- Report here the number of families served that included an adult who is eligible to be enrolled in your CLLS adult literacy services program. This is an unduplicated count of the families you served, meaning that one family = one, no matter how many members it has or how many times you have served them.
 - Only count families who participated in family literacy services programming.
 - Do not count families whose only contact with the California Library Literacy Services program was to receive literature and other information about the program.
 - **If the number is 20% less or greater than your last final report you will be asked to explain the difference**

- b. Number of children under 5 served in those families
 - This is an unduplicated count of the children you served, meaning that one child = 1, no matter how many times you have served that child.
- c. Number of children age 5 and older served in these families
 - This is an unduplicated count of the children you served, meaning that one child = 1, no matter how many times you have served that child.
- d. Total number of children in unenrolled families served. This will calculate automatically

3.2(d) Additional Outputs

- a. The number of family literacy programs and activities you provided.
 - Please include all programming for families that include an adult enrolled in your California Library Literacy Services program and families that include an adult who is eligible to be enrolled in your California Library Literacy Services program.
 - Programming and activities might include workshops, storytimes, or crafts at the library or out in the community.
 - Count each program and activity separately. For example:
 - If you provided one year-long program that comprised one event every other month, count this as 6 programs/activities.
 - If you provided three month-long programs that each included 4 weekly activities, count this as 12 programs/activities.
 - If you provided 8 separate one-time programs, count these as 8 programs/activities.
 - Do not count outreach activities, such as handing out flyers and other materials at partnering agencies or community spaces like farmers' markets. Those activities should be reported below.
- b. The number of outreach events or activities you provided. (in-person or online)
Please include the number of times you reached out to the community to promote your family literacy program
- c. The number of trainings provided for staff and volunteers
 - Report the number of trainings you provided to support your staff and volunteers in delivering family literacy services.
 - Count each training separately. For example:
 - If you provided one year-long training that that comprised one training activity every month, count this as 12 trainings.
- d. The number of other trainings staff attended
 - Report the number of other family literacy trainings that staff and volunteers participated in (e.g. trainings provided by your local library literacy network, by the State Library, or by another library).
 - If multiple people attended the same two trainings, only count this as two trainings.
- e. Total number of books given away, if any
- f. Total number of other items (e.g. kits) given away, if any.
- g. Did you provide CLLS family literacy services using a mobile vehicle? (Y/N and (Continuing/New))

If yes...

- h. Please provide a description of this aspect of your program, including: we did 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.
- i. Number of children under 5 served
 - This is an unduplicated count of children under 5 served with the MLLS vehicle, meaning one child = 1, no matter how many times you have served that child
- j. Number of children age 5 and older served.
- k. Total number of children served. This number will calculate automatically.
 - If the number is 20% less or greater than your last final report you will be asked to explain the difference
- l. Number of parents/caregivers served.
 - This is an unduplicated count of caregivers served with the MLLS vehicle, meaning one child = 1, no matter how many times you have served that child
- m. Number of MLLS sites
 - Total number of sites that the vehicle visited. This is an unduplicated count of sites, meaning one site = 1, no matter how many times you visited that site.
- n. Number of MLLS site visits
 - Total number of times the vehicle stopped to provide service during the reporting period. This is a cumulative count, meaning the total of all visits made to all stops. If the same stop was visited eight times during the reporting period it counts as 8
 - If the number is 20% less or greater than your last final report you will be asked to explain the difference
- o. Is there anything else you would like to tell us about your family literacy program?

3.2(e) Community Partners for the Family Literacy Services Program (NOT ADDING LINES)

Community partners include any agencies, businesses, schools, or other entities with which you have an agreement (casual or formal) to receive or provide services and/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 any CLLS funds to deliver literacy services

3.3 Volunteer Activities and Hours

3.3(a) Volunteer Numbers

- a. Continuing volunteer tutors instructing from prior reporting period.
 - Enter the number of volunteer tutors who continued from the previous fiscal year to this fiscal year. The number should represent the volunteer tutors who have provided instruction to an adult learner at least twice in the previous six months, did not leave the program, and continued to tutor in the current reporting period. The number will be 0 for new programs.
- b. Volunteer tutors who began instructing during this reporting period
 - Enter the number of newly trained or reactivated volunteer tutors who provided at least two instructional sessions during the reporting period.
- c. Total volunteer tutors who instructed during this reporting period. This number will calculate automatically.
- d. Number of non-tutor volunteers in your literacy program.
Example: volunteers who helped with craft or family activities, did office filing or photocopying, or helped with community outreach
- e. Total number of volunteers. This number will calculate automatically
- f. Volunteer tutors awaiting training/matching/rematching at the end of this reporting period
 - Persons who have volunteered to take part in your program but have not yet been trained to provide adult literacy instruction, and those who have been trained but have not yet begun active tutoring or are waiting to be re-matched. Do not include inactive tutors

3.3(b) Volunteer Hours

- a. Adult literacy volunteer tutor instructional hours
 - Actual time contributed by volunteers in providing adult literacy instruction. Can include one-on-one tutoring, small group tutoring, and computer instruction provided by a volunteer.
 - This number does not include prep time. Prep time is included under “all other volunteer hours in literacy services
- b. All other volunteer hours in literacy services
 - Time contributed by volunteers to the literacy program in ways other than literacy instruction. Examples are people helping with craft or family activities, people doing office filing or photocopying, people helping with community outreach, and the time tutors spend preparing for tutoring.
 - Do not include professional services that are reported as in-kind services (in dollar equivalents) i.e. an attorney contributing legal work.
- c. Total volunteer hours (autofill total). This item will calculate automatically
 - If the number is 20% less or greater than your last final report you will be asked to explain the difference

3.3(c) Volunteer Training

a. Description

- Describe the training you provided for volunteers. For example, was training provided in person or online, who conducted the training, how much training did you provide during the year, and what training topics did you offer?

b. Number of training hours new tutors are required to complete before beginning to tutor

- The number of tutor training hours a volunteer must complete before being matched with an adult learner

c. Volunteer tutor training hours

- The number of hours that volunteer tutors spent in training, including the training provided for new tutors and all other training provided for tutors.
- Only count time that is actually spent in training. Time spent on activities such as fingerprinting should not be counted.
- Example: ten tutors meet for two hours for training on how to identify a learner’s learning style. Count this as 20 volunteer tutor training hours.

3.3d Volunteer Library Cards

a. Number of volunteers with a library card

b. Percentage of volunteers with a library card. This number will calculate automatically.

3.3(e) Volunteer Demographics

- The ethnicity, age, and gender totals must equal the total number of volunteers served this year. If not, the online reporting system will not let you submit the report. Please use the “unknown” categories only if this information cannot be obtained from the tutor. Please make every attempt to determine the correct tutor characteristics.
- Please note that information about learners’ and tutors’ demographics will be collected differently starting July 1, 2020, and the questions about learners’ and tutors’ demographics will be asked differently in the 2020-2021 Final Report.

Section 4: Library Impact

4.1 a-c. Complete questions

4.2 Success Stories

Please share:

- i. one success story from your adult literacy services program
- ii. one success story from your family literacy services program (if relevant)

Is there anything else you would like to tell us?

4.3 Program Outcomes: Roles and Goals Report

Please note that from July 1, 2020, programs should use the new list of goals within the Roles and Goals framework.

In the 2020-2021 Final Report form, programs will be asked to report using the new list of goals, and will be asked to report on the number of learners who made progress toward each goal they set, as well as the number of learners who met each goal they set.

Section 5. Financial Report and Staff Commitment

5.1 Financial Report: Adult Literacy Services and Family Literacy Services

The financial report should include library literacy expenditures and encumbrances funded by both the California Library Literacy Services award and local revenue. California Library Literacy Services funds must be expended or encumbered by June 30 of the fiscal year in which the funds were awarded. Encumbered funds must be spent by the following December 31 (i.e. within the calendar year). **Encumbered funds are those that have been deposited in the awardee's accounting system and for which a budget has been provided to and approved by the State Library.**

Use the budget table to show expenditures within each line item and to indicate whether expenditures were funded from your California Library Literacy Services award or 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 award you received from the State Library.

Please ensure that the budget aligns with the approved budget on file. If not, please contact CLLS about completing a budget change form.

[For the report] If your total local contribution to adult and family literacy services is lower than \$15,000, please review your submission to ensure all contributions are included and to ensure you receive the maximum award for which you are eligible. Programs that contribute less than \$15,000 are not eligible for additional funds from the State Library.

- **Allowable expenses:** Please see the CLLS allowable and unallowable expenditures document for guidance about items that may and may not be included in the budget.
- **Local funds:**
 - May include funds from your library jurisdiction and other funds raised locally, 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.
- LSTA funds are not allowable as part of your local match and should not be included in your budget.
- **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 .5FTE on the library literacy program and .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 the library contracts with 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.
- **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 service using mobile vehicles should include those expenditures in the family literacy services columns.
- **Narrative:** Use the narrative column to expand on how the funds listed in each row were used. For example: detail how operations funds were used, or what literacy materials were purchased.

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	
Library Literacy Material					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	
Total ALS							Auto	
Total FLS							Auto	
Total ELLI							Auto	
Total MLLS							Auto	

	Current Year	Previous Year	Percentage difference	Instructions
Total ALS expenditures	Auto calculate	Prefill	Auto calculate	.
Total FLS expenditures	Auto calculate	Prefill	Auto calculate	
Total expenditures	Auto calculate	Prefill	Auto calculate	
Total local contribution ALS	Auto calculate	Prefill	Auto calculate	
Total local contribution FLS	Auto calculate	Prefill	Auto calculate	.
Total local contribution ALS & FLS	Auto calculate	Prefill	Auto calculate	Please explain if your total ALS expenditures were 20% greater or less than the previous year

5.2 Staff Commitment: Adult Literacy Services and Family Literacy Services

- Include the FTE for all library personnel and contracted personnel who contribute to the California Library Literacy Services program, including the California Library Literacy Services 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.
- Only report 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.
- 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 (times 52 weeks per year) contributed to the library literacy program.
 - 20 hours = .5 FTE
 - 10 hours = .25 FTE
 - Two staff each working 40 hours per week (for a total of 80 hours) = 2 FTE
- Calculating FTE:
 - 1 FTE equals 40 hours per week (times 52 weeks per year) contributed to the library literacy program.
 - 20 hours = .5 FTE
 - Two staff each working 10 hours per week = .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 were carried out by the person or people listed.

Library Personnel

- a. Total CLLS (adult literacy services) FTE
 - Total FTE of the time contributed by library personnel to the adult literacy services program.
- b. Total CLLS (family literacy services) FTE
 - Total FTE of the time contributed by library personnel to the family literacy services program.
- c. Total FTE Library Personnel
 - Total FTE contributed to all CLLS programs (this number will calculate automatically).
- d. Total Salaries: Library Personnel

Contracted Personnel

- a. Total CLLS (adult literacy services) FTE
 - Total FTE of the time contributed by contracted personnel to the adult literacy services program.
- b. Total CLLS (family literacy services) FTE
 - Total FTE of the time contributed by contracted personnel to the family literacy services program.
- c. Total FTE Contracted Personnel
 - Total FTE contributed to all CLLS programs (this number will calculate automatically).
- d. Total Salaries: Contracted Personnel

Section 6. English Language and Literacy Initiative, English-as-a-Second-Language and Other Programs Report

6.1 English Language and Literacy initiative (ELLI)

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.

- a. Description: we did what, how, for whom, and with what benefits.
- b. Total number of ELLI children served
 - This is an unduplicated count of ELLI children you serve, meaning one child = 1, no matter how many times you have served that child.
- c. Total number of ELLI parents/caregivers served
 - This is an unduplicated count of parents and caregivers of ELLI children you serve, meaning one parent = 1, no matter how many times you have served that parent.
 - **If the number is 20% less or greater than your last final report you will be asked to explain the difference**
- d.-e. Complete based on your program

6.2 English-as-a-Second-Language Report

California Library Literacy Services funds cannot be used to support English-as-a-Second-Language services. The State Library wants to acknowledge libraries that have identified local resources to provide English-as-a-Second-Language services in communities where there is a need. To gain a complete picture of local literacy services provided, we have included a section for English-as-a-Second-Language activities. Please include all ESL activities in your library.

- a. Description: we did what, how, for whom, and with what benefits
- b. Number of ESL adults served

- Adults who speak English as a second language and do not fit the definition of a California Library Literacy Services adult learner. Count only those learners who received services from the library. Do not count students who were referred to another agency for services and who did not receive services from the library in addition to the referral
- c. First or home language of ESL adults served
- For each ESL student served, report the primary language spoken in their home. The total should equal the total number of ESL students
- d. –e. Complete based on your program

6.3 Other Services Report

California Library Literacy Services funds do not support Other Services, including staff time and other expenditures. Other Services are defined as literacy services beyond the identified programs and target populations. 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 tell us about those services.

a. - c. Respond with information on the other services you provide, if any.

6.4 ESL and Other Services: Expenditures

Narrative: Use the narrative column to expand on how the funds listed in each row were used. For example: detail how operations funds were used, or what literacy materials were purchased

Budget Categories	ESL-Local Funds	Other Services-Local Funds	Total-Local Funds	Narrative
Salaries & Benefits			auto	
Contract Staff			auto	
Operations			Auto	
Library Literacy Material			auto	
Small Equipment			auto	
Equipment (\$5,000+)			auto	
Indirect				
Totals	auto	auto	auto	

6.5 ESL and Other Services Staff Commitment (Proposed)

For each category of personnel, please use the narrative box to provide job titles and briefly describe the tasks that were carried out by the person or people listed

Library Personnel

Position/Job Title	FTE & Salary	Narrative
Total FTE: Library Personnel		
Total Salary: Library Personnel	auto	

Contracted Personnel

Position/Job Title	FTE & Salary	Narrative
Total FTE: Contract Personnel		
Total Salary: Contract Personnel	auto	

Resources

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

Adult Literacy Services

1. Please describe your planned program, including: We did what, how, for whom, with what benefits. (Max. 300 words.)

We provided learner-centered basic literacy services for approximately 85 adults with low literacy skills. Most learners were tutored one-to-one by trained volunteers and some in small groups. In addition, we provided two literacy classes at the local jail and began training inmates to tutor fellow inmates. Our literacy coordinator took part in three network meetings and two additional trainings. Two learners led four voter workshops for groups of other learners. We continued 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 focused on identifying local partners that could help us recruit new tutors and will increase these efforts next year.

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

We continued 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 involved adult learners and tutors to share their stories in those presentations whenever possible. We were involved with the library's summer reading program to help our adult learners engage in summer reading and activities. We also connected with low-literate parents who brought 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 have begun to schedule presentations to employee meetings and submitted articles about our program for their company newsletters. This year we also developed a new partnership with our local housing authority to bring new learners to the program. We knew from talking to staff that many adults in the housing complex had low literacy skills.

3. Please describe how your program engaged learners in program planning and how you discovered learners' aspirations. (Max. 300 words.)

We used Roles & Goals materials as initial planning tools to engage learners in their instruction. We built on this further this year by conducting focus groups and interviews with learners twice this year to guide us on topic selection for small group classes. We also created a program satisfaction survey for learners. We asked 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 partnered with other staff members in the library to help us convene community conversations with small groups of learners to discover their aspirations and began creating a strategic plan for our literacy program based on what we heard.

Family Literacy Services

4. Please describe your program for enrolled adult learners and their families, including: We did what, how, for whom, with what benefit. (Max. 300 words.)

We helped adult learners make gains toward their personal learning goals as family members. After every family program, we asked learners how they benefited, and how they can use what they had learned at home.

During intake interviews, we gave learners with families resource bags with a calendar of upcoming library and program family events. Depending on family members' developmental stages, bags included 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 met learners and their preschoolers to invite them to our library's play place, story times and other relevant family programs. We also built relationships with more librarians throughout our system. Children's and Teen Librarians helped us order books for families to select from after programs to keep forever.

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

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

We provided weekly advocacy learning groups for parents with elementary school children. With a skilled facilitator, learners shared information, generated questions, and learned and practiced strategies to advocate for their children in school. Program volunteer also concurrently helped kids with homework. We provided healthy after-school snacks and end sessions with dinner so families could eat together and share feedback about the day's activities.

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

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

Twice this year, we delivered outreach materials to Head Starts throughout the County.

We were invited to participate in Literacy Nights at several elementary schools. We brought 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 volunteered to accompany program staff to talk with other parents about their experiences in the program. We also brought 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 engaged learners in planning for your family literacy services and how you discovered learners' aspirations for their families. (Max. 300 words.)

We participated in virtual and in-person professional development, and used 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 used 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 offered (computer lab sessions, our writing group, and our News For You group);
- brief in-person and phone interviews with enrolled learners who could not 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 conducted for adults who were 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 asked learners about the aspirations they held for themselves and their families. We learned about the ages and developmental stages of their family members, and found out what learners would like to see happen in the program. Information we gathered 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 did what, how, for whom, with what benefit. (Max. 300 words.)

Our mobile literacy vehicle helps us build relationships throughout the county. We made 220 site visits this year. Unfortunately, that number was less than in previous years due to budget and staffing cuts. We continued 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 included 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 increased that number this year, recruiting 15 adults. We also used 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.