

CLLS New Draft Reporting Form | July 2021

Notes for Counting Opinions:

- Autofill last year's numbers throughout for reviewers' information

California Library Literacy Services Final Report 2020-2021

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 groups that average 2 to 8 people
- Group instruction in groups that average 9 or more attendees
- Computer-lab time with some help from staff and volunteers

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.

Final Report Form

Library Information and Library Literacy Program Information

Section 1: Applicant Information

1.1 Library Information

Question	Instructions
a. Full legal name of library jurisdiction (prefill)	This information should be pre-filled in the form.
b. Street (prefill)	This information should be pre-filled in the form.
c. City (prefill)	This information should be pre-filled in the form.
d. Zip (prefill)	This information should be pre-filled in the form.

1.2 Coordinator Information

a. Name	
b. Email	
c. Phone	
d. New coordinator?	<p>Check here if there is a new coordinator/contact person or if your contact information has changed since you completed your last Final Report.</p> <p style="color: red;">If yes you will be prompted for the start date</p>
e. Check here if your program has an additional contact person working with the program	<p style="color: red;">Check box – yes/No</p> <p style="color: red;">If yes the form should populate the fields below</p>
f. Name	Text box
g. Title	Text Box
h. Email	Text Box

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 Director's Name	
b. Library Director's Email	
c. Library Director's Phone	
d. For library directors: Has your program been run according to the program essentials [link] ? Yes/No	
e. New director?	Check here if there is a new library director since you completed your last Final Report. If yes you will be prompted for the start date

Section 2: Program Information

2.1 Basic Program Information

a. Program Name (prefill)	This information will be prefilled in the form.
b. What year did the program start? (prefill)	This information will be prefilled in the form.
c. Left/returned to the program (prefill)	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) 	*Check that this additional info is being requested/shown on the form. If anything other than "In house by the library" is selected a text box will populate for the Organization, Director's Name, Title, Email

Number of locations where adult literacy services for enrolled learners were provided e.g., one-to-one tutoring, small group instruction, or computer-lab time. Please <u>do not include locations where only family literacy services were provided.</u>	
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. Please include offsite locations, but not private homes.	
g. Total number of locations (auto calculate) (If +/- 20% difference from last year's report, pop-up narrative box should ask applicant to explain the difference from last year.)	This number should be calculated automatically in the form. If the number is 20% greater or less than reported in the most recent Final Report you will be asked to explain the reason for the difference.
h. Number of outlets (i.e. main and branch libraries) within library jurisdiction (prefill)	This number will be pre-filled in the form.
i. Percentage of total library outlets where literacy services were provided (auto calculate)	This number will be calculated automatically in the form.
j. Total population served by the library (prefill)	This number will be pre-filled in the form.

2.2 Participation in Regional Networks and Local Adult Education Program Consortia

a. Regional network name (select from dropdown list)	
b. Number of library literacy network meetings that you or a representative from your library attended during this reporting period	
c. Number of CLLS statewide virtual networking or training meetings that you or a representative from your library attended during the previous reporting period. (not required)	
d. Did you participate in your local Adult Education Program Consortium? Y/N	

e. If yes, how do you participate? If no, why don't you participate?	
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Section 3: Financial Report and Staff Commitment

3.1 Financial Report: 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	Narrative is required if funds are entered in this row to explain how they were spent
Contract Staff					Auto	Auto	Auto	Narrative is required if funds are entered in this row to explain how they were spent
Operations					Auto	Auto	Auto	Narrative is required if funds are entered in this row to explain how they were spent Will prompt for explanation if Grand Total for this row is +/-20% from last year's report
Library Literacy Material					Auto	Auto	Auto	Narrative is required if funds are entered in this row to explain how they were spent
Small Equipment					Auto	Auto	Auto	Narrative is required if funds are entered in this row to explain how they were spent
Equipment (\$5,000+)					Auto	Auto	Auto	Narrative is required if funds are entered in this row to explain how they were spent
Indirect					Auto	Auto	Auto	Narrative is required if funds are entered in this row to explain how they were spent
Totals	Auto	Auto	Auto	Auto	Auto	Auto	Auto	Will prompt for explanation if Total Local Funds is +/-20% from last year's report
Total ALS							Auto	
Total FLS							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	

Instructions

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.

Any California Library Literacy Services award funds not reported as expended or encumbered by June 30 are required to be returned to the state. At any time, if you believe that your program for any reason (staff vacancies, etc.) is not able to spend the entire award amount, notify state library staff immediately. If funds are returned before April 30, they may be distributed to other programs (funds must be granted out to another library by May 31). If we learn that you have unexpended funds after April 30, those funds are no longer available to California Library Literacy Services and must be returned to the state's general fund.

Instructions

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 the CLLS \$15,000 baseline award are not eligible for matching 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.

3.2 Staff Commitment: Adult Literacy Services and Family Literacy Services

LIBRARY PERSONNEL – Adult Literacy Services					
	FTE	Salary/Wages/Benefits (only for the FTE indicated)	Title	Name of Person	Literacy Job duties
Adult Literacy Services					
ALS					Will auto-populate blank rows
ALS Sub-total	(auto-calculate)	(auto-calculate)			
Family Literacy Services					
FLS					Will auto-populate blank rows
FLS Sub-total	(auto-calculate)	(auto-calculate)			
Total (Library Personnel)	(auto-calculate)	(auto-calculate)			Salaries/wages/benefits should equal the grant total in the

					salaries/wages/benefits row above.
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CONTRACT PERSONNEL					
	FTE	Contract Amount (only for the FTE indicated)	Title	Name of Person	Literacy Job duties
Adult Literacy Services					
ALS					Will auto-populate blank rows
ALS Sub-total	(auto-calculate)	(auto-calculate)			
Family Literacy Services					
FLS					Will auto-populate blank rows
FLS Sub-total	(auto-calculate)	(auto-calculate)			
Total (Contract Personnel)	(auto-calculate)	(auto-calculate)			Contract amount should equal the grand total in the Contract Staff row above.

Position/Job Title	FTE/Salary		
Total personnel FTE	Auto calculate		This number will calculate automatically.
Total personnel salary	Auto calculate		This number will calculate automatically.

Staff Commitment

- 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 person, library staff and contract, please 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 = .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 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.

Section 4: Description of Programs and Activities

4.1(a) Adult Literacy Services

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

Question	Instructions
a. Adult Literacy Services (prefill yes)	
b. Please describe your program, including: We did what, how, for whom, with what benefits (max. 300 words)	<p>Please refer to the example provided at the end of the document for guidance.</p> <p>Describe only your adult literacy services here. Please describe your family literacy services (if you offer them) later in the form.</p> <p>If you served incarcerated learners as part of your adult literacy services, please include this service in the description.</p> <p>If you offer English-as-a-Second-Language, ELLI, 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 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 <i>only</i> in larger groups or classes.</p> <p>If you have begun new or modified activities due to the COVID pandemic please be sure to describe those here as well.</p>
c. Please describe the outreach you conducted to recruit learners and tutors to your program.	Please refer to the examples provided at the end of the document for guidance.

	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 leadership, and how you discovered learners' aspirations. (A later question also addresses how you engage family literacy participants.)	<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 used 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 • leadership training • other.
4.1(b) Adult Learner Numbers	
a. Number of adult learners who continued from the prior reporting period.	<p>Enter the number of adult learners who continued from the previous fiscal year to this fiscal year.</p> <p>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. Instruction may have been virtual or in-person.</p>
b. Number of adult learners who began instruction this fiscal year.	<p>Enter the number of new adult learners who received instruction at least twice during the current reporting period. Please include any learners receiving virtual instruction if they have taken part in instruction at least twice and have been in contact a tutor or a program staff member at least twice during</p>

	<p>the 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.)</p>
<p>c. Total number of adult learners who received instruction (auto calculate). Will prompt for explanation if +/-20% than last year</p>	<p>This number will calculate automatically. Cumulative totals and demographic totals must match. If your number is 20% greater or less than in your last report you will be asked to explain the reason for the difference.</p>
<p>d. Total number of adult learners who mostly or exclusively received instruction via one-to-one tutoring.</p>	<p>New this year. Optional if you do not have this data. Will be required in 2021-2022 Final report</p>
<p>e. Total number of adult learners who mostly or exclusively received instruction via small group classes (2-8 people).</p>	<p>New this year. Optional if you do not have this data. Will be required in 2021-2022 Final report</p>
<p>f. Total number of adult learners who mostly or exclusively received instruction via large group classes (9 or more people).</p>	<p>New this year. Optional if you do not have this data. Will be required in 2021-2022 Final report</p>
<p>g. Adult learners awaiting instruction or rematch at the end of this reporting period (#) (Will prompt for explanation if +/-20% than last year)</p>	<p>Enter the number of adults who have been interviewed and assessed and are not currently being served at the end of this reporting period.</p> <p>Include learners who are using iPads or similar resources for self-directed learning while waiting to be matched with a tutor.</p> <p>If your number is 20% greater or less than in your last report you will be asked to explain the reason for the difference.</p>
<p>h. 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 (#)</p>	<p>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.</p>

	<p>If you enter a number above 0 here, this number will be a subset of the learners who are on your waiting list (not a separate set of learners).</p>
<p>i. Number of adult learners you served who are incarcerated (Will prompt for explanation if +/-20%)</p>	<p>Please enter 0 if you do not serve any learners who are incarcerated.</p> <p>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).</p> <p>If your number is 20% greater or less than in your last report you will be asked to explain the reason for the difference.</p>
<p>j. Percentage of adult learners you served who are incarcerated (auto calculate)</p>	<p>This number will calculate automatically.</p>
<p>k. Total number of adult learner instruction hours for this filing period (Will prompt for explanation if +/-20% from the last Final Report)</p>	<p>Total hours spent by all learners in instruction. Instruction can include one-to-one tutoring, small group, staff or volunteer-assisted computer instruction.</p> <p>Instruction does not include self-directed instruction using an iPad or similar while waiting to be matched with a tutor.</p> <p>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).</p> <p>If your number is 20% greater or less than in your last report you will be asked to explain the reason for the difference.</p>
<p>4.1 (c) COVID Related Questions</p>	
<p>a. Please report the number of people who received digital devices and hot spots on loan (#)</p>	

b. Please report the number of digital devices and hotspots given away to adult learners (#)	
c. We have increased our purchase of licenses, seats, apps, and similar to support online learning for adult learners	Y/N drop down
d. We have increased our e-book purchases for literacy learners.	Y/N Drop down
e. The library has extended Wi-Fi access to local communities beyond the walls of the Library. If yes, please explain.	Y/N Drop down If yes, a text box will populate for you to explain how you extended Wi-Fi. For example bookmobile hotspot, hotspot, longer wi-fi hours, expanded range, etc.
4.1(d) Learner Library Cards	
a. Number of adult learners with a library card (Will prompt for explanation if +/- 20% from the last Final Report)	If your number is 20% greater or less than in your last report you will be asked to explain the reason for the difference.
b. Percentage of adult learners with a library card (auto calculate)	This number will calculate automatically.

4.1(f) 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 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

Total number of community partners	This number will auto Calculate
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Please list up the community partners that you worked with this year to deliver adult literacy services in your community. For each one, describe how you worked together. Please refer to the examples provided at the end of the document for guidance.

Partner name	Brief description of the nature of the partnership, to include the partner’s role and/or the library’s role and the benefits the partnership provides (max. 150 words for each partner)

4.1(g) 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.

Questions	Instructions
Ethnicity <ul style="list-style-type: none"> • Hispanic, Latinx, or Spanish (#) • Not Hispanic, Latinx, or Spanish (#) • Unknown (#) 	
1. Ancestry/Race <ul style="list-style-type: none"> • American Indian or Alaska Native (#) • Asian (including Chinese, Japanese, Filipino, Korean, Asian Indian, Vietnamese, and other Asian)(#) • Black or African American (#) • Pacific Islander (including Native Hawaiian, Samoan, Chamorro, and Other Pacific Islander) (#) • White (#) • Combination or some other race (#) • Racial identity/ancestry/origin unknown 	

<p>2. Adult Learner Age</p> <ul style="list-style-type: none"> • Age 16-19 (#) • Age 20-29 (#) • Age 30-39 (#) • Age 40-49 (#) • Age 50-59 (#) • Age 60-69 (#) • Age 70 plus (#) • Unknown Age (#) • Total Age (#) 	
<p>3. Adult Learner Gender</p> <ul style="list-style-type: none"> • Man/Male (cis or transgender) (#) • Woman/Female (cis or transgender) (#) • Non-binary or genderqueer (#) • Not Sure (#) • Other (#) • Prefer not to answer (#) • Total gender (#) 	

4.2 Family Literacy Services Report: Program Information and Numbers

Family Literacy	Y/N buttons
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4.2(a) Basic Program Information

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

Questions	Instructions
<p>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)</p>	<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 benefited adult learners in their roles as family members.</p>

	<p>To avoid duplication, do not include the one-to-one tutoring and other adult literacy services that enrolled learners participated in.</p>
<p>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 <u>not currently enrolled</u>, including: we did 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>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.</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, can look like 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 CLLS program but who are <u>not currently enrolled</u>, and their families, might include focused family literacy services</p>

	<p>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. There must be active interaction with library staff, rather than just passive receipt of materials such as a kit or books.</p> <p>Please do not include general library activities (storytimes, classes, etc.) that are not targeted at family literacy learners.</p>
<p>c. Please describe how your program engaged learners in planning for your family literacy services and how you discovered learners' aspirations for their families.</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 used them:</p> <ul style="list-style-type: none"> • 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
<p>4.2(b) Outputs: Enrolled adult learners and their families</p>	
<p>a. Number of enrolled adult learner families served this year. (Will prompt for explanation if +/-20% from last Final Report)</p>	<p>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.</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>

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 5-18 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 (auto calculate) (Will prompt for explanation if +/- 20% from last Final Report)	This number will calculate automatically. If your number is 20% greater or less than in your last report you will be asked to explain the reason for the difference.
e. Number of family members, 19 and older, in enrolled adult learner families served	This is an unduplicated count of the adult family members of enrolled adult learners you serve. This can include adult children, relatives, caregivers, etc. The adult learner should not be counted in this line.
4.2(c) Outputs: Unenrolled but California Library Literacy Services-eligible learners and their families	
a. Number of unenrolled but California Library Literacy Services-eligible adults served with their families served through programming activities (Will prompt for explanation if +/-20% from last Final Report)	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. There must be active interaction with library staff, rather than just passive receipt of materials such as a kit or books.

	Do not count families whose only contact with the California Library Literacy Services program was to receive literature and other information about the program.
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 5-18 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.
d. Total number of children in unenrolled families served (auto calculate) (Will prompt for explanation if +/-20% from last Final Report)	This number will calculate automatically. If your number is 20% greater or less than in your last report you will be asked to explain the reason for the difference
e. Number of family members, 19 and older, in unenrolled families served.	This is an unduplicated count of the adult family members of eligible but not enrolled adult learners you served. This can include adult children, relatives, caregivers, etc. The potential adult learner should not be counted in this line.
4.2(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 <u>and</u> 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: <ul style="list-style-type: none"> If you provided one year-long program that comprised one event every other month, count this as 6 programs/activities.

	<ul style="list-style-type: none"> • 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. <p>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.</p>
b. The number of outreach events or activities you provided.	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	<p>Report the number of trainings you provided to support your staff and volunteers in delivering family literacy services.</p> <p>Count each training separately. For example:</p> <ul style="list-style-type: none"> • If you provided one year-long training that that comprised one training activity every month, count this as 12 trainings. <p>Training can be provided in person or online.</p>
d. The number of other trainings staff attended.	<p>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).</p> <p>If multiple people attended the same two trainings, only count this as two trainings.</p>
e. Total number of books given away, if any.	
f. Total number of other items (e.g. kits) given away, if any.	
g. Is there anything else you would like to tell us about your family literacy program?	

4.2(e) Mobile Literacy Services	
h. Did you provide CLLS family literacy services using a mobile vehicle? (Y/N)	
If yes...	
i. Was your vehicle or program funded as part of the original Mobile Library Literacy Services (pre-2005) funding?	Yes or no drop down.
j. 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.
k. 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.
l. Number of children age 5-18 served	This is an unduplicated count of children age 5 and older served with the MLLS vehicle, meaning one child = 1, no matter how many times you have served that child.
m. Total number of children served (auto calculate) (Will prompt for explanation if +/-20% from last Final Report)	This number will calculate automatically. If your number is 20% greater or less than in your last report you will be asked to explain the reason for the difference
n. Number of family members 19 and older in enrolled adult learner families served.	This is an unduplicated count of the adult family members of enrolled adult learners you serve. This can include adult children, relatives, caregivers, etc. The adult learner should not be counted in this line.
o. Number of adult learners served	This is an unduplicated count of adult learners.
p. Number of MLLS sites (Will prompt for explanation if +/-20% from last Final Report)	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. If your number is 20% greater or less than in your last report you will be asked to explain the reason for the difference

q. Number of MLLS site visits (prefill last year)	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.
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4.2(f) Community Partners for the Family 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 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

Total number of community partners	This will auto-calculate.
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Please list up to five community partners that you worked with this year to deliver Family literacy services in your community. For each one, describe how you worked together. Please refer to the examples provided at the end of the document for guidance.

Partner name	Brief description of the nature of the partnership, to include the partner's role and/or the library's role and the benefits the partnership provides (max. 150 words for each partner)

Section 5: Volunteer Activities and Hours

Questions	Instructions
5.1 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. (auto calculate)	This number will calculate automatically.
d. Number of non-tutor volunteers in your literacy program.	For example, volunteers who helped with craft or family activities, did office filing or photocopying, or helped with community outreach.
e. Total number of volunteers (auto calculate) (Will Prompt for explanation if +/-20% from last Final Report)	This number will calculate automatically. If your number is 20% greater or less than in your last report you will be asked to explain the reason for the difference
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.
5.1(a) Learner/Tutor & Staff Ratios	
a. learner /tutor ratio (auto-calculate)	This number will auto calculate
b. Learner/Staff ratio (auto-calculate)	This number will auto calculate
c. Comment	Do you have anything you would like to tell us?

5.2 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) (Will prompt for explanation if +/-20% from last Final Report)	If your number is 20% greater or less than in your last report you will be asked to explain the reason for the difference
5.3 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.

	<p>Only count time that is actually spent in training. Time spent on activities such as fingerprinting should not be counted.</p> <p>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.</p>
5.4 Volunteer Library Cards	
a. Number of volunteers with a library card. Will prompt for explanation if +/-20% from last Final Report	If your number is 20% greater or less than in your last report you will be asked to explain the reason for the difference.
b. Percentage of volunteers with a library card (auto calculate)	This number will calculate automatically.

5.5 Volunteer 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 tutor. Please make every attempt to determine the correct tutor characteristics.

Questions	Instructions
Ethnicity <ul style="list-style-type: none"> • Hispanic, Latinx, or Spanish (#) • Not Hispanic, Latinx, or Spanish (#) • Unknown (#) 	
<ul style="list-style-type: none"> • Ancestry/Race <ul style="list-style-type: none"> • American Indian or Alaska Native (#) • Asian (including Chinese, Japanese, Filipino, Korean, Asian Indian, Vietnamese, and other Asian)(#) • Black or African American (#) • Pacific Islander (including Native Hawaiian, Samoan, Chamorro, and Other Pacific Islander) (#) 	

<ul style="list-style-type: none"> • White (#) • Combination or some other race (#) • Racial identity/ancestry/origin unknown 	
<p>Volunteer Age</p> <ul style="list-style-type: none"> • Age 16-19 (#) • Age 20-29 (#) • Age 30-39 (#) • Age 40-49 (#) • Age 50-59 (#) • Age 60-69 (#) • Age 70 plus (#) • Unknown Age (#) • Total Age (#) 	
<p>Volunteer Gender</p> <ul style="list-style-type: none"> • Man/Male (cis or transgender) (#) • Woman/Female (cis or transgender) (#) • Non-binary or genderqueer (#) • Not Sure (#) • Other (#) • Prefer not to answer (#) • Total gender (#) 	

Section 6. Library Impact

6.1 General Impact

Questions	Instructions
a. What program and service needs do you have that you are unable to meet and why?	

b. How do you collaborate and connect with other library departments?	
c. Library Director's statement: How have your literacy services impacted the rest of the library in this grant year?	

6.2 Success Stories

Please share:

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

Is there anything else you would like to tell us?

6.3 Program Outcomes: Roles and Goals Report

a. Total Adult Learners who received instruction during this reporting period. (auto calculate)	This number will auto-calculate
b. Total number of adult learners who set at least one goal during this period.	
c. Percentage of adult learners who set at least one goal during this period. (auto calculate)	This number will auto-calculate
d. Number of adult learners who made progress toward at least one goal in this period	

e. Percentage of learners who made progress toward at least one goal (auto calculate)	This number will auto-calculate
f. Total number of adult learners (not number of goals) who met at least one goal	
g. Percentage of adult learners who met at least on goal. (auto calculate)	This number will auto-calculate

For each of the following sections please enter the number of adult learners who set each goal, the total number of learners who met each goal, and the total learners who made progress toward each goal but did not meeting.

6.3(a) Lifelong Learner	
Learn the Alphabet, letters, and sounds (#)	
Learn math skills (#)	
Read a book (#)	
Read news or a magazine (#)	
Write a note, message, or text (#)	
Write a letter, poem, story or essay (#)	
Fill out a form or application (#)	
Use new technology skills (#)	
Use the library (#)	
Get a diploma (#)	
Total who met on of the goals in the lifelong learner section (#)(auto calculate)	Will auto calculate all learners who were in progress toward or met a goal in this section

6.3(b) Worker	
Search for a job (#)	
Apply for a job (#)	
Interview for a job (#)	
Get a job or a better job (#)	

Perform current job tasks better (#)	
Use work related technology (#)	
Read work related materials (#)	
Write work related materials (#)	
Obtain a license or certificate (#)	
Total who met one of the goals in the work section (#)(auto calculate)	Will auto calculate all learners who were in progress toward or met a goal in this section

6.3(c) Family Member	
Share a book with a family member (#)	
Take a family member to a library program (#)	
Help a family member with homework and studying(#)	
Read a medicine label (#)	
Pay my bills (#)	
Access help with family legal documents (#)	
Communicate effectively with educators (#)	
Communicate effectively with medical professionals (#)	
Communicate effectively with family members (#)	
Navigate systems and services (#)	
Total who met one of the goals in the Family Member section (#)(auto calculate)	Will auto calculate all learners who were in progress toward or met a goal in this section

6.3(d) Community Member and Citizen	
Access community resources (#)	
Get involved in the community (#)	

Speak to others about the library literacy program(#)	
Get a drivers license (#)	
Become a citizen (#)	
Prepare to vote (#)	
Vote (#)	
Total who met one of the goals in the Community Member and Citizen section (#)(auto calculate)	Will auto calculate all learners who were in progress toward or met a goal in this section

6.3(e) Family Literacy Outcomes	
Number of enrolled adults in your California Library Literacy Services program who have engaged in Family Literacy programming who report:	
a. Communicating better with their family or on behalf of their family. (#)	
b. Percentage of enrolled adults who indicated they communicated better with their family or on behalf of their family. (auto calculate)	This number will auto-calculate
c. Using new resources to support their family (#)	
d. Percentage of enrolled adults who indicated they used new resources to support their family. (auto calculate)	This number will auto-calculate
e. Noticing changed in how they are able to support different family members (#)	
f. Percentage of enrolled adults who indicated they noticed a change in how they were able to support different family members. (auto calculate)	This number will auto-calculate

g. Being able to select and share books with family members (#)	
h. Percentage of enrolled adults who indicated they were able to select and share books with family members. (auto calculate)	This number will auto-calculate

6.3(f) Adult Learner Reflections on Family Literacy Program participation	
Number of adults, both enrolled and not yet enrolled in your California Library Literacy Services program, who engaged in a Family Literacy program offered inside or outside the library and who report the following about their experience:	
a. Feeling welcome and comfortable, library they belonged (#)	
b. Meeting other people (#)	
c. Learning something they can use at home with their family (#)	

Section 7 English Language and Literacy Initiative Report: Program Information and Numbers

7.1 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	ELLI-Local Funds	ESL-Local Funds	Other Services-Local Funds	Total-Local Funds	Narrative
Salaries & Benefits				Auto	Narrative is required is funds are entered in this row
Contract Staff				Auto	Narrative is required is funds are entered in this row
Operations				Auto	Narrative is required is funds are entered in this row

Library Literacy Material				Auto	Narrative is required is funds are entered in this row
Small Equipment				Auto	Narrative is required is funds are entered in this row
Equipment (\$5,000+)				Auto	Narrative is required is funds are entered in this row
Indirect					Narrative is required is funds are entered in this row
Totals	Auto		Auto	Auto	

7.2 ESL, ELLI, and Other Services Staff Commitment (Proposed)

LIBRARY PERSONNEL					
	FTE	Salary/Wages/benefits (estimated only for the FTE indicated)	Title	Name of Person	Literacy Job duties
ELLI					Will auto-populate blank rows
ESL					Will auto-populate blank rows
Other					Will auto-populate blank rows
Total FTE (Library Staff (CLLS))	Auto Calculate	Auto Calculate Should equal the total in the salaries/wages/benefits row above.			

CONTRACT PERSONNEL

	FTE	Contract Staff (estimated only for the FTE indicated)	Title	Name of Person	Literacy Job duties
ELLI					Will auto-populate blank rows
ESL					Will auto-populate blank rows
Other					Will auto-populate blank rows
Total FTE (Library Staff (CLLS))	Auto Calculate	Auto Calculate Should equal the total in the contract staff row above.			

7.3 English Language and Literacy Initiative Report

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.

Questions	Instructions
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.
d. Please share one success story from your ELLI program.	
e. Is there anything else you would like to tell us?	

7.4 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.

Questions	Instructions
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 <ul style="list-style-type: none"> • Spanish • Vietnamese • Hmong • Chinese • Tagalog • Korean • Other language • Other language, please explain • Other language • Other language, please explain • Other language • Other language, please explain 	For each ESL student served, report the primary language spoken in their home. The total should equal the total number of ESL students.
d. Please share one success story from your ESL program.	

e. Is there anything else you would like to tell us?	
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7.5 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.

Questions	Instructions
a. What are the other services that your literacy program provides to your community?	
b. Please share one success story from your Other Services.	
c. Is there anything else you would like to tell us?	

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 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 approximately 12 will meet in small groups of 3-6 learners taught by a tutor. In addition, we will provide two literacy classes at the local jail, with up to 8 students per class, and we will begin training inmates to tutor fellow inmates. Our literacy coordinator will take part in three network meetings and two additional trainings, along

with four adult education consortium meetings. 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.) and place flyers at laundromats, convenience stores, and other sites. 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 work toward their learning goals as family members. After every family program, we'll ask learners how they benefited and can use what they learned at home. We will use the new family literacy outcome questions to evaluate whether learners felt welcome, made new friends, and built their skills and knowledge of resources.

During intake interviews, we'll give learners with families resource bags with a calendar of upcoming library and 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 preschoolers' brain development or older children's literacy skills.

Youth Services staff will meet learners and their preschoolers to invite them to our library's play place, storytimes and other programs. We're building relationships with more librarians throughout our system, who help us order books for families to select and 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 food from nearby restaurants.

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

We'll provide weekly learning groups for parents with elementary school children. With a skilled facilitator, learners will share information, generate questions, and practice strategies to advocate for their children in school. Program volunteers will concurrently help kids with homework. We'll provide healthy snacks and end sessions with dinner so families can 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 about their experiences in our program with potential adult learner enrollees with families.

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 need some new ideas here, so we will participate in virtual professional development and the CLLS listserv to gather ideas from colleagues. We want to learn to design tools and facilitate meetings and conversations to elicit the aspirations adult learners hold in their family roles--as caregivers, parents, and advocates.

To ensure that learners' personal goals shape family literacy programming, we'll use our facilitation skills to engage adult learners in designing program plans, 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 (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 interviews and Roles and Goals questions and follow-up meetings;
- workshops at partner sites for adults who are eligible but not yet enrolled in our program;
- informal conversations with both enrolled and prospective 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 family members, and find out what learners would like to see happen in the program. This information 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, a MLLS vehicle obtained with First Five/State funding in 2000, 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 parents at the site at the same time their children are being tutored. Homework House staff recruit 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.