



California Library Literacy Services 2022 – 2023 Continuing Libraries’ Application Form Instructions

Section 1. Applicant Information

1.1 Library Information

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

1.2 Literacy Program Coordinator’s Contact Information

a. Name	
b. Email	
c. Phone	
d. New coordinator since October 2021?	Check here if there is a new coordinator/contact person or if your contact information has changed since October 2021.
e. Check here if your program has an additional literacy contact person working with the program.	Check here if your program has multiple coordinators (ex: Adult Literacy Coordinator and Family Literacy Coordinator). If you checked this box please complete the boxes below.

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. New director since October 2021?	Check here if there is a new director or director's contact information has changed since October 2021.
e. For library directors: Have you read and do you agree to the CLLS program essentials? Yes/No	Directors: Check here to confirm that you have read and agree to the CLLS program essentials: https://libraryliteracy.org/for-coordinators/mission-values/ .

1.4 Authorized Representative Information

This is the person/people authorized to sign financial documents, certification forms and report forms on behalf of the library. For example: The person who would sign the claim form to claim your CLLS award funds.

a. Authorized Representative's Name	
b. Authorized Representative's Email	
c. Is this individual the correct signatory on any claim forms?	Yes/No check box
If "no," please indicate the correct individual's name and email address.	Text box should populate if "no" is checked.
d. Is this individual the correct signatory on any certifications?	Yes/No check box
If "no," please indicate the correct individual's name and email address.	Text box should populate if "no" is checked
e. Is this individual the correct signatory on any reports?	Yes/No check box
If "no," please indicate the correct individual's name and email address.	Text box should populate if "no" is checked

Section 2. Program Information

Section 2.1 Basic or institutional information

a. Program name	This information should prefill.
b. What year did the program start?	This information should prefill.
c. Year left/returned to the program.	This information should prefill.

<p>d. How is the program provided?</p> <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) 	<p>Select the option that best applies from the dropdown list.</p>
<p>e. Number of main and branch libraries where adult library literacy services will be provided.</p>	<p>Include here <u>only</u> the number of main and branch libraries where adult literacy services (e.g. one-to-one tutoring, small group instruction or computer-lab time) will be provided for enrolled adult learners. Please do not include library outlets from other jurisdictions in this number. Those should be reflected as community locations.</p>
<p>f. Number of community locations where adult library literacy services will be provided.</p>	<p>Include here <u>only</u> the number of community locations where adult literacy services (e.g., one-to-one tutoring, small-group instruction or computer-lab time) will be provided for enrolled adult learners. Do not include locations where only community outreach or family literacy programming takes place.</p>
<p>g. Total number of locations.</p>	<p>This number will be calculated automatically in the form.</p> <p>If the number is 20% greater or less than reported in the most recent Final Report, it should trigger a request for explanation of the difference.</p>
<p>h. Number of main and branch libraries within the library jurisdiction.</p>	<p>This number will be prefilled in the form.</p>
<p>i. Percentage of total library outlets where adult literacy services will be provided.</p>	<p>This number will auto calculate.</p>

2.2 Participation in Regional Networks

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

c. Number of Adult Education Consortium meetings that you or a representative from your library attended during the previous reporting period. (Not required)	If applicable, please enter the number of meetings attended.
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Section 3. Financial Report: Adult Literacy Services, Family Literacy Services and English as a Second Language Services

Please complete the following budget for both your CLLS award and local match for your Adult Literacy Services, Family Literacy Services and English as a Second Language Services. Please also include a detailed narrative of projected expenditures in the “Narrative” column for both your projected CLLS award expenditures and projected local match expenditures for each program.

NOTE: If you were not awarded CLLS ESL funds for the January 2022 – June 2022 cycle, you will NOT complete the ESL CLLS or ESL Local sections of the 3.1 Program Budget section below.

3.1 Program Budget

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

Instructions

The subtotals and totals in the cells marked “auto” will be automatically calculated in the form. The content in the cells marked “prefill” will be prefilled in the form.

Use the budget table to show projected expenditures within each line item and to indicate whether expenditures will be funded from your California Library Literacy Services award or from your local contribution. Once you have completed the budget table, please confirm that the auto-calculated totals for your total California Library Literacy Services funds (Adult Literacy Services and, if relevant, Family Literacy Services and English as a Second Language Services) align with the anticipated award you will receive from the State Library.

- **Allowable expenses:** Please see the California Library Literacy Services [allowable and unallowable expenditures document](#) for guidance about items that may or may not be included in the budget.
- **Local funds:**
 - May include funds from your library jurisdiction and other funds raised locally for your California Library Literacy Services program, e.g., from the Friends of the Library, grant funds, and fundraising efforts. Include all projected local funds.
 - Must only include funds that contribute to California Library Literacy Services' adult literacy services, family literacy services and English as a Second Language services.
 - Must not include funds spent on the broader work carried out by the library or contracted agency or funds spent on non-California Library Literacy Services programs and services provided by the literacy program.
 - Must not include LSTA funds.
- **Salaries and benefits:** Include salaries and benefits for all library literacy services staff employed directly by the library, city, county, or district.
 - Include everyone who works on the California Library Literacy Services program, including the literacy coordinator, library director, and literacy program staff.
 - Include only the portion of the salary that aligns with the time spent by the person on the California Library Literacy Services' adult literacy, family literacy program or English as a Second Language program. For example, if the coordinator spends 0.5 FTE on the library literacy program and 0.5 FTE on other library services, only 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 and benefits.
- **Contract staff:** Contracted personnel are not city, county, or library district employees. They are people with whom the library contracts separately or people employed by the agency with which the library contracts to deliver library literacy services.
 - Include only the portion of the salary that aligns with the time spent by the person on the California Library Literacy Services' adult literacy, family literacy program or English as a Second Language program, or the fee paid for the hours worked on the California Library Literacy Services' adult literacy, family literacy program or English as a Second Language program.
 - Must not include time spent by contractors, or people employed by contracted agencies, on non-California Library Literacy Services activities.
- **Indirect costs:** Indirect costs might include costs charged back to the literacy program from other departments, e.g., for

payroll processing, accounting, facility space, utilities, etc. The amount budgeted may not be more than 10% of your California Library Literacy Services award. Materials/supplies/printing/communications provided by the library/city/county/district at no direct charge to the literacy services should not be included.

- **Mobile Services:** Libraries that provide family literacy services using mobile vehicles should include those expenditures in the family literacy services columns.
- **Narrative:** For each budget line item, please use the narrative box to:
 - Describe how funds will be spent on your library literacy program.
 - Itemize local contributions and describe how they are received (e.g., from the library, the friends group, or a community partner such as First 5).

	Current Year	Previous Year	Percentage difference	
Total ALS budget	Auto	Prefill	Auto	
Total FLS budget	Auto	Prefill	Auto	
Total ESL budget	Auto	Prefill	Auto	
Total budget	Auto	Prefill	Auto	If the number is 20% greater or less than reported in the most recent Final Report, should trigger an explanation request for the difference.

Section 4. Staff Commitment: Adult Literacy Services, Family Literacy Services and English as a Second Language Services

4.1 Library Personnel

Position/Job Title	FTE	Previous year	Narrative (required)
Total CLLS (adults) FTE		Prefill	
Total CLLS (family) FTE		Prefill	
Total CLLS (ESL) FTE		Prefill	Prefilled using the FTE numbers from the 2021 ESL Application.
Total FTE – library personnel	Autofill	Prefill	If the number is 20% greater or less than reported in the most recent Final Report, should trigger an explanation request for the difference.

4.2 Contract Personnel

Position/Job Title	FTE	Previous year	Narrative (required)
Total CLLS (adults) FTE		Prefill	
Total CLLS (family) FTE		Prefill	
Total CLLS (ESL) FTE		Prefill	Prefilled using the FTE numbers from the 2021 ESL Application.
Total FTE – contracted personnel	Autofill	Prefill	If the number is 20% greater or less than reported in the most recent Final Report, should trigger an explanation request for the difference.

Instructions

- Include the FTE for all library personnel and contracted personnel who work on the California Library Literacy Services program, including the literacy coordinator, library director, and literacy program staff.
- Library personnel are those who are city, county, or library district employees.
- Contracted personnel are not city, county, or library district employees. They are people with whom the library contracts separately or people employed by an agency that the library contracts with.
- Report only time spent by library personnel and contracted staff on the California Library Literacy Services program.
 - For example, if you have a staff person who spends 50% of their time on the library literacy program and 50% on regular library services, only the time spent on the library literacy program should be reported here. If a person employed by a contracted agency spends 10% of their time on California Library Literacy Services and 90% of their time on other programs, only the 10% of time spent on California Library Literacy Services should be reported here.
- For each category of personnel, please use the narrative box to provide job titles and briefly describe the tasks carried out by the person or people listed. You may include staff names if you wish.
- Calculating FTE:
 - 1.0 FTE equals 40 hours per week contributed to the library literacy program.
 - **NOTE:** A staff person’s total FTE should not exceed 1.0 FTE across all programs. For example, if a person works in adult literacy, family literacy and Other Services, their FTE should total 1.0 FTE or below.
 - 20 hours = 0.5 FTE
 - Two staff each working 10 hours per week = 0.5 FTE
 - Two staff each working 40 hours per week = 2 FTE
 - Additional FTE calculation resources:
 - [Calculating FTE](#)
 - [Calculating FTE percentages](#)

Section 5. Description of Programs and Activities

5.1 Adult Literacy Services

a. Adult Literacy Services	This question will be auto filled.
b. Please describe your planned programming that explains what you will do, how you will do it, for whom you will do it, and the anticipated benefits. (Max. 300 words.)	<p>Please refer to the examples 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 will serve incarcerated learners as part of your adult literacy services, please include this service in the description.</p> <p>If you offer CLLS English as a Second Language, please describe your English as a Second Language services later in the form.</p> <p>If you offer non-CLLS English as a Second Language Services 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 through one-to-one tutoring, small-group instruction (2–8 learners), or computer-lab time. If tutoring is provided in other ways (e.g., in larger groups or classes), please describe here and note approximately how many of your enrolled learners are served <i>only</i> in larger groups or classes.</p>
c. Please describe your outreach plans for recruiting learners and tutors to your program. (Max. 300 words.)	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 plans you have to develop and strengthen community partnerships.
d. Please describe how your program will engage learners in program planning and how you will discover learners' aspirations. (Max. 300 words.)	<p>Please refer to the examples provided at the end of the document for guidance.</p> <p>Please include any of the following in your description if you will use them:</p> <ul style="list-style-type: none"> • Community assessment materials/tools • Program meetings or gatherings where you elicit learners' input • In-person or telephone interviews • Other methods
e. Anticipated number of adult learners to be served this year.	<p>Enter the number of adult learners whom you anticipate will receive instruction at least twice during the reporting period.</p> <p>If the number is 20% greater or less than reported in your most recent Final Report, you will be asked to explain the reason for the difference.</p>

5.2 Family Literacy Services

a. Family Literacy Services	Yes/No check box
If "yes," please complete the following four questions:	
b. Family Literacy Services	New/continuing drop down box
c. Please describe your planned programming for enrolled adult learners and their families that explains what you will do, how you will do it, for whom you will do it, and the anticipated benefits. Please include any relevant mobile literacy services that are connected to your CLLS family literacy services. NOTE: <i>We will not be asking for MLLS information on this application. This information will be collected only on the CLLS Final Report.</i> (Max. 300 words.)	<p>Please refer to the examples provided at the end of the document for guidance.</p> <p>Please be sure to describe how your programming is expected to benefit adult learners in their roles as family members.</p>

<p>d. Anticipated number of enrolled adult learners to be served this year with their families.</p>	<p>This is an unduplicated estimate of the families of enrolled adult learners you plan to serve, meaning that one family = 1, no matter how many family members there are or how many times you plan to serve them.</p> <p>If the number is 20% greater or less than reported in your most recent Final Report, you will be asked to explain the reason for the difference.</p>
<p>e. Please describe your outreach plans and programming plans for adults (with families) who are eligible to be enrolled in your CLLS program but who are <u>not currently enrolled</u> that explains what you will do, how you will do it, for whom you will do it, and the anticipated benefits. Please include any relevant mobile literacy services that are connected to your CLLS family literacy services. NOTE: We will not be asking for MLLS information on this application. This will be collected on the CLLS Final Report. (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 existing California Library Literacy Services program for tutoring or small group learning but have not yet signed up for or begun to receive services. Potential learners:</p> <ul style="list-style-type: none"> • Are English-speaking adults • Are at least 16 years old • Are not concurrently enrolled in high school or another degree-awarding institution • Seek literacy services for themselves • Are willing to be assessed and complete an intake interview and assessment that includes reading and writing skills • Have established one or more personal learning goals, including reading and writing goals <p>Partnerships are key to engaging non-enrolled adults in adult literacy services, family literacy services and English as a Second Language services provided by your California Library Literacy Services program.</p> <p>Outreach to adults who are eligible to be enrolled in your California Library Literacy Services program but who are <u>not currently enrolled</u> and their families might include handing out</p>

	<p>flyers and other materials at partnering agencies or community spaces like farmers’ markets.</p> <p>Often, a community program will also be an outreach activity. However, a “low-touch” outreach activity, such as distributing flyers, should not be considered a program.</p> <p>Programming for adults who are eligible to be enrolled in your California Library Literacy Services program but who are <u>not currently enrolled</u> and their families might include focused family literacy services programming (workshops, story times, crafts) at the library and similar activities presented out in the community. In these programs, enrolled and un-enrolled learners and families participate side by side.</p>
<p>f. Please describe how your program will engage learners in planning for your family literacy services and how you will discover learners’ aspirations for their families. (Max. 300 words.)</p>	<p>Please refer to the examples provided at the end of the document for guidance.</p> <p>Please include any of the following in your description if you will use them:</p> <ul style="list-style-type: none"> • Community assessment materials/tools • Program meetings or gatherings where you elicited learners’ input • In-person or telephone interviews • Other methods

5.3 English as a Second Language Services

This section is ONLY for programs that received Round I CLLS ESL funding for the 2021-2022 cycle.

<p>a. English as a Second Language Services</p>	<p>Yes/No check box</p>
<p>If “yes,” please complete the following four questions:</p>	

b. English as a Second Language Services	New/continuing drop down box
c. Please describe your planned program that explains what you will do, how you will do it, for whom you will do it, and the anticipated benefits. (Max. 300 words.)	<p>Please refer to the examples provided at the end of the document for guidance.</p> <p>Describe only your English as a Second Language services here. Please describe your adult literacy or family literacy services above.</p> <p>If you will serve incarcerated learners as part of your English as a Second Language service, please include this service in the description.</p> <p>If you offer non-CLLS English as a Second Language services and Other Services that are not supported with California Library Literacy Services funds, please describe them later in the form.</p> <p>English as a Second Language Services are to be provided through one-to-one tutoring and small-group instruction (2–8 learners). If tutoring is provided in other ways (e.g., in larger groups or classes), please describe here and note approximately how many of your enrolled learners are served <i>only</i> in larger groups or classes.</p>
d. Please describe your outreach plans for recruiting learners and tutors to your program. (Max. 300 words.)	<p>Please refer to the examples provided at the end of the document for guidance.</p> <p>Eligible adults are people who could enroll in your existing California Library Literacy Services program for tutoring or small group learning but who have not yet signed up for or begun to receive services. Potential learners:</p> <ul style="list-style-type: none"> • Are at least 16 years or older • Are not concurrently enrolled in high school or another

	<p>degree-awarding institution</p> <ul style="list-style-type: none"> • Seek literacy services for themselves although they may not be able to do the intake interview in English • Are willing to be assessed and complete an intake interview and assessment that includes speaking and listening skills • Have established one or more personal learning goals, including communication-related goals; and <ul style="list-style-type: none"> ○ ESL learners those who include as primary goals and spend a large proportion of their tutoring or instructional time, working on English language acquisition, conversational fluency, and pronunciation. <p>Partnerships are key to engaging non-enrolled adults in adult literacy services, family literacy services and English as a Second Language services provided by your California Library Literacy Services program.</p> <p>Outreach to adults who are eligible to be enrolled in your California Library Literacy Services program but who are <u>not currently enrolled</u>, and their families might include handing out flyers and other materials at partnering agencies or community spaces like farmers’ markets.</p> <p>Often, a community program will also be an outreach activity. However, a “low-touch” outreach activity, such as distributing flyers, should not be considered a program.</p>
<p>e. Please describe how your program will engage learners in program planning and how you will discover learners’ aspirations. (Max. 300 words.)</p>	<p>Please refer to the examples provided at the end of the document for guidance.</p> <p>Please include any of the following in your description if you will use them:</p> <ul style="list-style-type: none"> • Community assessment materials/tools

	<ul style="list-style-type: none"> • Program meetings or gatherings where you elicited learners' input • In-person or telephone interviews • Other methods
f. Anticipated number of English as a Second Language learners to be served this year.	<p>Enter the number of adult learners whom you anticipate will receive instruction at least twice during the reporting period.</p> <p>If the number is 20% greater or less than reported in your most recent Final Report, you will be asked to explain the reason for the difference.</p>

Section 6: Community Partners

Instructions

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

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

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

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

a) Total number of Community Partners reported below:	This field will auto calculate the total number of community partners below.
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b) Community Partner	Description required (Max. 150 words for each description.)

Section 7: Is there anything else you would like to tell us?

<p>Is there anything you would like to tell us?</p>	<p>In this section, please share any information you believe is important for the California State Library staff to know. For example:</p> <ul style="list-style-type: none"> - Any important information about your program(s) that may not fit into the areas above - Any foreseeable changes to your program - Any challenges you may experience - Additional training/support you would like to see from the State Library and/or your CLLS peer community
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Section 8. English Language and Literacy Intensive, Non-CLLS English as a Second Language Services and Other Services

NOTE: If you were NOT awarded CLLS ESL funds between January 2022 – June 2022 and have not applied or do NOT plan to apply for CLLS-funded ESL funds in 2022-2023, please include your projected ESL local match here.

8.1 Financial Report: Local funds that support English Language and Literacy Intensive, Non-CLLS English as a Second Language Services and Other Services

Budget Categories	ELLI	Non-CLLS ESL	Other Services	Total	Narrative (required)
Salaries & Benefits				Auto	
Contract Staff				Auto	
Operations				Auto	
Library Literacy Material				Auto	
Small Equipment				Auto	
Subtotal	Auto	Auto	Auto	Auto	
Indirect				Auto	
Total	Auto	Auto	Auto	Auto	

Instructions

- Use the budget table to show projected expenditures within each line item. In the “Narrative” section, provide a description of the types of expenditures you foresee per program.
- Programs in this section should only include resources dedicated to non-CLLS but literacy-adjacent programs provided by your literacy program.

8.2 Staff Commitment: English Language and Literacy Intensive, Non-CLLS English as a Second Language Services, and Other Services Library Personnel

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

Contract Personnel

Position/Job Title	FTE	Narrative (required)
Total ELLI FTE		
Total ESL FTE		
Total Other Services FTE		
Total FTE: Contracted Personnel	Auto	

Instructions

- Include the FTE for all library personnel and contracted personnel who work on non-California Library Literacy Services program(s).
- Library personnel are those who are city, county, or library district employees.
- Contracted personnel are not city, county, or library district employees. They are people with whom the library contracts separately or people employed by an agency that the library contracts with.
- Report only time spent on the specific non- California Library Literacy Services program(s).
- 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. You may include staff names if you wish.
- Calculating FTE:
 - 1.0 FTE equals 40 hours per week contributed to the library literacy program.
 - **NOTE:** A staff person’s total FTE should not exceed 1.0 FTE across all programs. For example, if a person works in adult literacy, family literacy and Other Services, their FTE should total 1.0 FTE or below.
 - 20 hours = 0.5 FTE
 - Two staff each working 10 hours per week = 0.5 FTE
 - Two staff each working 40 hours per week = 2 FTE
 - Additional FTE calculation resources:
 - [Calculating FTE](#)
 - [Calculating FTE percentages](#)

8.3 English Language and Literacy Intensive

The English Language and Literacy Intensive (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. English Language and Literacy Intensive	Yes/no check box
b. Please describe your planned ELLI programming that explains what you will do, how you will do it, for whom you will do it, and the anticipated benefits. (Max. 300 words.)	
c. Anticipated number of ELLI children to be served this year	
d. Anticipated number of ELLI parents/caregivers to be served this year	

8.4 Non-CLLS-funded English as a Second Language Services

NOTE: If you were NOT awarded CLLS ESL funds between January 2022 – June 2022 and have not applied or do NOT plan to apply for CLLS-funded ESL funds in 2022-2023, please include your projected ESL local match here.

a. Non-CLLS English as a Second Language Program	Yes/no check box
b. Please describe your non-CLLS-funded English as a Second Language Services planned programming that explains what you will do, how you will do it, for whom you will do it, and the anticipated benefits. (Max. 300 words.)	
c. Anticipated number to be served this year	

8.5 Other Services

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

a. Other Services	Yes/No check box
b. Please describe your planned other services programming that explains what you will do, how you will do it, for whom you will do it, and the anticipated benefits. Please tell us how your other services are funded. (Max. 300 words.)	

Resources: Sample content

Please see the sample content included below to guide applicants in describing program planning, implementation, and outreach activities.

Adult Literacy Services

1. Please describe your planned programming that explains what you will do, how you will do it, for whom you will do it, and the anticipated benefits. (Max. 300 words.)

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

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

We will continue to make presentations and distribute recruitment materials to community groups (service clubs, parent programs at local schools, adult education partners, places of worship, etc.) We will involve adult learners and tutors in sharing their own 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 to fill 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

- 1. Please describe your planned programming for enrolled adult learners and their families that explains what you will do, how you will do it, for whom you will do it, and the anticipated benefits. Please include any relevant mobile literacy services that are connected to your CLLS family literacy services. (Max. 300 words.)**

We anticipate that adult learners will make gains toward their personal learning goals as family members. After every family program, we'll ask learners how they benefited, and how they can use what they learned at home. We will also ask participants questions from the Family Literacy Roles & Goals and program outcome surveys.

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

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

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

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

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

- 2. Please describe your outreach plans and programming plans for adults (with families) who are eligible to be enrolled in your CLLS program but who are not currently enrolled that explains what you will do, how you will do it, for whom you will do it, and the anticipated benefits. Please include any relevant mobile literacy services that are connected to your CLLS family literacy services. (Max. 300 words.)**

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

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

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

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

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

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

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

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

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

English as a Second Language Service

1. Please describe your planned program that explains what you will do, how you will do it, for whom you will do it, and the anticipated benefits. (Max. 300 words.)

We are planning to offer one-on-one tutoring and small group sessions (including beginning ESL classes, intermediate ESL classes and multi-level conversations clubs) at library branches and community locations across the county that we have identified with the most need for these resources, such as our remote and rural libraries without other organizations providing these services.

Each learner will undergo an intake, Roles & Goals interview, and assessment. We plan to serve at least 25 one-on-one ESL tutoring sessions. We plan to offer at least 3 sessions of beginning ESL classes, intermediate ESL classes and multi-level conversation groups using Burlington English and led by a combination of contract staff and volunteers each term (September – December, January – May and June – August) to follow the general local school schedule for a total of 27 total sessions serving approximately 162 learners. We plan to serve adults who are beginning and intermediate speakers of English to provide necessary one-on-one and small group sessions that promote English language acquisition to help learners meet their speaking/listening goals and to ultimately create a pipeline of learners into our adult literacy program.

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

To reach our intended learners, we plan to use a combination of outreach internally at the library, externally with local community partners, such as our local workforce development centers, migrant offices, and school district ELAC meetings, and via various media outlets (using social media, press releases, radio ads...etc.). We plan to work closely with our current partner, First 5, as well as the members in our adult education consortium to create a referral system for those in need of English language acquisition services. To reach additional volunteers, we plan to partner with our local university’s credential program to identify future English language instructors as well as advertise through VolunteerMatch to engage a general volunteer audience.

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

We have spoken to many learners in our proposed service areas who would like learner support but do not qualify for our adult literacy program. During these interactions, we try to gather feedback about what types of offerings they would like to see, and ESL support services for beginning and intermediate learners have been a frequent request. As we plan our ESL program, we will consider our community members shared needs and interests and integrate the Roles & Goals framework into our intake process to best discover our learners’ goals and aspirations. During our program, we will incorporate frequent check-ins to ensure that our services are continuously aligning with our learners’ goals and aspirations. We will use all feedback received to continue providing responsive and relevant programs to our learners throughout the life of our ESL program.