



California Library Literacy Services 2021 – 2022 Final Report Form Instructions

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CLLS Program Information

Definition of an Adult Learner

According to CLLS guidelines, an adult learner enrolled in CLLS Adult Literacy Services is an individual who:

- is 16 years or older and not concurrently enrolled in high school or another degree-granting program or college-degree program (Career Online High School learners may count as a CLLS learner if they receive individual tutoring)
- seeks literacy services for themselves in English and can do the intake interview in English
- are willing to be assessed and complete an intake interview and assessment that includes reading and writing skills
- has established one or more personal learning goals related to reading and/or writing
- spends a large proportion of their tutoring or instructional time working on improving reading skills and/or writing skills
- has attended at least two tutoring sessions in the current fiscal year

Definition of an English as a Second Language (ESL) Learner

According to CLLS guidelines, an ESL learner enrolled in CLLS ESL Services is an individual who:

- is 16 years or older and not concurrently enrolled in high school or another degree-granting program or college-degree program (Career Online High School learners may count as a CLLS learner if they receive individual tutoring)
- seeks 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
- has established one or more personal learning goals, including communication-related goals
- spends a large proportion of their tutoring or instructional time working on English language acquisition, conversational fluency, and pronunciation
- has attended at least two tutoring sessions in the current fiscal year

Definition of Instruction

According to CLLS guidelines, an adult learner and ESL learner can receive instruction in the following formats:

- One-on-one tutoring
- Small group instruction in groups that average 2 to 8 people
- Class instruction in groups that average 9 or more attendees
- Computer lab time with some help from staff and volunteers

Notes on Completing the Form

While completing the form you might be prompted to add a note explaining the data you have entered. This may occur if the data you have entered is +/- 20% from the previous final report. 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.

Items identified with an asterisk (*) denote new fields added to this report.

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

Question	Instructions
a. Name	Please enter the literacy coordinator's full name.
b. Email	Please enter the literacy coordinator's email.
c. Phone	Please enter the best phone number to reach the literacy coordinator.
d. New coordinator since June 2022?*	Check here if there is a new coordinator/contact person or if your contact information has changed since June 2022.
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 requesting the additional contact's name, title, and email.

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.

Question	Instructions
a. Library Director's Name	Please enter the library director's full name.
b. Library Director's Email	Please enter the library director's email.
c. Library Director's Phone	Please enter the best phone number to reach the library director.
d. New director since June 2022?*	Check the box if there is a new library director or if the library director's contact information has changed since June 2022.
e. For library directors: Have you read and do you agree to the CLLS program essentials?	Library Directors: Check "Yes" or "No" to confirm that you have read and agree to the CLLS Mission, Values and Program Essentials (https://libraryliteracy.org/for-coordinators/mission-values/).

1.4 Authorized Representative Information*

The "Authorized Representative" refers to the person/people authorized to sign financial documents, certification forms, and report forms on behalf of the library. For example, the authorized representative is the person who can sign the claim form to claim your CLLS award funds.

Question	Instructions
a. Authorized Representative's Name	Please enter the authorized representative's full name.
b. Authorized Representative's Email	Please enter the authorized representative's email.
c. Is this individual the correct signatory on any claim forms?	Check "Yes" or "No" to confirm this person is the correct signer for claim forms.
If "No" was selected for question 1.4.c., please indicate the correct individual's name and email address.	Text box will populate if "No" is checked in 1.4.c. to add the correct signer's name and email address for claim forms. A person who can sign a claim form is authorized to claim funds for the library.
d. Is this individual the correct signatory on any certifications?	Check "Yes" or "No" to confirm this person is the correct signer for certification forms.
If "No" was selected for question 1.4.d., please indicate the correct individual's name and email address.	Text box will populate if "No" is checked in 1.4.d. to add the correct signer's name and email address for certification forms. A person who can sign a certification form is authorized to certify the information that has been provided in the application and reporting documents for the library.

e. Is this individual the correct signatory on any reports?	Check “Yes” or “No” to confirm this person is the correct signer for report forms.
If “No” was selected for question 1.4.e., please indicate the correct individual’s name and email address.	Text box will populate if “No” is checked in 1.4.e. to add the correct signer’s name and email address for reports. A person who can sign a report is authorized to certify the information that has been provided in the report for the library.

Section 2. Program Information

2.1 Basic or institutional information

Question	Instructions
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.
d. How is the program provided? <ul style="list-style-type: none"> • In-house by the library • Contract with another library (please provide the library’s name and the director’s contact information) • Contract with another agency (please provide the agency’s name and the director’s contact information) • Other, please specify (please provide the organization’s name and the director’s contact information) 	Select the option that best applies from the dropdown list. If a response other than “In house by the library” is selected, a text box will appear to enter the Organization, Director’s Name, Title, and Email.
e. Number of main and branch libraries where adult library literacy and ESL services were provided.	Include here <u>only</u> the number of main and branch libraries where adult literacy and ESL services (e.g., one-to-one tutoring, small group instruction, class instruction or computer-lab time) were provided for enrolled adult learners and ESL learners. Please do not include library outlets from other jurisdictions in this number. Those should be reflected as community locations.

f. Number of community locations where adult literacy services and ESL services were provided.	<p>Include here <u>only</u> the number of community locations where adult literacy services and ESL services (e.g., one-to-one tutoring, small-group instruction, or computer-lab time) were provided for enrolled adult learners and ESL learners.</p> <p>Do not include locations where only community outreach or family literacy programming takes place.</p>
g. Total number of locations	<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>
h. Number of main and branch libraries within the library jurisdiction	This number will be prefilled in the form.
i. Percentage of total library outlets where adult literacy services will be provided	This number will auto calculate.

2.2 Participation in Regional Networks and Adult Consortia

Question	Instructions
a. Regional network name	<p>Select the primary regional network your literacy program participates in:</p> <ol style="list-style-type: none"> 1. Bay Area Literacy Network (BALit) 2. Central Valley Library Literacy Network (CVLLN) 3. Inland Literacy Network (ILN) 4. North Central Coast Library Literacy Network (NCCLLN) 5. Northern California Literacy Coalition (NCLC) 6. Southern Central Coast Literacy Providers (SCCLP) 7. Southern California Library Literacy Network (SCLLN)
b. Did you or a representative from your library actively participate in your regional literacy network during the reporting period?*	Check “Yes” or “No” to confirm you or a representative participated in your regional literacy network during the reporting period.
If “No” was selected for question 2.2.b., please explain why you or a representative were unable to participate in your regional literacy network.	Text box will populate if “No” is checked in 2.2.b. to explain why you or a representative was unable to participate in your regional literacy network.

c. Did you or a representative from your library attend any CLLS statewide virtual network meeting or training during the reporting period?*	Check “Yes” or “No” to confirm you or a representative attended a CLLS statewide virtual network meeting or training during the reporting period.
If “No” was selected for question 2.2.c., please explain why you or a representative were unable to attend a CLLS statewide virtual network meeting or training.	Text box will populate if “No” is checked in 2.2.c. to explain why you or a representative was unable to attend a CLLS statewide virtual network meeting or training.
d. Did you or a representative from your library participate in your local Adult Education Consortium during the reporting period?*	Check “Yes” or “No” to confirm you or a representative from your library participated in your local adult education consortium during the reporting period.
If “No” was selected for question 2.2.d., please explain why you or a representative were unable to participate in your Adult Education Consortium.	Text box will populate if “No” is checked in 2.2.d. to explain why you did not participate in your local Adult Education Consortium, if you have plans to participate this reporting period, and if you need support connecting with your Adult Education Consortium.

Section 3. Financial Report: Adult Literacy Services, Family Literacy Services, and English as a Second Language Services

Please complete the following financial report that documents the expenditures for both your CLLS award(s) and local match(es) for your Adult Literacy Services, Family Literacy Services (if applicable), and ESL Services (if applicable). For each CLLS award and local expenditure, please also include a detailed narrative of the expenditures in the “Narrative” column for each program. For example, a “Literacy Materials” narrative may look like: “ALS: Purchased consumable literacy and citizenship preparation workbooks. FLS: Purchased consumable books for all ages for home libraries, materials for educational kits for the whole family, books for our library’s collection. ESL: Purchased consumable ESL workbooks.” In this example, each program’s purchase is clearly identified.

NOTE: If you were not awarded CLLS Round I ESL funds for the January 2022 – June 2022 cycle, you will not complete the “ESL-CLLS” or “ESL-Local” columns of the Section 3.1 Financial Report below.

3.1 Financial Report

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	

Financial Report Instructions

The subtotals and totals in the cells marked “auto” will be automatically calculated in the form. Use the budget table in 3.1 Financial Report to show the expenditures within each line item and to indicate whether expenditures were 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 ESL Services) align with the CLLS award(s) you received from the State Library.

- **Allowable expenses:** Please see the California Library Literacy Services [allowable and unallowable expenditures document](https://libraryliteracy.org/wp-content/uploads/2022/08/CLLS-Allowable-and-Unallowable-Expenses-August-2022.pdf) (https://libraryliteracy.org/wp-content/uploads/2022/08/CLLS-Allowable-and-Unallowable-Expenses-August-2022.pdf) 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, other grant funds, and fundraising efforts. Include all local funds that were dedicated to CLLS programs and activities.
 - Must only include funds that contribute to California Library Literacy Services’ adult literacy services, family literacy services, and ESL 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 directly 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 ESL program. For example, if the coordinator spends 0.5 FTE (20 hours/week) 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 (.05 FTE) contributing to the California Library Literacy Services program, include 5% of that person’s salary and benefits. In general, if a staff member spends less than .02 FTE on CLLS, you may wish to include that time under “Indirect Costs.”
- **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 ESL program, or the fee paid for the hours worked on the California Library Literacy Services’ adult literacy, family literacy program, or ESL program. If your program uses one-time paid presenters, you may include these costs under “Operations.”
 - 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).
 - For example, a “Literacy Materials” narrative may look like: “ALS: Purchased consumable literacy and citizenship preparation workbooks. FLS: Purchased consumable books for all ages for home libraries, materials for educational kits for the whole family, books for our library’s collection. ESL: Purchased consumable ESL workbooks.” In this example, each program’s purchase is clearly identified.

Financial Report Summary

Field	Current Year	Previous Year	Percentage difference	Instructions
Total ALS expenditures	Auto	Prefill	Auto	This figure will auto calculate.
Total FLS expenditures	Auto	Prefill	Auto	This figure will auto calculate.

Total ESL expenditures	Auto	Prefill	Auto	This figure will auto calculate.
Total expenditures	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.
Total local ALS contribution				This figure will auto calculate.
Total local FLS contribution				This figure will auto calculate.
Total local ESL contribution				This figure will auto calculate.
Total local contribution				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	Instructions
Total Adult Literacy Services FTE		This section should capture the total FTE each permanent library staff member worked on adult literacy services in 2021-2022. The narrative should list for example: "Maria (Literacy Coordinator) worked .5 FTE on adult literacy, Michael (Literacy Assistant) worked .25 FTE on adult literacy, and Luz (Literacy Assistant) worked .25 FTE on adult literacy."
Total Family Literacy Services FTE		This section should capture the total FTE each permanent library staff person worked on family literacy services in 2021-2022. The narrative should list for example: "Maria (Literacy Coordinator) worked .25 FTE on family literacy, Michael (Literacy Assistant) worked .5 FTE on family literacy, and Ana (Literacy Assistant) worked .25 FTE on family literacy."
Total ESL Services FTE*		This section is new. This section should capture the total FTE each permanent library staff person worked on ESL services in 2021-2022. The narrative should list for example: "Maria (Literacy Coordinator) worked .25 FTE in ESL, Luz (Literacy Assistant) worked .25 FTE on ESL, and Ana (Literacy Assistant) worked .25 FTE on ESL."

Total FTE – library personnel	Autofill	If the number is 20% greater or less than reported in the most recent Final Report, should trigger an explanation request for the difference.
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4.2 Contract Personnel

Position/Job Title	FTE	Narrative (required)
Total Adult Literacy Services FTE		This section should capture the total FTE each non-permanent contract staff member worked on adult literacy services in 2021-2022. The narrative should list for example: “Elisa (Literacy Instructor) worked .25 FTE on adult literacy and Mary (Literacy Instructor) worked .1 FTE on adult literacy.”
Total Family Literacy Services FTE		This section should capture the total FTE each non-permanent contract staff member worked on family literacy services in 2021-2022. The narrative should list for example: “Mary (Literacy Instructor) worked .1 FTE on family literacy and Cathy (Literacy Instructor) worked .1 FTE on family literacy.”
Total ESL Services FTE*		This section is new. This section should capture the total FTE each non-permanent contract staff member worked on ESL services in 2021-2022. The narrative should list for example: “Diego (Literacy Instructor) worked .25 FTE on ESL and Laura (Literacy Instructor) worked .1 FTE on ESL.”
Total FTE – contracted personnel	Autofill	If the number is 20% greater or less than reported in the most recent Final Report, should trigger an explanation request for the difference.

Staff Commitment Instructions

- Include the FTE for all library personnel and contracted personnel who worked on the California Library Literacy Services program, including the literacy coordinator, library director, and literacy program staff for this reporting period.
- 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 (.5 FTE) on the library literacy program and 50% (.5 FTE) on regular library services, only the 50% of time (.5 FTE) time spent on the library literacy program should be reported here. If a person employed by a contracted agency spends 10% of their time (.1 FTE) on California Library Literacy Services and 90% of their time (.9 FTE) on other programs, only the 10% of time (.1 FTE) 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 (2,080 hours/year) 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 across all programs.
 - 20 hours per week = 0.5 FTE (1,040 hours/year)
 - 10 hours per week = 0.25 FTE (520 hours/year)
 - Two staff each working 10 hours per week = 0.5 FTE
 - Two staff each working 40 hours per week = 2 FTE
 - **NOTE:** Your library jurisdiction’s full-time work week may be below 40 hours per week. For example, full-time work week hours may be 37.5 hours, 35 hours, or 32 hours per week. If this is true for your jurisdiction, then someone who works 35 hours per week and cannot go over this figure each week is considered 1.0 FTE and part-time calculations will be based on hours worked divided by 1,820 (35 hours/week multiplied by 52 weeks) to calculate the decimal FTE.
 - Additional FTE calculation resources:
 - [Calculating FTE](https://libraryliteracy.org/wp-content/uploads/2019/08/FTE-Calculation.xls) (https://libraryliteracy.org/wp-content/uploads/2019/08/FTE-Calculation.xls)
 - [Calculating FTE percentages](https://libraryliteracy.org/wp-content/uploads/2019/08/FTE-percentages.pdf) (https://libraryliteracy.org/wp-content/uploads/2019/08/FTE-percentages.pdf)

Section 5. Description of Programs and Activities

5.1.a Adult Literacy Services Programs and Activities

Questions	Instructions
a. Adult Literacy Services	This question will be auto filled.

b. Please describe your programs and activities that explains what you did, how you did it, for whom you offered it, and the observed benefits. (Max. 150 words.)

Please refer to the "[Adult Literacy Services Sample Responses](#)" provided at the end of the document for guidance.

Describe only your adult literacy services here. Please describe your family literacy services (if offered) later in the form.

If you served incarcerated learners as part of your adult literacy services, please include this service in the description.

If you offered family literacy services, please describe your family literacy services later in the form.

If you offered CLLS English as a Second Language services, please describe your English as a Second Language services later in the form.

If you offered 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.

Adult literacy services are 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 *only* in larger groups or classes.

<p>c. Please describe the outreach you conducted to recruit learners and tutors to your program. (Max. 150 words.)</p>	<p>Please refer to the “Adult Literacy Services Sample Responses” provided at the end of the document for guidance.</p> <p>Partnerships are 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 activities you underwent to develop and strengthen community partnerships.</p>
<p>d. Please describe how you discovered learners’ aspirations and how your program engaged learners in program planning. (Max. 150 words.)</p>	<p>Please refer to the “Adult Literacy Services Sample Responses” 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

5.1.b Adult Learner Data

Questions	Instructions
<p>a. Number of adult learners who continued from the prior reporting period</p>	<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 stayed in the program and received instruction at least twice in the reporting period. Instruction may have been virtual or in-person.</p>

<p>b. Number of adult learners who began instruction this fiscal year</p>	<p>Enter the number of new adult learners who received instruction at least twice during the reporting period. Please include any learners receiving virtual instruction if they have taken part in instruction at least twice and have been in contact with a tutor or a program staff member at least twice during 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</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. Number of adult learners who mostly or exclusively received instruction via one-to-one tutoring</p>	<p>Please document the number of learners who primarily received instruction through one-on-one tutoring.</p>
<p>e. Number of adult learners who mostly or exclusively received instruction via small group classes (2-8 learners)</p>	<p>Please document the number of learners who primarily received instruction through small group classes (2-8 learners).</p>
<p>f. Number of adult learners who mostly or exclusively received instruction via large classes (9+ learners)</p>	<p>Please document the number of learners who primarily received instruction through large classes (9+ learners).</p>
<p>g. Number of adult learners awaiting instruction or rematch at the end of this reporting period</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 at the end of this reporting period</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</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</p>	<p>This number will calculate automatically.</p>
<p>k. Total number of adult learners with a library card</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>l. Total number of adult learner instruction hours at the end of this reporting period</p>	<p>Total hours spent by all learners in learning sessions. Instruction can include one-to-one tutoring, small group, large classes, 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>For example: If 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>

5.1.c Adult Learner Demographics

The totals for each learner demographic categories in the following sections 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 demographics.

Questions	Instructions
a. Adult Learner Ethnicity <ul style="list-style-type: none">• Hispanic, Latinx, or Spanish (#)• Not Hispanic, Latinx, or Spanish (#)• Unknown (#)• Total Ethnicity (#)	Please include the number of adult learners who identify as Hispanic, Latinx, or Spanish; the number of adult learners who do not identify as Hispanic, Latinx, or Spanish; and the number of unknown adult learner ethnicity. The total ethnicity section should total the total number of learners in 5.1.b.c.

<p>b. Adult Learner Ancestry/Race</p> <ul style="list-style-type: none"> • American Indian or Alaska Native (#) • Chinese (#) • Japanese (#) • Filipino (#) • Korean (#) • Vietnamese (#) • Asian Indian (#) • Laotian (#) • Cambodian (#) • Other Asian Ancestry/Race (#) • Black or African American (#) • Native Hawaiian (#) • Guamanian (#) • Samoan (#) • Chamorro (#) • Other Pacific Islander Ancestry/Race (#) • White (#) • Combination of two or more ancestry or race (#) • Other race (#) • Racial identity/ancestry/origin unknown • Total Ancestry/Race (#) 	<p>Please include the number of adult learners in the ancestry/race category they identify.</p> <p>If an adult learner identifies as two or more ancestry or race, they may be documented in the “Combination of two or more ancestry or race” section. If an adult learner doesn’t identify with an ancestry or race on this list, they may be documented under “Other race.” If an adult learner’s racial identity/ancestry/origin is unknown, they may be documented under “Racial identity/ancestry/origin unknown.”</p> <p>The total ancestry/race section should total the total number of learners in 5.1.b.c.</p>
<p>c. 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>Please include the number of adult learners in the age bracket that applies to them.</p> <p>If an adult learner’s age is unknown, they may be documented in the “Unknown Age” section.</p> <p>The total age section should total the total number of learners in 5.1.b.c.</p>

<p>d. 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 (#) 	<p>Please include the number of adult learners in the gender identifier that applies to them.</p> <p>If an adult learner is unsure about their gender identity, they may be documented in “Not Sure.” If an adult learner identifies differently than the terms on this list, they may be documented in “Other.” If an adult learner prefers not to share their gender identity, they may be documented in “Prefer not to answer.”</p> <p>The total gender section should total the total number of learners in 5.1.b.c.</p>
<p>e. Adult Learner Prior Education (Optional)*</p> <ul style="list-style-type: none"> • K-3 (#) • 4-6 (#) • 7-9 (#) • 10-12 (#) • High school graduate (#) • Some college (#) • College graduate (#) • Post-college (#) • Unknown Education (#) • Total prior education 	<p>This section is optional for the 2021-2022 Final Report.</p> <p>Please include the number of adult learners in the prior education bracket that applies to them.</p> <p>The total prior education section should total the total number of learners in 5.1.b.c.</p>

5.2.a Family Literacy Services Programs and Activities

Questions	Instructions
<p>a. Family Literacy Services</p>	<p>Check “Yes” or “No” to confirm you offer CLLS-funded family literacy services. If “Yes” is selected in 5.2.a.a., questions 5.2.a.b. – 5.2.a.d. will appear to be completed. If “No” is selected, please move to the next section.</p>

<p>b. Please describe your program for enrolled adult learners and their families that explains what you did, how you did it, for whom you offered it, and the observed benefits. (max. 150 words)</p>	<p>Please refer to the examples provided in the “Family Literacy Services Sample Responses” 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>
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c. Please describe your **outreach activities** and **programming for adults (with families) who are eligible to be enrolled in your California Library Literacy Services program but who are not currently enrolled** that explains what you did, how you did it, for whom you offered it, and the observed benefits. (max. 150 words)

Please refer to the examples provided in the “[Family Literacy Services Sample Responses](#)” at the end of the document for guidance.

Eligible adults are people who could enroll in your California Library Literacy Services program for tutoring or small group learning but who are not enrolled. Please see the “[Definition of an Adult Learner](#)” section in this document.

Partnerships are key to engaging non-enrolled adults in family literacy services and adult literacy services provided by your California Library Literacy Services program.

Outreach to adults who are eligible to be enrolled in your California Library Literacy Services program but who are not currently enrolled, and their families, can include handing out flyers and other materials at partnering agencies or community spaces like farmers’ markets.

Often, a community program will also be an outreach activity. However, a “low-touch” outreach activity, such as distributing flyers, should not be considered a program.

Programming for adults who are eligible to be enrolled in your CLLS program but who are not currently enrolled, and their families, might include focused family literacy services programming (such as, workshops, storytimes, or 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.

If your outreach programming for unenrolled but eligible adult

	<p>learners and their families includes the general public, you may use your jurisdiction’s PIAAC data (https://nces.ed.gov/surveys/piaac/skillsmap/) to take the percentage of those in attendance who may qualify for adult literacy services. Please note that PIAAC data documents literacy skill levels at the county-level, which may differ for locations who serve smaller jurisdictions within a county.</p> <p>Please do not include general library activities (storytimes, classes, etc.) that are not targeted at family literacy learners.</p>
<p>d. Please describe how you discovered learners’ aspirations for their families and how your program engaged learners in planning for your family literacy services. (Max. 150 words.)</p>	<p>Please refer to the examples provided in the “Family Literacy Services Sample Responses” 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

5.2.b Enrolled Family Literacy Learner Data

Questions	Instructions
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a. Number of enrolled adult learner families served at the end of this reporting period	<p>The figure reported here 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	The figure reported here 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 aged 5-18 served in these families	The figure reported here 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	<p>This number will calculate automatically.</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>
e. Number of family members, 19 and older, in enrolled adult learner families served	The figure reported here 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.

5.2.c Unenrolled but CLLS-eligible Family Literacy Learner Data

Questions	Instructions
a. Number of unenrolled but California Library Literacy Services-eligible adults served with their families served through programming activities	<p>In this section, please report 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.</p> <p>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</p>

	<p>books.</p> <p>Do not count families whose only contact with the California Library Literacy Services program was to receive literature and other information about the program.</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>
b. Number of children under 5 served in those families	The figure reported here 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 aged 5-18 served in those families	The figure reported here 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	<p>This number will calculate automatically.</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>
e. Number of family members, 19 and older, in unenrolled families served.	The figure reported here 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.

5.2.d Additional Family Literacy Outputs

Questions	Instructions
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<p>a. Number of family literacy programs and activities you provided at the end of this reporting period</p>	<p>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.</p> <p>Programming and activities might include workshops, storytimes, or crafts at the library or out in the community.</p> <p>Count each program and activity separately. For example:</p> <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. • 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>
<p>b. Number of outreach events or activities you provided</p>	<p>Please include the number of times you reached out to the community to promote your family literacy program.</p>
<p>c. Number of trainings provided for staff and volunteers</p>	<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>
<p>d. Number of books provided to build home libraries</p>	<p>The figure reported here is the number of books provided to enrolled and unenrolled but eligible families during programs, activities, and outreach to build home libraries.</p>

e. Number of other items (e.g., kits) provided for at-home learning	The figure reported here is the number of other items, such as at-home learning kits, provided to enrolled and unenrolled but eligible families during programs, activities, and outreach for at-home learning.
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5.2.e Mobile Library Literacy Services

Questions	Instructions
a. Did you provide CLLS family literacy services using a mobile vehicle apart of the Mobile Library Literacy Services project?	Check “Yes” or “No” to confirm you offer mobile library literacy services. If “Yes” is selected in 5.2.e.a., questions 5.2.e.b. will appear to be completed. If “No” is selected, please move to the next section.
b. Was your vehicle or program funded as part of the original Mobile Library Literacy Services (pre-2005) funding?	Check “Yes” or “No” to confirm you offer Mobile Library Literacy Services apart of the original funding before 2,005. If “Yes” is selected in 5.2.e.b., questions 5.2.e.c. – 5.2.e.j. will appear to be completed. If “No” is selected, please move to the next section.
c. If yes, please provide a description of this aspect of your program that explains what you did, how you did it, for whom you offered it, and the observed benefits. (max. 150 words)	Please refer to the examples provided in the “Resources: Sample Content” section at the end of the document for guidance.
d. Number of children under 5 served	The figure reported here 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.
e. Number of children aged 5-18 served	The figure reported here is an unduplicated count of children aged 5 and older served with the MLLS vehicle, meaning one child = 1, no matter how many times you have served that child.
f. Total number of children served	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
g. Number of family members 19 and older in enrolled adult learner families served.	The figure reported here is an unduplicated count of the adult family members of enrolled adult learners you served. This can include adult children, relatives, caregivers, etc. The adult learner should not be counted in this line.

h. Number of adult learners served	The figure reported here is an unduplicated count of adult learners served.
i. Number of MLLS sites	Total number of sites that the vehicle visited. This is an unduplicated count of sites, meaning one site = 1, no matter how many times you visited that site. If your number is 20% greater or less than in your last report, you will be asked to explain the reason for the difference
j. Number of MLLS site visits	Total number of times the vehicle stopped to provide service during the reporting period. This is a cumulative count, meaning the total of all visits made to all stops. If the same stop was visited eight times during the reporting period, it counts as 8.

5.3.a ESL Services Programs and Activities*

Questions	Instructions
a. ESL Services	Check “Yes” or “No” to confirm you offer CLLS-funded ESL services. If “Yes” is selected in 5.3.a.a., questions 5.3.a.b. – 5.3.a.d. will appear to be completed. If “No” is selected, please move to the next section.

<p>b. Please describe your programs and activities that explains what you did, how you did it, for whom you offered it, and the observed benefits. (Max. 150 words.)</p>	<p>Please refer to the examples provided in the “English as a Second Language Services Sample Responses” section at the end of the document for guidance.</p> <p>If you served incarcerated learners as part of your ESL services, please include this service in the description.</p> <p>Describe only your ESL services here. Please describe your adult literacy services (above) and family literacy services (also above) later in the form.</p> <p>If you offered 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>ESL services are 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>
<p>c. Please describe your outreach you conducted to recruit learners and tutors to your program. (Max. 150 words.)</p>	<p>Please refer to the examples provided in the “English as a Second Language Services Sample Responses” section at the end of the document for guidance.</p> <p>Partnerships can be key to engaging learners and tutors with the ESL services provided by your California Library Literacy Services program. Please include in your description any activities you underwent to develop and strengthen community partnerships.</p>

<p>d. Please describe how you discovered learners’ aspirations and how your program engaged learners in program planning. (Max. 150 words.)</p>	<p>Please refer to the examples provided in the “English as a Second Language Services Sample Responses” section 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
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5.3.b ESL Learner Data*

Questions	Instructions
<p>a. Number of ESL learners who began instruction this fiscal year</p>	<p>Enter the number of new ESL learners who received instruction at least twice during the reporting period. Please include any learners receiving virtual instruction if they have taken part in instruction at least twice and have been in contact with a tutor or a program staff member at least twice during 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>b. Total number of ESL learners who received instruction</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>c. Number of ESL learners who mostly or exclusively received instruction via one-to-one tutoring.</p>	<p>Please document the number of learners who primarily received instruction through one-on-one tutoring.</p>
<p>d. Number of ESL learners who mostly or exclusively received instruction via small group classes (2-8 learners).</p>	<p>Please document the number of learners who primarily received instruction through small group classes (2-8 learners).</p>

e. Number of ESL learners who mostly or exclusively received instruction via large classes (9+ learners).	Please document the number of learners who primarily received instruction through large classes (9+ learners).
f. Number of ESL learners awaiting instruction or rematch at the end of this reporting period	<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>
g. Number of ESL learners on the waiting list who are using iPads or similar resources for self-directed learning while waiting to be matched with a tutor at the end of this reporting period	<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>
h. Number of ESL learners you served who are incarcerated	<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>
i. Percentage of ESL learners you served who are incarcerated	This number will calculate automatically.
j. Total number of ESL learners with a library card	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>k. Total number of ESL learner instruction hours at the end of this reporting period</p>	<p>Total hours spent by all learners in instruction. Instruction can include one-to-one tutoring, small group, large class, 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>
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5.3.c ESL Learner Demographics*

The totals for each learner demographic categories in the following sections must equal the total number of ESL 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 ESL learner or their tutor. Please make every attempt to determine the correct ESL learner demographics.

Questions	Instructions
<p>a. ESL Learner Ethnicity</p> <ul style="list-style-type: none"> • Hispanic, Latinx, or Spanish (#) • Not Hispanic, Latinx, or Spanish (#) • Unknown (#) • Total Ethnicity (#) 	<p>Please include the number of ESL learners who identify as Hispanic, Latinx, or Spanish; the number of ESL learners who do not identify as Hispanic, Latinx, or Spanish; and the number of unknown ESL learner ethnicity.</p> <p>The total ethnicity section should total the total number of learners in 5.3.b.b.</p>

<p>b. ESL Learner Ancestry/Race</p> <ul style="list-style-type: none"> • American Indian or Alaska Native (#) • Chinese (#) • Japanese (#) • Filipino (#) • Korean (#) • Vietnamese (#) • Asian Indian (#) • Laotian (#) • Cambodian (#) • Other Asian Ancestry/Race (#) • Black or African American (#) • Native Hawaiian (#) • Guamanian (#) • Samoan (#) • Chamorro (#) • Other Pacific Islander Ancestry/Race (#) • White (#) • Combination of two or more ancestry or race (#) • Other race (#) • Racial identity/ancestry/origin unknown (#) • Total Ancestry/Race (#) 	<p>Please include the number of ESL learners in the ancestry/race category they identify.</p> <p>If an ESL learner identifies as two or more ancestry or race, they may be documented in the “Combination of two or more ancestry or race” section. If an ESL learner doesn’t identify with an ancestry or race on this list, they may be documented under “Other race.” If an ESL learner’s racial identity/ancestry/origin is unknown, they may be documented under “Racial identity/ancestry/origin unknown.”</p> <p>The total ancestry/race section should total the total number of learners in 5.3.b.b.</p>
<p>c. ESL 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>Please include the number of ESL learners in the age bracket that applies to them.</p> <p>If an ESL learner’s age is unknown, they may be documented in the “Unknown Age” section.</p> <p>The total age section should total the total number of learners in 5.3.b.b.</p>

<p>d. ESL 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 (#) 	<p>Please include the number of ESL learners in the gender identifier that applies to them.</p> <p>If an ESL learner is unsure about their gender identity, they may be documented in “Not Sure.” If an ESL learner identifies differently than the terms on this list, they may be documented in “Other.” If an ESL learner prefers not to share their gender identity, they may be documented in “Prefer not to answer.”</p> <p>The total gender section should total the total number of learners in 5.3.b.b.</p>
<p>e. ESL Learner Prior Education</p> <ul style="list-style-type: none"> • K-3 • 4-6 • 7-9 • 10-12 • High school graduate • Some college • College graduate • Post-college • Unknown Education (#) • Total education (#) 	<p>Please include the number of ESL learners in the prior education bracket that applies to them.</p> <p>The total prior education section should total the total number of learners in 5.3.b.b.</p>

<p>f. ESL Learner Primary or Home Language</p> <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 • Total language (#) 	<p>Please include the number of ESL learners in the primary or home language that applies to them.</p> <p>The total primary or home language section should total the total number of learners in 5.3.b.b.</p>
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Section 6. Description of Volunteer Activities

6.1.a Adult Literacy Services Volunteer Data

Questions	Instructions
<p>a. Number of continuing adult literacy volunteer tutors instructing from prior reporting period.</p>	<p>Enter the number of adult literacy 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, did not leave the program, and continued to tutor in the reporting period. The number will be 0 for new programs.</p> <p>If you had tutors who volunteered for multiple programs, please count these tutors only <u>once</u> in their primary area of volunteer but include their volunteer hours in their relevant area.</p>

b. Number of adult Literacy volunteer tutors who began instructing during this reporting period.	Enter the number of newly trained or reactivated adult literacy volunteer tutors who provided at least two instructional sessions during the reporting period. If you had tutors who volunteered for multiple programs, please count these tutors only <u>once</u> in their primary area of volunteer but include their volunteer hours in their relevant area.
c. Total adult literacy volunteer tutors who instructed during this reporting period.	This number will calculate automatically.
d. Number of adult literacy non-tutor volunteers in your literacy program.	Enter the number of adult literacy non-tutor volunteers in your literacy program. Non-tutor volunteers are those who helped with office filing or photocopying or helped with community outreach.
e. Total number of adult literacy volunteers	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. Number of adult literacy volunteer tutors awaiting training/matching/rematching at the end of this reporting period	Persons who have volunteered to take part in your adult literacy 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.

6.1.b Family Literacy Services Volunteer Data*

Questions	Instructions
a. Total number of family literacy volunteers	Please list the total number of family literacy volunteer tutors. If you had tutors who volunteered for multiple programs, please count these tutors only <u>once</u> in their primary area of volunteer but include their volunteer hours in their relevant area.

6.1.c ESL Services Volunteer Data*

Questions	Instructions
a. Number of ESL Services volunteer tutors who began instructing during this reporting period.	Enter the number of newly trained or reactivated ESL volunteer tutors who provided at least two instructional sessions during the reporting period. If you had tutors who volunteered for multiple programs, please count these tutors only <u>once</u> in their primary area of volunteer but include their volunteer hours in their relevant area.
b. Total ESL Services volunteer tutors who instructed during this reporting period.	This number will calculate automatically.
c. Number of ESL Services non-tutor volunteers in your literacy program.	Enter the number of ESL non-tutor volunteers in your literacy program. Non-tutor volunteers are those who helped with office filing or photocopying or helped with community outreach.
d. Total number of ESL Services volunteers	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 ESL Services 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 ESL 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.

6.1.d Learner, Tutor, and Staff Ratios

Questions	Instructions
a. Learner-to-Tutor Ratio	This number will auto calculate
b. Learner-to-Staff Ratio	This number will auto calculate
c. Comment	Do you have anything you would like to tell us?

6.2 Volunteer Hours

Questions	Instructions
<p>a. Number of <u>adult literacy volunteer</u> tutor instructional hours</p>	<p>Actual time contributed by volunteers in providing adult literacy instruction. Can include one-on-one tutoring, small group tutoring, large classes, and computer instruction provided by a volunteer.</p> <p>This number does not include prep time. Prep time is included under 6.2.d non-tutoring volunteer hours.</p>
<p>b. Number of <u>family literacy volunteer</u> tutor instructional hours</p>	<p>Actual time contributed by volunteers in providing family literacy instruction. Can include one-on-one tutoring, small group tutoring, large group classes, and computer instruction provided by a volunteer.</p> <p>This number does not include prep time. Prep time is included under 6.2.d non-tutoring volunteer hours.</p>
<p>c. Number of <u>ESL volunteer</u> tutor instructional hours*</p>	<p>Actual time contributed by volunteers in providing ESL instruction. Can include one-on-one tutoring, small group tutoring, and computer instruction provided by a volunteer.</p> <p>This number does not include prep time. Prep time is included under 6.2.d non-tutoring volunteer hours.</p>
<p>d. Number of all other <u>non-tutoring volunteer</u> hours in literacy services</p>	<p>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.</p> <p>Do not include professional services that are reported as in-kind services (in dollar equivalents) i.e., an attorney contributing legal work.</p>
<p>e. Total number of volunteer hours</p>	<p>This number will calculate automatically.</p> <p>If your number is 20% greater or less than in your last report,</p>

	you will be asked to explain the reason for the difference
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6.3 Volunteer Training

Questions	Instructions
a. Volunteer Tutor Training 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.	This figure is the number of tutor training hours a volunteer must complete before being matched with an adult learner.
c. Total number of volunteer tutor training hours	<p>This figure is the number of hours that volunteer tutors spent in training, including the training provided for new tutors and all other training provided for tutors during the reporting period.</p> <p>Only count time that was 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>

6.4 Volunteer Demographics

The totals for each volunteer demographic category in the following sections must equal the total number of volunteers who 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 volunteer. Please make every attempt to determine the correct volunteer demographics.

Questions	Instructions
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<p>a. Volunteer Ethnicity</p> <ul style="list-style-type: none"> • Hispanic, Latinx, or Spanish (#) • Not Hispanic, Latinx, or Spanish (#) • Unknown (#) • Total Ethnicity (#) 	<p>Please include the number of volunteers who identify as Hispanic, Latinx, or Spanish; the number of volunteers who do not identify as Hispanic, Latinx, or Spanish; and the number of unknown volunteer ethnicity.</p> <p>The total ethnicity section should total the total number of volunteers in your adult literacy, family literacy (if applicable), and ESL services (if applicable) programs.</p>
<p>b. Volunteer Ancestry/Race</p> <ul style="list-style-type: none"> • American Indian or Alaska Native (#) • Chinese (#) • Japanese (#) • Filipino (#) • Korean (#) • Vietnamese (#) • Asian Indian (#) • Laotian (#) • Cambodian (#) • Other Asian Ancestry/Race (#) • Black or African American (#) • Native Hawaiian (#) • Guamanian (#) • Samoan (#) • Chamorro (#) • Other Pacific Islander Ancestry/Race (#) • White (#) • Combination of two or more ancestry or race (#) • Other race (#) • Racial identity/ancestry/origin unknown (#) • Total Ancestry/Race (#) 	<p>Please include the number of volunteers in the ancestry/race category they identify.</p> <p>If a volunteer identifies as two or more ancestry or race, they may be documented in the “Combination of two or more ancestry or race” section. If a volunteer doesn’t identify with an ancestry or race on this list, they may be documented under “Other race.” If a volunteer’s racial identity/ancestry/origin are unknown, they may be documented under “Racial identity/ancestry/origin unknown.”</p> <p>The total ancestry/race section should total the total number of volunteers in your adult literacy, family literacy (if applicable), and ESL services (if applicable) programs.</p>

<p>c. 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>Please include the number of volunteers in the age brackets that applies to them.</p> <p>If a volunteer’s age is unknown, they may be documented in the “Unknown Age” section.</p> <p>The total age section should total the total number of volunteers in your adult literacy, family literacy (if applicable), and ESL services (if applicable) programs.</p>
<p>d. 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 (#) 	<p>Please include the number of volunteers in the gender identifier that applies to them.</p> <p>If a volunteer is unsure about their gender identity, they may be documented in “Not Sure.” If a volunteer identifies differently than the terms on this list, they may be documented in “Other.” If a volunteer prefers not to share their gender identity, they may be documented in “Prefer not to answer.”</p> <p>The total gender section should total the total number of volunteers in your adult literacy, family literacy (if applicable), and ESL services (if applicable) programs.</p>

Section 7. Community Partners: Adult Literacy Services, Family Literacy Services, and English as a Second Language Services

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 or matching CLLS local 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 or matching CLLS local funds to deliver literacy services
- Other local library locations within your library jurisdiction or if they contract with your library to provide library literacy services
- Library or literacy Friends groups and foundations

Please list up to five community partners that you worked with this year to deliver 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.

7.1 Adult Literacy Services Community Partner Information

Partner name	Brief description of partnership
Enter community partner name	Include a brief description of the nature of the partnership, include the partner’s role and/or the library’s role and the benefits the partnership provided (max. 50 words for each partner)
Adult Literacy Services Community Partner Total	This figure will auto calculate.

7.2 Family Literacy Services Community Partner Information

Partner name	Brief description of partnership
Enter community partner name	Include a brief description of the nature of the partnership, include the partner’s role and/or the library’s role and the benefits the partnership provided (max. 50 words for each partner)
Family Literacy Services Community Partner Total	This figure will auto calculate.

7.3 ESL Services Community Partner Information*

Partner name	Brief description of partnership
Enter community partner name	Include a brief description of the nature of the partnership, include the partner’s role and/or the library’s role and the benefits the partnership provided (max. 50 words for each partner)

ESL Services Community Partner Total	This figure will auto calculate.
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Community Partner 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 any CLLS funds to deliver literacy services
- Other local library locations within your library jurisdiction or if they contract with your library to provide library literacy services
- Library or literacy Friends groups and foundations

Please list the community partners that your program worked with during the reporting period to deliver California Library Literacy Services in your community. For each community partner, include a brief description of the nature of the partnership, include the partner’s role and/or the library’s role, and the benefits the partnership provided for this reporting period.

Section 8. Library Impact

8.1 General Impact

Questions	Instructions
a. What program and service needs do you have that you are unable to meet and why? (Max. 150 words.)*	Please describe any needs that your literacy programs and services were unable to meet during this reporting period. Please also include an explanation as to why you were unable to meet these needs.
b. How do you collaborate and connect with other library departments? (Max. 150 words.)*	Please describe how you collaborated and connected with other library departments in your library jurisdiction during this reporting period.

c. Library Director’s statement: How have your literacy services impacted the rest of the library in this grant year? (Max. 150 words.)	Library Director: Please explain how your CLLS literacy services impacted the rest of the library during this reporting period.
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8.2 Program Success Stories

Questions	Instructions
a. Please share one success or impact story from your <u>adult literacy services</u> program. (Max. 150 words.)	Please include a story that captures a success or an impact story from your adult literacy services program.
b. Please share one success or impact story from your <u>family literacy services</u> program (if applicable). (Max. 150 words.)	Please include a story that captures a success or an impact story from your family literacy services program. For this question, please review how to conduct an “Impact Story” described in the Family Literacy Evaluation Framework (https://libraryliteracy.org/for-coordinators/family-literacy-evaluation-framework/).
c. Please share one success or impact story from your <u>English as a Second Language services</u> program (if applicable). (Max. 150 words.)*	Please include a story that captures a success or an impact story from your ESL services program.
d. Is there anything else you would like to tell us?	Please include any other comments you would like to share the successes or impact your literacy services program have achieved.

8.3 Program Outcomes: Roles and Goals Report

In the following report, please report the Roles and Goals data for both the adult learners **and** CLLS-funded ESL learners (if applicable) in your program.

Questions	Instructions
a. Total number of adult learners and ESL learners who received instruction during this reporting period	This number will auto-calculate
b. Total number of adult learners and ESL learners who <u>set</u> at least one goal during this period	This figure should capture the total number of adult Learners and ESL learners that <u>set</u> at least one goal during this reporting period.

c. Percentage of adult learners and ESL learners who set at least one goal during this period	This number will auto-calculate
d. Number of adult learners and ESL learners who <u>made progress</u> toward at least one goal in this period	This figure should capture the total number of adult Learners and ESL learners that <u>made progress</u> toward at least one goal during this reporting period.
e. Percentage of adult learners and ESL learners who made progress toward at least one goal	This number will auto-calculate
f. Total number of adult learners and ESL learners (not number of goals) who <u>met</u> at least one goal	This figure should capture the total number of adult Learners and ESL learners that <u>met</u> at least one goal during this reporting period.
g. Percentage of adult learners and ESL learners who met at least one goal	This number will auto-calculate

8.4 Roles and Goals Data

For each of the following sections, please enter the number of adult learners and ESL 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 meet the goal. Please report an individual learner as having (a) made progress or (b) met a specific goal, but not both. Total learners setting goals may exceed number who met or made progress; but numbers meeting or making progress may not exceed total reported as setting the goal.

8.4.a Lifelong Learner Role Data

Goal	Total Number of Learners Who Set a Goal	Total Number of Learners Who Met a Goal	Percentage of Learners Who Met a Goal	Total Number of Learners Who Made Progress	Percentage of Learners Who Made Progress Toward a Goal
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 one of the goals in the lifelong learner section (#)	Will auto calculate all learners who were in progress toward or met a goal in this section				

8.4.b Worker Role Data

Goal	Total Number of Learners Who Set a Goal	Total Number of Learners Who Met a Goal	Percentage of Learners Who Met a Goal	Total Number of Learners Who Made Progress	Percentage of Learners Who Made Progress Toward a Goal
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 worker section (#)	Will auto calculate all learners who were in progress toward or met a goal in this section				

8.4.c Family Member Role Data

Goal	Total Number of Learners Who Set a Goal	Total Number of Learners Who Met a Goal	Percentage of Learners Who Met a Goal	Total of Number of Learners Who Made Progress	Percentage of Learners Who Made Progress Toward a Goal
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 (#)	Will auto calculate all learners who were in progress toward or met a goal in this section				

8.4.d Community Member and Citizen Role Data

Goal	Total Number of Learners Who Set a Goal	Total Number of Learners Who Met a Goal	Percentage of Learners Who Met a Goal	Total of Number of Learners Who Made Progress	Percentage of Learners Who Made Progress Toward a Goal
Access community resources (#)					

Get involved in the community (#)					
Speak to others about the library literacy program (#)					
Get a driver's license (#)					
Become a citizen (#)					
Prepare to vote (#)					
Vote (#)					
Total who met one of the goals in the community member and citizen section (#)	Will auto calculate all learners who were in progress toward or met a goal in this section				

8.4.e Family Literacy Outcomes

Please report the number of enrolled adults in your California Library Literacy Services program who have engaged in Family Literacy programming who report the following outcomes. For this section, please review the [Family Literacy Evaluation Framework](https://libraryliteracy.org/for-coordinators/family-literacy-evaluation-framework/) (https://libraryliteracy.org/for-coordinators/family-literacy-evaluation-framework/).

Questions	Instructions
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.	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.	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.	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.	This number will auto-calculate

Section 9. English Language and Literacy Intensive, Non-CLLS English as a Second Language Services, and Other Services

Please complete the following financial report that documents the local expenditures for non-CLLS funded services. This section is intended to describe other services your literacy program offers that serves the adult learner community. Please use this section of the report for Career Online High School scholarship expenses. For each local expenditure, please also include a detailed narrative of the expenditures in the “Narrative” column for each program. For example, a “Literacy Materials” narrative may look like: “Other Services: Purchased consumable Spanish literacy preparation workbooks. Non-CLLS ESL: Purchased consumable ESL workbooks.” In this example, each program’s purchase is clearly identified.

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 non-CLLS ESL expenditures in this section.

9.1 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

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

Use the budget table in 9.1 Financial Report to show the expenditures within each line item and to indicate whether expenditures were funded from your local jurisdiction. Once you have completed the budget table, please confirm that the auto-calculated totals for these services are correct.

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

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

9.2.a Library Personnel

Position/Job Title	FTE	Narrative (required)
Total ELLI FTE		

Total Non-CLLS ESL FTE		
Total Other Services FTE		
Total FTE: Library Personnel	Auto	

9.2.b Contract Personnel

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

Staff Commitment Instructions

- Include the FTE for all library personnel and contracted personnel who worked on the non-CLLS-funded other services, including the literacy coordinator, library director, and literacy program staff for this reporting period.
- 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 non-CLLS-funded other services.
 - For example, if you have a staff person who spends 50% of their time (.5 FTE) on the library literacy program and 50% (.5 FTE) on other services, only the time spent on other services should be reported here. If a person employed by a contracted agency spends 10% of their time (.1 FTE) on other services and 90% of their time (.9 FTE) on California Library Literacy Services programs, only the 10% of time (.1 FTE) spent on other 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 (2,080 hours/year) 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 across all programs.
 - 20 hours per week = 0.5 FTE (1,040 hours/year)
 - 10 hours per week = 0.25 FTE (520 hours/year)
 - Two staff each working 10 hours per week = 0.5 FTE
 - Two staff each working 40 hours per week = 2 FTE
 - **NOTE:** Your library jurisdiction’s full-time work week may be below 40 hours per week. For example, full-time work

week hours may be 37.5 hours, 35 hours, or 32 hours per week. If this is true for your jurisdiction, then someone who works 35 hours per week and cannot go over this figure each week is considered 1.0 FTE and part-time calculations will be based on hours worked divided by 1,820 (35 hours/week multiplied by 52 weeks) to calculate the decimal FTE.

- Additional FTE calculation resources:
 - [Calculating FTE](https://libraryliteracy.org/wp-content/uploads/2019/08/FTE-Calculation.xls) (https://libraryliteracy.org/wp-content/uploads/2019/08/FTE-Calculation.xls)
 - [Calculating FTE percentages](https://libraryliteracy.org/wp-content/uploads/2019/08/FTE-percentages.pdf) (https://libraryliteracy.org/wp-content/uploads/2019/08/FTE-percentages.pdf)

9.3 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 offered an ELLI program, please describe it here.

Questions	Instructions
a. English Language and Literacy Intensive	Check “Yes” or “No” to confirm you offered English Language and Literacy Intensive services. If “Yes” is selected in 9.3.a., questions 9.3.b. – 9.3.f. will appear to be completed. If “No” is selected, please move to the next section.
b. If yes, please provide a description of this aspect of your program that explains what you did, how you did it, for whom you offered it, and the observed benefits. (max. 150 words)	Please be sure to describe how your programming benefited schoolchildren and connected parents/caregivers to ESL programs and services.
c. Total number of ELLI children served	This figure is an unduplicated count of ELLI children you served, meaning one child = 1, no matter how many times you have served that child.
d. Total number of ELLI parents/caregivers served	This figure 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.
e. Please share one success or impact story from your ELLI program. (max. 150 words)	Please include a story that captures a success or an impact story from your ELLI program.
f. Is there anything else you would like to tell us? (max. 150 words)	Please include any other comments you would like to share about your ELLI program.

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

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 describe your non-CLLS-funded ESL services here.

Questions	Instructions
a. Non-CLLS English as a Second Language Services	Check “Yes” or “No” to confirm you offered Non-CLLS English as a Second Language services. If “Yes” is selected in 9.4.a., questions 9.4.b. – 9.4.f. will appear to be completed. If “No” is selected, please move to the next section.
b. If yes, please provide a description of this aspect of your program that explains what you did, how you did it, for whom you offered it, and the observed benefits. (max. 150 words)	Please be sure to describe how your programming benefited ESL learners.
c. Total number of non-CLLS ESL learners served	This section is intended to capture the number of adults who speak English as a second language and do not fit the definition of a California Library Literacy Services 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.

<p>d. Non-CLLS ESL learner primary or home language</p> <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 • Total languages 	<p>Please include the number of non-CLLS-funded ESL learners in the first or primary language bracket that applies to them.</p> <p>The total primary or home language section should total the total number of learners in 9.4.c.</p>
<p>e. Please share one success or impact story from your non-CLLS-funded ESL program. (max. 150 words)</p>	<p>Please include a story that captures a success or an impact story from your non-CLLS-funded ESL program.</p>
<p>f. Is there anything else you would like to tell us about your non-CLLS-funded ESL program? (max. 150 words)</p>	<p>Please include any other comments you would like to share about your non-CLLS-funded ESL program.</p>

9.5 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 Career Online High School, 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.

Questions	Instructions
<p>a. Other Services</p>	<p>Check “Yes” or “No” to confirm you offered Other Services. If “Yes” is selected in 9.5.a., questions 9.5.b. – 9.5.d. will appear to be completed. If “No” is selected, please move to the next section.</p>

<p>b. If yes, please provide a description of this aspect of your program that explains what you did, how you did it, for whom you offered it, and the observed benefits. (max. 150 words)</p>	<p>Please be sure to describe how your programming benefited learners who received Other Services.</p>
<p>c. Please share one success or impact story from your Other Services. (max. 150 words)</p>	<p>Please include a story that captures a success or an impact story from your Other Services program.</p>
<p>d. Is there anything else you would like to tell us? (max. 150 words)</p>	<p>Please include any other comments you would like to share about your Other Services.</p>

Resources: Sample content

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

Adult Literacy Services Sample Responses

- 1. Please describe your programs and activities that explains what you did, how you did it, for whom you offered it, and the observed benefits. (Max. 150 words.)**

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

- 2. Please describe the outreach you conducted to recruit learners and tutors to your program. (Max. 150 words.)**

We presented and distributed recruitment materials to community groups (service clubs, parent programs at local schools, adult education partners, places of worship). Adult learners and tutors shared their own stories in those presentations whenever possible. We were involved with the library's summer reading program to help our adult learners engage in summer reading and activities and connected 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 opened many doors with local businesses. We presented at employee meetings and submitted articles about our program for their company newsletters. A new partnership with our local housing authority brought 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 you discovered learners' aspirations and how your program engaged learners in program planning. (Max. 150 words.)

Roles & Goals materials are initial planning tools to engage learners in their instruction. We conducted focus groups and interviews twice this year with learners to guide us on topic selection for small group classes. We created a program satisfaction survey for learners. Tutors guided learners in filling out the survey during a tutoring session. Our library has taken part in the training from the Harwood Institute, and we partnered with other staff members in the library to help us convene community conversations with small groups of learners to discover their aspirations to use in creating a strategic plan for our literacy program based on what we heard.

Family Literacy Services Sample Responses

- 1. Please describe your program for enrolled adult learners and their families that explains what you did, how you did it, for whom you offered it, and the observed benefits. (max. 150 words)**

During intake interviews, we gave learners with families resource bags with a calendar of library and program family events. After every family program, we asked learners how they benefited, and how they can use what they learned at home.

Depending on family members' developmental stages, bags might include books, tips, and craft supplies. Our branch's Children's Librarian met learners and their preschoolers to invite them to our library's play place and story times. Children's and Teen Librarians helped us order books for families. A volunteer led weekly learning groups, in-person and virtual, for learners caring for elderly parents. Sessions included reading, resource sharing for learners' questions, and a lesson on stress management for caregivers.

Weekly advocacy learning groups for parents with elementary school children helped learners share information, generate questions, learn, and practice strategies to advocate for their children in school. Program volunteers concurrently helped kids with homework.

- 2. Please describe your outreach activities and programming for adults (with families) who are eligible to be enrolled in your California Library Literacy Services program but who are not currently enrolled that explains what you did, how you did it, for whom you offered it, and the observed benefits. (max. 150 words)**

We trained library staff who conduct outreach to ensure they are equipped to spread the word with community connections. When possible, adult learner leaders accompanied library staff to talk with potential adult learners with families about their experiences in our program.

We worked with partners who serve qualifying families with adults. Learner leaders and staff visited two middle schools where we know parents likely have low literacy skills and offered a parent workshop on supporting teens' emotional wellbeing in a digital world.

We delivered outreach materials to head starts throughout the county three times this year and participated in literacy nights at two elementary schools, where we offered program information, outreach items, comic books donated to our program, and an easy-to-read handout on brain development in children ages 0-5. We also brought referral information about ESL providers for adults who don't yet speak enough English to enroll in our program.

3. Please describe how you discovered learners' aspirations for their families and how your program engaged learners in planning for your family literacy services. (Max. 150 words.)

Staff joined professional development opportunities through statewide Zoom calls and our regional literacy network. We used the CLLS listserv to gather ideas from colleagues about family literacy services and how to design tools and facilitate meetings to elicit the aspirations adult learners hold for themselves as caregivers, parents, advocates, and other family member roles.

To ensure that learners' goals shape family literacy programs we held/collected: Two planning events in different parts of the county for enrolled learners and families; brief in-person and phone interviews with enrolled learners who cannot come to 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 enrolled and not-yet-enrolled adult learners; and feedback from tutoring pairs. All of this information guided program planning.

English as a Second Language Service Sample Responses

- 1. Please describe your programs and activities that explains what you did, how you did it, for whom you offered it, and the observed benefits. (Max. 150 words.)**

We offered 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 identified with the most need for these resources, such as our remote and rural libraries without other organizations providing these services. Each learner had an intake, Roles & Goals interview, and assessment. We offered one-to-one tutoring, beginning ESL classes, intermediate ESL classes and multi-level conversation groups using Burlington English and led by contract staff and volunteers each term (September – December, January – May and June – August) following the school schedule for a total of 27 total sessions serving approximately 162 learners. We served adults who are beginning and intermediate speakers of English to provide one-on-one and small group sessions to help learners meet their speaking/listening goals and create a pipeline of learners into our adult literacy program.

- 2. Please describe your outreach you conducted to recruit learners and tutors to your program. (Max. 150 words.)**

We used a combination of outreach internally at the library, externally with local community partners, such as our local workforce development centers, First 5, migrant offices, and school district ELAC meetings, and via various media outlets (social media, press releases, radio ads...etc.). We work very closely with our community partners 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 partner with our local university's linguistics department and credential program to identify future English language instructors as well as advertise through VolunteerMatch to engage a skilled volunteer audience.

- 3. Please describe how you discovered learners' aspirations and how your program engaged learners in program planning. (Max. 150 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 have considered 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 incorporate frequent check-ins to ensure that our services are continuously aligning with our learners' goals and aspirations. We use all feedback received to continue providing responsive and relevant programs to our learners throughout the life of our ESL program.