



California Library Literacy Services 2021-2022 CLLS Final Report Frequently Asked Questions

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General Questions

Are the 2021-2022 CLLS Final Report support documents available online?

The 2021-2022 CLLS Final Report support documents can be found on libraryliteracy.org under the “[Funding, Applications, and Reports](#)” webpage below the “2021-2022 CLLS Materials” heading.

What if Counting Opinions requires me to use the notes field?

For most sections, explanations should go in the dedicated narrative fields. However, Counting Opinions may require you to enter a note in the notes field to explain a +/- 20% change in numeric figures from the previous reporting year or for other reasons. If you are prompted to include a note to clear an “error” to verify and submit your report, please do so. You may also include a note that provides specific context for a response.

Do we have to complete Section 9 of the 2021-2022 CLLS Final Report?

Section 9 of the 2021-2022 CLLS Final Report is optional. If you offer the following programs or services, you may complete Section 9 of the 2021-2022 CLLS Final Report:

- English Language and Literacy Intensive (ELLI)
- Non-CLLS English as Second Language Services
- Other Services

If you complete Section 9 for any of the programs listed above, the budget, staff commitment and narrative sections must also be completed.

NOTE: For staff that support a CLLS program and a non-CLLS program, please make sure their **total** FTE is no more than 1.0 across all programs.

How do I find my local adult education consortium/a?

Because library literacy programs offer auxiliary adult education in the community, a great community partnership is with your adult education consortium (or consortia if you serve a large area with multiple adult education districts). You can find your local consortium using the California Adult Education [Consortium Director Map](#) and [Consortium Directory](#). Bev Schwartzberg (Beverly.schwartzberg@library.ca.gov) would also be happy to connect you with your local adult education consortium.

Financial Section Questions

Should we report the salary/wages/benefits of non-literacy staff who have occasionally helped the literacy program in the local match section?

If a non-literacy staff person has provided .05 FTE or about 100 hours of support for your program in the program period, you may report the percentage of time worked in literacy by non-literacy staff and their corresponding salary/wages/benefits in the local match section for the program(s) they have occasionally helped provide literacy services.

If a non-literacy staff person provides less than .05 FTE or less than 100 hours of support in the program period, their salary/wages/benefits may be better reported under “Indirect Costs.”

What are indirect expenses?

Direct services are those that directly support a learners' learning and learning environments. Expenses related to direct services may fall under the following budgetary line items:

- Salary/Wages/Benefits
- Contract Staff
- Operations
- Library Literacy Materials
- Small Equipment
- Equipment (\$5,000+ per unit)
 - o NOTE: The purchase of items \$5,000 or more per unit must be approved by the State Library before purchase is made. Please contact your grant monitor for more information.

Indirect services are those that do not directly support a learner’s learning and learning environment. Indirect services instead peripherally support the literacy program. Indirect expenses are those that support indirect service, may be difficult to itemize and do not require itemization for CLLS reporting purposes. Indirect expenses may include payroll expenses, IT expenses (that are not directly charged back to your literacy program), occupancy costs and others.

The [California Library Literacy Services Law](#) indicates 90% or more of you CLLS funds AND matching local funds must be dedicated to direct services. However, up to 10% of your CLLS award and matching local funds can be dedicated to indirect expenses.

Please also refer to the “[CLLS Allowable and Unallowable Expenses](#)” document.

Are refreshments for tutor training allowable?

Yes, funds may be spent on working lunches or refreshments for tutor trainings as long as they follow the guidelines referenced in the “[CLLS Allowable and Unallowable Expenses](#)” document:

“Funds may be spent on working lunches or refreshments, where a training occurs during the meal or refreshment time. However, a social lunch or refreshments offered during a non-working time or break during a longer training event is unallowable.”

Staff Commitment Section Questions

Can you provide support calculating staff full-time equivalency (FTE) and corresponding salary/wages/benefits?

Yes, please see the [“Staff Salary Chart”](#) for support calculating your staff’s FTE and salary/wages/benefits. Depending on your jurisdiction’s processes for documenting time, we understand these figures may be an estimated average of time worked in each CLLS program.

What does “workweek” mean?

The formula for calculating a staff person’s FTE is based on an organization’s workweek. A workweek is the maximum weekly hours a full-time staff member can work in the organization (not including overtime). Some common workweek hours and their corresponding yearly hours are:

“Workweek” in hours	Yearly Hours (“workweek” x 52 weeks)
40	2,080
37.5	1,950
35	1,820
32	1,664

Please note that your workweek hours are based on your organization’s full-time schedule and not necessarily the hours you work per week.

Our staffing situation has been hectic this year with multiple positions open at various times. Should we do our best to describe this in the narrative fields of the staffing section?

Yes, we understand there has been a lot of challenges with both turnover and recruitment in libraries across California. Please do your best to capture staff time and salary/wages/benefits.

Please note that a full-time person cannot work more than 1.0 FTE in a program period (July 1 - June 30). Depending on when a full-time person’s start during the year and assuming they’ve worked until the end of the program period, their FTE for the program might be:

- July 1, 2021 – June 30, 2022 = 1.0 FTE
- October 1, 2021 – June 30, 2022 = .75 FTE
- January 1, 2022 – June 30, 2022 = .5 FTE
- April 1, 2022 – June 30, 2022 = .25 FTE

Program and Activities Descriptions Section Questions

Do the new learner education fields refer to U.S. or non-U.S. education?

The education brackets used in the 2021-2022 CLLS Final Report are based on U.S. grade levels. However, we understand that some learners’ prior education may not necessarily correlate to the U.S. grade level brackets. Please do your best to input your learners’ prior education in the category that most closely reflects your learner’s prior education level.

NOTE: A learner's prior education level refers to the level of education they received *before* entering the CLLS literacy program. For example: If someone attended school through second grade in another country, and had no other education in the U.S. except non-credit ESL classes, please use second grade as the prior education level.

If a learner or volunteer is in both adult literacy and CLLS ESL programs, do we count this learner or volunteer twice (once for each program)?

No, a learner or volunteer participating in two programs should only be counted once in their primary program of participation. However, their learning hours in their secondary program may be documented in the corresponding program's instructional hours.

For example, if a learner is receiving adult literacy one-on-one tutoring and attends an ESL Conversation Club bi-weekly, this learner's primary program of participation is the Adult Literacy program. Therefore, this learner should be reported as an adult literacy learner, and their adult literacy one-on-one hours reported in the adult literacy learner instructional hours section in "5.1.b.I Total number of adult learner instruction hours at the end of this reporting period." This learner would not be counted as an ESL learner, however, the time the learner spends in the ESL Conversation Club can be documented in "5.3.k. Total number of ESL learner instruction hours at the end of this reporting period."

Are Tutor Roundtable Meetings counted as volunteer development? If so, would working refreshments be allowable expenses in that situation?

Tutor roundtable meetings can be counted as volunteer training hours. Because there is generally a social element, please do not spend CLLS funds on food. See "[Are refreshments for tutor training allowable?](#)" for more information about allowable and unallowable food-related expenses.

Can computer lab time opened to the general public be considered an allowable CLLS service?

If an adult learner is enrolled, matched with a tutor, and is using a computer lab with support from a tutor or staff, these hours can count as instructional hours. If a tutor helps in the computer lab during hours specifically for adult learners, these hours can be considered volunteer service. If a learner has signed up for tutoring but has not been matched with a tutor, independent learning may be counted here: "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." Members of the general public who are using a computer lab should not be counted.

Because the word counts for narrative sections have been lowered to 150 word maximum, what is the balance between succinct and professional sounding responses that you are looking for?

The narrative sections are a subjective description of your CLLS programs and activities. We are looking for each question to be addressed, however, you have the freedom to describe your

programs and activities in an interesting and engaging manner. Some points to consider when describing your program and activities are:

- Does your response thoroughly address all parts of the question?
- Are you only discussing programs and activities related to the specific CLLS program section you are working on?
- Do you provide detail and examples?
- Would someone with little to no experience in literacy in general and your program specifically be able to understand your narrative description?

If you're unsure whether your description sufficiently responds to a specific question, please consult with state library staff.

The first few meetings with the learner, the tutor observes while staff leads the lesson for the learner (as part of the tutor's training). Our program tracks this time as the student and learner each having one instructional hour. Is that correct?

This is correct. The tutor and learner are in an instructional session despite the observation component.

Due to the pandemic and other internal factors, our volunteer program has been on hiatus. Will this impact our program in anyway?

No, we understand that programs are in "recovery mode" as we navigate the after-COVID landscape. It's important for us to accurately report all program data to understand the environments that literacy programs are now working.

Do CLLS ESL programs report data separately from the adult literacy section?

If you were awarded CLLS ESL funds between January 1, 2022 – June 30, 2022, you will report all CLLS ESL data in "5.3.a ESL Services Programs and Activities." All adult literacy data should be reported separately in "5.1.a Adult Literacy Services Programs and Activities."

Can CLLS ESL learners participate in Family Literacy Services programs and activities?

While funding for ESL is available through CLLS (2021-2026), ESL learners may participate in family literacy programming. After the final year of funding (2025-2026), CLLS programs are encouraged to encourage ESL learners who qualify for adult literacy services to enroll in adult literacy services.

Library Impact Section Questions

Can we use learners who "graduated/left" our program but achieved success due to our program—i.e. earned citizenship—in the success and impact

stories?

Yes! Capturing the success of your literacy program after your learner has left the program is crucial for measuring the impact of your program, and it is an incredibly helpful story to capture and share with the State Library.

Is there general guidance for drafting a program's success or impact story?

Please carefully draft and edit the narrative sections in Section 8: Library Impact before pasting the success or impact stories into the Counting Opinions form. Success and impact stories help the State Library set an agenda for future work, identify directors who support CLLS, and tell your story. Some questions as your drafting these sections are:

- Is this a good story to quote in a report or use in outreach? Would an "outsider" understand it?
- Does the story demonstrate impact—e.g., not just accomplishment of a goal but a story of how it made a difference in someone's life?
- Did you make names anonymous if you don't have permission from a learner?
- Is there enough detail to make the story memorable?
- Do you have any pictures with permission to share or links to publications?
 - o NOTE: There is no place to upload pictures on Counting Opinions, but these pictures can be emailed to the state library team.

Could a regular library staff person who occasionally supports the literacy program be part of our response to “8.1.b How do you collaborate and connect with other library departments”?

Yes! This is a great example of how a literacy department collaborates and connects with other library departments and exhibits both the importance of literacy and the program as an integrated part of the library.