

Application to Join CLLS: Three-Year Cycle 2023/2024 to 2025/2026

Friday, February 10 | 11:00 am



CLLS Team

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Today's Agenda

- 2023-2024 CLLS New Libraries Application Information
- CLLS Services Overview
- CLLS New Libraries Application Overview
 - Application questions
 - A: Background Statement
 - B: Adult Literacy and ESL Readiness and Plan
 - C: Family Literacy Readiness and Plan
 - D: Job Descriptions
 - E: Projected Budget and Proposed Revenue
 - F: Staff Commitment Template
 - G: Timeline
 - H: Grant Risk Assessment
- Support Resources



**Application to
Join CLLS:
Three-Year
Cycle 2023/24
to 2025/26,
part 1**

For libraries that do not currently receive state funds to support California Library Literacy Services. Applicants may include:

- Library jurisdictions that have never received CLLS funds, or
- Library jurisdictions that have received CLLS funds in the past but are not currently receiving funds.



Application to Join CLLS: Three-Year Cycle 2023/24 to 2025/26, part 2

- New program cycle covers program periods 2023-24 (year 1), 24-25 (year 2), and 25-26 (year 3). Funded programs will reapply each year (shorter application).
- Adult literacy services for English speakers is the baseline service. **Applicants MUST apply for adult literacy services**, and may also apply for English as a Second Language services and/or family literacy services
- All application documents are **due Monday, April 3, 2023, by 11:59 p.m.**



Adult Literacy Services Overview, Part 1

- Adult Literacy Services accept adults who:
 - are 16 years or older and not concurrently enrolled in high school or another degree-granting program
 - seek literacy services for themselves and are able to do the intake interview in English
 - are willing to be assessed and complete an intake interview and assessment that includes reading and writing skills



Adult Literacy Services Overview, Part 2

- Adult Literacy Services accept adults who:
 - have established one or more personal learning goals
 - spend a large proportion of their tutoring time working on reading and writing skills in English
 - have attended at least two tutoring sessions in the current fiscal year



Adult Literacy Services Overview, Part 3

- Tutoring for adult literacy learners should be tailored to meet each learner's goals and aspirations in:
 - One-to-one sessions
 - Small-group sessions (2-8 learners)
 - Class sessions (9+ learners)
 - **NOTE:** You must indicate class-size sessions fill a demonstrable need in your community.



ESL Services Overview, Part 1

- ESL Services accept adults who:
 - are 16 years or older and not concurrently enrolled in high school or another degree-granting program
 - seek literacy services for themselves but 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 listening and speaking skills



ESL Services Overview, Part 2

- ESL Services accept adults who:
 - have established one or more personal learning goals, including listening and speaking goals
 - spend a large proportion of their tutoring time working on English language acquisition, conversational fluency, and pronunciation
 - have attended at least two tutoring sessions in the current fiscal year



ESL Services Overview, Part 3

- Tutoring for ESL learners should be tailored to meet each learner's goals and aspirations in:
 - One-to-one sessions
 - Small-group sessions (2-8 learners)
 - Class sessions (9+ learners)
 - **NOTE:** You must indicate class-size sessions fill a demonstrable need in your community.



Family Literacy Services, Part 1

CLLS family literacy services are intended to enhance the learning environment for:

1. Enrolled adult learners and their family members of all ages, with a program focus on engaging the adult learner
2. Unenrolled-but-eligible adult learners and their family members of all ages, with a program focus on engaging the adult learner



Family Literacy Services, Part 2

Family Literacy Services should be provided to:

1. Support enrolled adult learners meet their family learning goals with special programming to meet these needs
2. Outreach to unenrolled-but-eligible adult learners and their families with direct connection back to literacy program and goal to enroll learners in adult literacy



Family Literacy Services, Part 3

Family Literacy Services can be offered in the following ways:

- **Direct programming** – Workshops, family literacy programs, and family literacy events
- **Passive programming** – Services for adult learners and families with an interactive element connecting back to literacy program
- **Outreach** – Activities connecting adult learners and families to literacy program



CLLS New Libraries Application Overview

- Application questions (in Submittable)
- Attachments
 - A: Background Statement
 - B: Adult Literacy and ESL Readiness and Plan
 - C: Family Literacy Readiness and Plan
 - D: Job Descriptions
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Application Questions in Submittable, Part 1

“*” indicates required question

- * **Full Legal Name of Library Jurisdiction**
- * **Address**
- * **Library Director** name, email, phone
 - Name of person completing the application form (if different), or additional
 - Contact, email, phone
 - Authorized representative (if different) and contact information
 - *Is this individual the correct signatory? If not, list signatories for claim, certification, and report forms.



Application Questions in Submittable, Part 2

- ***Local Financial Commitment (Yes/No):** Does/will your jurisdiction make an on-going financial commitment for literacy services beginning this current fiscal year and beyond?
- ***Local Financial Commitment Narrative:** Explain how your jurisdiction does/will make an on going financial commitment for literacy services beginning this current fiscal year and beyond.
- ***No-Cost Services to Learners (Yes/No):** Cost of Services: Although library literacy services may charge a third party, such as a workplace, for services, is/will your literacy instruction always provide for free to the adult learner and their participating family?



Application Questions in Submittable, Part 3

- ***Previous CLLS Affiliation:** Has your library ever been part of the State library's literacy program? If yes, what were the circumstances under which you left and what makes you ready to join again?
- ***Our library is applying to offer (choose all that apply):**
 - Adult Literacy Services for English speakers
 - English as a Second Language Services (you must also offer Adult Literacy Services)
 - Family Literacy Services (you must also offer Adult Literacy Services)



Application Questions in Submittable, Part 4

- ***How many learners do you anticipate serving in a typical year over the next three years?** (adult/ESL/family)
- **Program Needs:** What needs do you have that can be addressed by training and support from the State Library and your CLLS peer community?



Attachment A: Background Statement, Part 1

- I. **Community Data:** What are the **demographic** characteristics of your community in general, and the target population for the specific services you plan to offer: adult literacy services, English as a Second Language services, and family literacy (if applying for family literacy funds)? What is the scope of your community's need for these services? How did you identify this information (include sources, such as the Census, PIAAC Skills Map, and other data)?



Attachment A: Background Statement, Part 2

- II. **Community Assets:** Identify and describe the local assets that will help proposed programs succeed and help you develop partnerships.
 - a. **Library.** Existing services, volunteer program, collections, technology, programming, and the role of your libraries in their communities. Be specific about assets for each project area of your application (adult, family, ESL).
 - b. **Community.** What other organizations in your community serve adults with the educational needs you have identified? Be specific about these community assets for each project area of your application (adult, family, ESL).



Attachment A: Background Statement, Part 3

- III. **Gaps:** What gaps do you see in services in your library and communities? (The program description, which is a separate section, should address these gaps.)
- IV. **Partners**
 - a. **Current:** Identify your library's current community partners tied to literacy work and describe your connection: e.g., schools, human service agencies, and other community groups and individuals.
 - b. **Prospective:** Identify at least one potential community partner for each service for which you are applying (adult, family, ESL) and how you'd like to connect with them.

Attachment B: Readiness Statement and Plan, Part 1

Plan of Service

- Based on information above, describe the scope and nature of your library's proposed adult literacy, English as a Second Language, and family literacy services.
- Describe why you believe your library is ready to launch these services based on CLLS Mission and Values and CLLS Program Essentials, if funded.
- Refer, as needed, to information in your background statement, such as demographics, assets, needs, range of services, services that don't duplicate existing offerings, technology, levels, and populations to be served, and use of volunteer/paid instruction.



Attachment B: Readiness Statement and Plan, Part 2

Adult Literacy and English as a Second Language Readiness Details

If you are applying for both adult literacy and ESL services, your answers should include information for each program. Answer in a narrative with a section heading for each main topic (A, B, C, etc.).

A. Outreach and Community Support:

1. How will/does your program attract adult learners?
2. How does/will the library seek community and local government awareness and support for the program?



Attachment B: Readiness Statement and Plan, Part 3

Adult Literacy/ESL Readiness Details

B. Adult Learners:

1. Intake and Assessment: What is/will be included in your intake and assessment process for adult learners?
2. What support services do you/will you offer for adult learners, such as referral to community resources to assist in addressing barriers to the learner's participation in literacy programming?
3. How will you involve adult learners and use their ideas and aspirations to design services for your program?

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Attachment B: Readiness Statement and Plan, Part 4

Adult Literacy/ESL Readiness Details

C. Instruction and Volunteers:

1. How do you/will you recruit volunteer tutors?
2. How do you/will you train volunteer tutors?
3. If you have any plans for also using paid or staff instructors, please describe.
4. If you have any plans for using non-tutor program volunteers, please describe.



Attachment B: Readiness Statement and Plan, Part 5

Adult Literacy/ESL Readiness Details

D. Matching and Progress:

1. What will you take into consideration when matching a volunteer tutor with an adult learner?
2. What will be your process for checking in with tutor/learner pairs to ensure they are meeting regularly, and working on goals set by the learner?



Attachment B: Readiness Statement and Plan, Part 6

Adult Literacy/ESL Readiness Details

E. Institutional Support:

1. Space Planning: Where will the literacy staff office be and where does/will tutoring, learner assessment, training, and other group activities take place?
2. All-Staff Training and Support: How will other library staff be trained to make referrals to the literacy program?



Attachment B: Readiness Statement and Plan, Part 7

Program Alignment How do proposed services align with CLLS mission, values, and program essentials? Refer to

<https://libraryliteracy.org/for-coordinators/mission-values/>.

- a. Explain how services are library based.
- b. Explain how services are a core library service.
- c. Explain how services are learner-driven.
- d. Explain how services are community focused.
- e. Explain how services are volunteer supported.
- f. Explain how staff are professionally engaged.



Attachment C: Family Literacy (optional), Part 1

- I. Family Literacy Services Plan of Service (if requesting family literacy funds)**
 - Briefly describe your proposed family literacy program and how it designed to meet the needs of adult learners and their families as well as recruit new families and learners to your adult literacy program. Explain the schedule for services, any proposed curriculum or activities, and how the program will use library resources and expertise.



Attachment C: Family Literacy (optional), Part 2

Family Literacy Readiness/Alignment Details

- a. **Learner Focus:** How will you involve adult learners and use their ideas and aspirations to design Family Literacy Services?
- b. **Community Learning:** How will programs foster meaningful social bonds, and the discovery and sharing of resources among learners?
- c. **Library Collaboration:** How will staff collaborate with other library services to provide home materials to families, maximize learning experiences, and promote lifelong library use?



Attachment C: Family Literacy (optional), Part 3

Family Literacy Readiness/Alignment Details

- a. **Reflection and Evaluation:** What strategies will you share with adult learners and their families to help them reflect on their learning, and how will staff assess and evaluate programming?
- b. **Program Growth:** How will you conduct ongoing “in-reach” to attract CLLS learners to Family Literacy?
- c. **Program Outreach:** How will Family Literacy conduct community outreach to attract eligible adults to enroll in Adult Literacy?
- d. **Program Essentials:** How does your plan align with Value #7 and Program Essentials?



Attachment D: Job Descriptions

Job Description Categories

- Job Title
- Hours and/or FTE (time percentage)
- Reports to; Supervises (if relevant)
- Job summary (or overall goals)
- Duties and responsibilities
- Required skills and abilities
- Education and experience (or minimum qualifications)



Attachment E: Projected Budget and Proposed Revenue spreadsheet, part 1

Categories include:

- Salary & Benefits
- Contract Staff
- Operations
- Library Literacy Materials
- Small Equipment
- Large Equipment
- Indirect ($\leq 10\%$ of subtotal)



Attachment E: Projected Budget and Proposed Revenue spreadsheet, part 2

For new programs, matching funds are NOT required, but if you will use matching funds, please indicate. After year three, your program will be required to have matching funds using the same guidelines as returning CLLS programs.



Attachment F: Staff Commitment Chart

- Name
- Position
- FTE
- Wages/salary/benefits
- % or FTE per program category (adult literacy, ESL, family literacy)



Attachment G: Timeline

Activity	Month Started	Month Ended
Meet with community partner to plan tutor training	July 2023	July 2023
Offer tutor training	September 2023	June 2024



Attachment H: Background Statement

Do this first! Includes:

- Is project coordinator new to your organization?
- Has project coordinator previously managed any other California State Library grant projects?
- Has your organization received any grants from the California State Library in the past five years?
- Does your accounting system identify and track expenditure and receipt of program funds separately for each grant award?
- Has your organization recently undergone a reorganization or major shift in management?
- Is your organization facing bankruptcy or major budget deficits?



Off- Presentation Overview

How to Access the CLLS New Libraries
Continuing Libraries Application on
Submittable



Recap of Three Services, part 1

Three Service Areas

- **Adult Literacy Services** provide learner-driven tutoring and learning for out-of-school adults who speak English comfortably and want to focus on reading, writing, and other goals rather than primarily focusing on listening and speaking skills.
- Your library must offer Adult Literacy Services to qualify for funding for ESL and/or Family Literacy.
- Services must conform with Values #1-6 and the associated Program Essentials. **If your library does not intend to offer Adult Literacy Services, you will not qualify for funding for ESL or Family Literacy Services.**



Recap of Three Services, part 2

- **ESL Services** provide learner-driven tutoring and learning for out-of-school adults who have the primary goals of building listening and speaking skills in English.
- ESL learners may or may not speak English comfortably and may request a bilingual tutor. ESL learners may include reading, writing, and other literacy goals but identify their first goals as listening and speaking skills.
- **Your library must offer Adult Literacy Services to qualify for funding for ESL Services. You are not required to apply for ESL Services.** ESL Services must conform with Values #1-6 and the associated Program Essentials.



Recap of Three Services, part 3

- **Family Literacy Services** extend and add depth to Adult Literacy Services, focusing on adult learners and their family members of all ages. To help you decide if you would like to offer Family Literacy Services, please read Value #7 and its Program Essentials from the CLLS Strategic Plan to see how CLLS supports families. **You are not required to apply for Family Literacy Services funding.**



Support Resources

There are support resources available at libraryliteracy.org, such as:

- [Preparing to Offer CLLS: Guide](#)
- [CLLS Mission, Values, Program Essentials](#)
- [CLLS FAQ Sheet](#)
- [CLLS Allowable and Unallowable Expenses Document](#)
- [Staff Salary Chart](#)
- [2023-2024 CLLS Application for New Programs](#)



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