



California Library Literacy Services 2022-2023 CLLS Final Report Instructions

Grant Period: July 1, 2022 – June 30, 2023

Deadline: Thursday, September 28, 2023

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Final Report Timeline

- **Tuesday, August 1, 2023** – Final report opens
- **Wednesday, August 2, 2023** – 2022-2023 CLLS Final Report Information Session at 11:00 am. [Register for the information session.](#)
- **Wednesday, August 9, 2023** – 2022-2023 CLLS Final Report Q&A - Narrative Sections at 2:00 pm. [Register for Narrative Sections Q&A.](#)
- **Wednesday, August 16, 2023** – 2022-2023 CLLS Final Report Q&A - Budget Sections at 11:00 am. [Register for Budget Section Q&A.](#)
- **Thursday, September 28, 2023** – 2022-2023 CLLS Final Report is DUE by 5:00 pm
- **October – November 2023** – 2022-2023 CLLS Final Report review period
- **November – December 2023** – 2022-2023 CLLS Final Report revision requests sent to libraries
- **January 2024** – 2022-2023 CLLS Final Report certification forms sent to grantee's authorized representative via DocuSign

CLLS Adult Literacy Services 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
- is 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

CLLS ESL Services Definition of an 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
- is willing to be assessed and complete an intake interview and assessment that includes listening and speaking skills

- has established one or more personal learning goals, including communication-related (listening and speaking) 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

Types of Programs Supported by CLLS Services

According to CLLS guidelines, a CLLS 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
 - NOTE: To offer large group learning sessions, there should be a justifiable need for this service that does not duplicate the efforts of community partners or other organizations in your community.
- Computer lab time with some help from staff and volunteers

CLLS Definition of Family Literacy Services

According to CLLS guidelines, family literacy services can be provided in the following ways:

- Support enrolled adult learners meet their family learning goals with special programming to meet these needs
- Outreach to eligible-but-not-yet-enrolled adult learners and their families with a direct connection back to the literacy program with the goal to enroll learners in adult literacy

Types of Family Literacy Services Programs Supported by CLLS

According to CLLS guidelines, family literacy services can be offered in the following ways (also see the [“Family Literacy Services Overview”](#)):

- 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

Final Report Overview

The 2022-2023 CLLS Final Report can be accessed on [Counting Opinions](#). On the Counting Opinions homepage, you will click, “CLLS Final Report Form.” The period is “2022/2023.” This final report contains eight required sections and one optional section for a total of nine sections:

1. Applicant Information
2. Program Information
3. Financial Report: Adult Literacy Services, Family Literacy Services, and English as a Second Language Services

4. Staff Commitment: Adult Literacy Services, Family Literacy Services, and English as a Second Language Services
5. Description of Programs and Activities
6. Description of Volunteer Activities
7. Community Partners: Adult Literacy Services, Family Literacy Services, and English as a Second Language Services
8. Library Impact
9. OPTIONAL: English Language and Literacy Intensive, Non-CLLS English as a Second Language Services, and Other Services

Section 1. Applicant Information

This section requests grant applicant information for the following categories:

1.1 Library Information

- a. Full legal name of library jurisdiction
- b. Street
- c. City
- d. Zip

1.2 Literacy Program Coordinator's Contact Information

- a. Name
- b. Email
- c. Phone
- d. Is this a new coordinator since May 2023?
 - If "yes" is selected in "1.2.d," a new box, "1.2.d.i," will appear to capture the date the new coordinator started.
- e. Check here if your program has an additional literacy contact person working with the program.
 - If "yes" is selected in "1.2.e," the following three new sections will appear for the additional contact person working in the program.
- f. Name
- g. Title
- h. 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.

- a. Library director's name
- b. Library director's email
- c. Library director's phone
- d. For library directors: Have you read and do you agree to the law, mission & values and program essentials?
 - See "[CLLS Mission, Values, and Program Essentials](#)" webpage for more information.

- e. Is this a new library director since May 2023?
 - If “yes” is selected in “1.3.e,” a new box, “1.3.e.i,” will appear to capture the date the new director started.

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.

- a. Authorized representative’s name
- b. Authorized representative’s email
- c. Is this individual the correct signatory on any claim forms?
 - If “No” was selected for question 1.4.c., please indicate the correct individual’s name and email address.
- d. Is this individual the correct signatory on any certifications?
 - If “No” was selected for question 1.4.d., please indicate the correct individual’s name and email address.
- e. Is this individual the correct signatory on any reports?
 - If “No” was selected for question 1.4.e., please indicate the correct individual’s name and email address.

Section 2. Program Information

This section requests grant applicant information for the following categories:

- a. Program Name
- b. What year did the program start? (autofill)
- c. Year left/returned to program (autofill)
- d. How was the program be provided?
 - In-house by the library
 - Contract with another library (please provide the library’s name and the director’s contact information in d.i.)
 - Contract with another agency (please provide the agency’s name and the director’s contact information in d.i.)
 - Other (please provide the organization’s name and the director’s contact information in d.i.)

2.1 Basic or Institutional Information

Include here only 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. (Do not include library outlets from other jurisdictions, locations where only community outreach, or family literacy programming takes place in this number.)

- e. Number of main and branch libraries where library literacy services were provided. (#)
- f. Number of community locations where library literacy services were provided. (#)

- g. Total number of locations (autofill)
- h. Number of main and branch libraries with the library jurisdiction (autofill)
- i. Percentage of total library outlets where literacy services were provided (autofill)
- j. Total number of locations (autofill)

2.2 Participation in Regional Networks and Adult Education Consortia

- a. Regional network name
- b. Did you or a representative from your library actively participate in your regional literacy network during the reporting period?
 - o If “No” is selected for question 2.2.b., please explain why you or a representative were 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?
 - o 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.
- d. Did you or a representative from your library participate in your local Adult Education Consortium during the reporting period?
 - o 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.

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 include: “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 expenses are clearly identified.

NOTE: If you were not awarded CLLS ESL funds in round 1, 2, or 2.5 for the July 1, 2022 – June 30, 2023, CLLS program cycle, you will not complete the “ESL-CLLS” or “ESL-Local” columns of Section 3.1 Financial Report below.

3.1 Program Budget

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

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

This section requests staff commitment information for library personnel and contract staff who worked on CLLS programs during the program period. Please consider the following information when completing this section:

- Include the FTE for all library personnel and contracted personnel who contribute to the California Library Literacy Services program, including the California Library Literacy Services coordinator, library director, and literacy program staff. Staff time should be reported for both CLLS-funded and locally funded time worked on CLLS program activities.
- Library Personnel are those who are city, county, or library district employees.
- Contracted personnel are not city, county, or library district employees. They are people with whom the library contracts separately.
- Only report time spent by library personnel and contracted staff on the California Library Literacy Services program. For example, if you have a staff person who spends 50% of their time on the library literacy program and 50% outside of literacy, only the time spent on the library literacy program, 50% or .5 FTE, should be reported here.
- For each category of personnel, please use the narrative box to provide name, job title, a brief description of the tasks carried out, and corresponding FTE for each staff person.

4.1 Library Personnel

- ALS FTE (#)
 - This is a combined figure of the time library personnel dedicated to your CLLS adult literacy services program in 2022-2023.
- FLS FTE (#)
 - This is a combined figure of the time library personnel dedicated to your CLLS family literacy services program in 2022-2023.

- c. ESL FTE (#)
 - This is a combined figure of the time library personnel dedicated to your CLLS ESL services program in 2022-2023.
- d. Narrative
 - The narrative captures a breakdown of each staff person’s FTE commitment. For example, “Maria worked .75 FTE; Carla worked .25 FTE; and Michael worked .25 FTE in adult literacy.” The total of the narrative breakdown should match the “Total FTE: Library Personnel” figure.

4.2 Contract Staff

- a. ALS FTE (#)
 - This is a combined figure of the time contract staff dedicated to your CLLS adult literacy services program in 2022-2023.
- b. FLS FTE (#)
 - This is a combined figure of the time contract staff dedicated to your CLLS family literacy services program in 2022-2023.
- c. ESL FTE (#)
 - This is a combined figure of the time contract staff dedicated to your CLLS ESL services program in 2022-2023.
- d. Narrative
 - The narrative captures a breakdown of each staff person’s FTE commitment. For example, “Maria worked .75 FTE; Carla worked .25 FTE; and Michael worked .25 FTE in adult literacy.” The total of the narrative breakdown should match the “Total FTE: Contract Staff” figure.

Section 5. Description of Programs and Activities

This section requests grant program and activities information for the following categories:

5.1 Adult Literacy Services

5.1.a Adult Literacy Services Programs and Activities

- a. Adult Literacy Services (autofill)
- 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. (150 words max.)
- c. Please describe the outreach you conducted to recruit learners and tutors to your program. (150 words max.)
- d. Please describe how you discovered learners’ aspirations and how your program engaged learners in program planning. (150 words max.)

5.1.b Adult Learner Data

- a. Number of adult learners who continued from the prior reporting period. (#)
- b. Number of adult learners who began instruction this fiscal year. (#)
- c. Total number of adult learners who received instruction. (autofill)
- d. Total number of adult learners who mostly or exclusively received instruction via one-to-one tutoring. (#)

- e. Total number of adult learners who mostly or exclusively received instruction via small group classes (2-8 people). (#)
- f. Total number of adult learners who mostly or exclusively received instruction via large group classes (9 or more people). (#)
 - i. NOTE: The total between 5.1.b.d – 5.1.b.f should match the total number of adult learners who received instruction in 5.1.b.c.
- g. Total number of adult learners awaiting instruction or rematch at the end of this reporting period. (#)
- 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. (#)
- i. Number of adult learners you served who are incarcerated. (#)
- j. Percentage of adult learners you served who are incarcerated. (autofill)
- k. Total number of adult learners with a library card. (#)
- l. Total number of adult learner instruction hours at the end of this reporting period. (#)

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.

5.1.c.a Adult Learner 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.

- Hispanic, Latinx, or Spanish (#)
- Not Hispanic, Latinx, or Spanish (#)
- Unknown (#)
- Total Ethnicity (autofill)

5.1.c.b Adult Learner Ancestry/Race

Please include the number of adult learners in the ancestry/race category they identify.

If an adult learner identifies as two or more ancestries or race, they may be documented in the “Combination of two or more ancestries 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.”

The total ancestry/race section should total the total number of learners in 5.1.b.c.

- 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 (autofill)

5.1.c.c Adult Learner Age

Please include the number of adult learners in the age bracket that applies to them. If an adult learner's age is unknown, they may be documented in the "Unknown Age" section.

The total age section should total the total number of learners in 5.1.b.c.

- 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 (autofill)

5.1.c.d Adult Learner Gender

Please include the number of adult learners in the gender identifier that applies to them.

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."

The total gender section should total the total number of learners in 5.1.b.c.

- Man/Male (cis or transgender) (#)
- Woman/Female (cis or transgender) (#)
- Non-binary or genderqueer (#)
- Not Sure (#)

- Other (#)
- Prefer not to answer (#)
- Total gender (autofill)

5.1.c.e Adult Learner Prior Education

Please include the number of adult learners in the prior education bracket that applies to them.

The total prior education section should total the total number of learners in 5.1.b.c.

- K-3 (#)
- 4-6 (#)
- 7-9 (#)
- 10-12 (#)
- High school graduate (#)
- Some college (#)
- College graduate (#)
- Post-college (#)
- Unknown Education (#)
- No prior education (#)
- Total prior education (autofill)

5.2 Family Literacy Services

5.2.a Family Literacy Services Programs and Activities

- a. Family Literacy Services
- 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. (150 words max.)
- 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 (150 words max.)
- d. Please describe how you discovered learners' aspirations for their families and how your program engaged learners in planning for your family literacy services. (150 words max.)

5.2.b Enrolled Family Literacy Learner Data

- a. Number of enrolled adult learner families served this year. (#)
 - NOTE: An adult learner family should be counted as one single unit regardless of the number of family members.
- b. Number of children under 5 served in those families. (#)
- c. Number of children aged 5-18 served in these families. (#)
- d. Total number of children in enrolled adult learner families served. (autofill)
- e. Number of family members 19 and older in enrolled adult learner families served. (#)

5.2.c Eligible-but-not-yet-enrolled Family Literacy Learner Data

- a. Number of unenrolled but California Library Literacy Services-eligible adults served with their families served through programming activities. (#)

- NOTE: An eligible-but-not-yet-enrolled adult learner family should be counted as one single unit regardless of the number of family members.
- b. Number of children under 5 served in those families. (#)
- c. Number of children aged 5-18 served in those families. (#)
- d. Total number of children in unenrolled families served. (autofill)
- e. Number of family members 19 and older in unenrolled families served. (#)

5.2.d Additional Family Literacy Outputs

- a. Number of family literacy programs and activities you provided. (#)
- b. Number of outreach events or activities you provided (in-person or online). (#)
- c. Number of trainings provided for staff and volunteers. (#)
- d. Total number of books provided to build home libraries. (#)
- e. Total number of other items (e.g., kits) provided for at-home learning. (#)

5.2.e Mobile Library Literacy Services

- a. Did you provide CLLS family literacy services using a mobile vehicle apart of the Mobile Library Literacy Services project?
- b. Was your vehicle or program funded as part of the original Mobile Library Literacy Services (pre-2005) funding?
- 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. (150 words max.)
- d. Number of children under 5 served. (#)
- e. Number of children aged 5-18 served. (#)
- f. Total number of children served. (autofill)
- g. Number of family members 19 and older in enrolled adult learner families served. (#)
- h. Number of adult learners served. (#)
- i. Number of MLLS sites. (#)
- j. Number of MLLS Site Visits. (#)

5.3 English as a Second Language Services

5.3.a ESL Services Programs and Activities

- a. English as a Second Language Services
- 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. (150 words max.)
- c. Please describe your outreach you conducted to recruit learners and tutors to your program. (150 words max.)
- d. Please describe how you discovered learners' aspirations and how your program engaged learners in program planning. (150 words max.)

5.3.b ESL Learner Data

- a. Number of ESL learners who continued from the prior reporting period. (#)
- b. Number of ESL learners who began instruction this fiscal year. (#)
- c. Total number of ESL learners who received instruction. (autofill)
- d. Number of ESL learners who mostly or exclusively received instruction via one-to-one tutoring. (#)

- e. Number of ESL learners who mostly or exclusively received instruction via small group classes (2-8 learners). (#)
- f. Number of ESL learners who mostly or exclusively received instruction via large classes (9+ learners). (#)
- g. Number of first language learners who received instruction. (#)
- h. Number of ESL learners awaiting instruction or rematch at the end of this reporting period. (#)
- i. 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. (#)
- j. Number of ESL learners you served who are incarcerated. (#)
- k. Percentage of ESL learners you served who are incarcerated. (autofill)
- l. Total number of ESL learners with a library card. (#)
- m. Total number of ESL learner instruction hours at the end of this reporting period. (#)

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.

5.3.c.a ESL Learner Ethnicity

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.

The total ethnicity section should total the total number of learners in 5.3.b.c.

- Hispanic, Latinx, or Spanish (#)
- Not Hispanic, Latinx, or Spanish (#)
- Unknown (#)
- Total Ethnicity (autofill)

5.3.c.b ESL Learner Ancestry/Race

Please include the number of ESL learners in the ancestry/race category they identify.

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.”

The total ancestry/race section should total the total number of learners in 5.3.b.c.

- 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 (autofill)

5.3.c.c ESL Learner Age

Please include the number of ESL learners in the age bracket that applies to them.

If an ESL learner’s age is unknown, they may be documented in the “Unknown Age” section.

The total age section should total the total number of learners in 5.3.b.c.

- 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 (autofill)

5.3.c.d ESL Learner Gender

Please include the number of ESL learners in the gender identifier that applies to them.

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.”

The total gender section should total the total number of learners in 5.3.b.c.

- Man/Male (cis or transgender) (#)
- Woman/Female (cis or transgender) (#)
- Non-binary or genderqueer (#)
- Not Sure (#)

- Other (#)
- Prefer not to answer (#)
- Total gender (autofill)

5.3.c.e ESL Learner Prior Education

Please include the number of ESL learners in the prior education bracket that applies to them.

The total prior education section should total the total number of learners in 5.3.b.c.

- K-3 (#)
- 4-6 (#)
- 7-9 (#)
- 10-12 (#)
- High school graduate (#)
- Some college (#)
- College graduate (#)
- Post-college (#)
- No prior education (#)
- Unknown Education (#)
- Total education (autofill)

5.3.c.f ESL Learner Primary or Home Language

Please include the number of ESL learners in the primary or home language that applies to them.

The total primary or home language section should total the total number of learners in 5.3.b.c.

- 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 (autofill)

Section 6. Description of Volunteer Activities

6.1 Volunteer Data

Volunteers should be counted only one time in their primary program of volunteer. However, their volunteer hours can be reported in the appropriate program of volunteer. For example, if a volunteer is primarily an adult literacy services 1-1 tutor but will occasionally lead a family

literacy workshop, they will be counted once as an adult literacy volunteer in 6.1.a Adult Literacy Services Volunteer Data, but their adult literacy instructional hours will be reported in 6.2.a, and their family literacy instructional hours will be reported in 6.2.b.

6.1.a Adult Literacy Services Volunteer Data

- a. Number of continuing adult literacy volunteer tutors instructing from prior reporting period. (#)
- b. Number of adult Literacy volunteer tutors who began instructing during this reporting period. (#)
- c. Total adult literacy volunteer tutors who instructed during this reporting period. (autofill)
- d. Number of adult literacy non-tutor volunteers in your literacy program. (#)
- e. Total number of adult literacy volunteers. (autofill)
- f. Number of adult literacy volunteer tutors awaiting training/matching/rematching at the end of this reporting period. (#)

6.1.b Family Literacy Services Volunteer Data

- a. Total number of family literacy volunteers. (#)

6.1.c ESL Services Volunteer Data

- a. Number of continuing ESL Services volunteer tutors instructing from prior reporting period. (#)
- b. Number of ESL Services volunteer tutors who began instructing during this reporting period. (#)
- c. Total ESL Services volunteer tutors who instructed during this reporting period. (autofill)
- d. Number of ESL Services non-tutor volunteers in your literacy program. (#)
- e. Total number of ESL Services volunteers. (autofill)
- f. Number of ESL Services volunteer tutors awaiting training/matching/rematching at the end of this reporting period. (#)

6.1.d Learner, Tutor, and Staff Ratios

- a. Learner / tutor ratio (autofill)
- b. Learner / staff ratio (autofill)
- c. Comments

6.2 Volunteer Hours

- a. Number of adult literacy volunteer tutor instructional hours. (#)
- b. Number of family literacy volunteer tutor instructional hours. (#)
- c. Number of ESL volunteer tutor instructional hours. (#)
- d. Number of all other non-tutoring volunteer hours in literacy services. (#)
- e. Total number of volunteer hours. (autofill)

6.3 Volunteer Training

- a. Volunteer Tutor Training Description (150 words max.)
- b. Number of training hours new tutors are required to complete before beginning to tutor. (#)

- c. Total number of volunteer tutor training hours. (#)

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.

6.4.a Volunteer Ethnicity

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.

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.

- Hispanic, Latinx, or Spanish (#)
- Not Hispanic, Latinx, or Spanish (#)
- Unknown (#)
- Total Ethnicity (autofill)

6.4.b Volunteer Ancestry/Race

Please include the number of volunteers in the ancestry/race category they identify.

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.”

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.

- 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 (autofill)

6.4.c Volunteer Age

Please include the number of volunteers in the age brackets that applies to them.

If a volunteer’s age is unknown, they may be documented in the “Unknown Age” section.

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.

- 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 (autofill)

6.4.d Volunteer Gender

Please include the number of volunteers in the gender identifier that applies to them.

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.”

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.

- Man/Male (cis or transgender) (#)
- Woman/Female (cis or transgender) (#)
- Non-binary or genderqueer (#)
- Not Sure (#)
- Other (#)
- Prefer not to answer (#)
- Total gender (autofill)

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.

7.1 Adult Literacy Services Community Partner Information

- a. Community Partner Name
- b. Community Partner Description (150 words max.)

7.2 Family Literacy Services Community Partner Information

- a. Community Partner Name
- b. Community Partner Description (150 words max.)

7.3 ESL Services Community Partner Information

- a. Community Partner Name
- b. Community Partner Description (150 words max.)

Section 8. Library Impact

8.1 General Impact

- a. What program and service needs do you have that you are unable to meet and why? (150 words max.)
- b. How do you collaborate and connect with other library departments? (150 words max.)
- c. Library Director's statement: How have your literacy services impacted the rest of the library in this grant year? (300 words max.)

8.2 Program Success Stories

- a. Please share one success or impact story from your adult literacy services program. (300 words max.)

- b. Please share one success or impact story from your family literacy services program (if applicable). (300 words max.)
- c. Please share one success or impact story from your English as a Second Language services program (if applicable). (300 words max.)
- d. Is there anything else you'd like to tell us?

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.

- a. Total number of adult learners and ESL learners who received instruction during this reporting period. (autofill)
- b. Number of adult learners and ESL learners who set at least one goal during this period. (#)
- c. Percentage of adult learners and ESL learners who set at least one goal during this period. (autofill)
- d. Number of adult learners and ESL learners who made progress toward at least one goal in this period. (#)
- e. Percentage of adult learners and ESL learners who made progress toward at least one goal. (autofill)
- f. Number of adult learners and ESL learners (not number of goals) who met at least one goal. (#)
- g. Percentage of adult learners and ESL learners who met at least one goal. (autofill)

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 (autofill)					

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 (autofill)					

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 (autofill)					

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 (autofill)					

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](#).

- 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. (autofill)
- c. Using new resources to support their family. (#)
- d. Percentage of enrolled adults who indicated they used new resources to support their family. (autofill)
- e. Noticing changes 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. (autofill)
- 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. (autofill)

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 expenses are clearly identified.

NOTE: If you were NOT awarded CLLS ESL funds in Rounds 1, 2, or 2.5 and conducted locally funded ESL services between July 1, 2022, to June 30, 2023, please include your non-CLLS ESL local funds here.

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

Use the narrative column to explain how the funds listed in each row were used. For example: detail how operations funds were used, or what literacy materials were purchased.

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

9.2 Staff Commitment. English Language and Literacy Intensive, Non-CLLS

English as a Second Language Services, and Other Services Library Personnel

a. Library Personnel

- ELLI FTE (#)
 - This is a combined figure of the time library personnel dedicated to your ELLI program in 2022-2023.
- Non-CLLS ESL FTE (#)
 - This is a combined figure of the time library personnel dedicated to your non-CLLS ESL program in 2022-2023.
- Other Services FTE (#)
 - This is a combined figure of the time library personnel dedicated to your Other Services in 2022-2023.
- Narrative
 - The narrative captures a breakdown of each staff person's FTE commitment. For example, "Maria worked .75 FTE; Carla worked .25 FTE; and Michael worked .25 FTE in Non-CLLS ESL." The total of the narrative breakdown should match the "Total FTE: Library Personnel" figure.

b. Contract Staff

- ELLI FTE (#)
 - This is a combined figure of the time contract staff dedicated to your ELLI program in 2022-2023.
- Non-CLLS ESL FTE (#)
 - This is a combined figure of the time contract staff dedicated to your non-CLLS ESL program in 2022-2023.
- Other Services FTE (#)
 - This is a combined figure of the time contract staff dedicated to your Other Services in 2022-2023.
- Narrative
 - The narrative captures a breakdown of each staff person's FTE commitment. For example, "Maria worked .75 FTE; Carla worked .25 FTE; and Michael worked .25 FTE in Other Services." The total of the narrative breakdown should match the "Total FTE: Contract Staff" figure.

9.3 English Language and Literacy Intensive

The English Language and Literacy Initiative (ELLI) supports California schoolchildren who struggle to learn English and connects parents with English-as-a-Second-Language programs. If your California Library Literacy Services program offers an ELLI program, please describe it here.

- a. English Language and Literacy Intensive
- 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. (150 words max.)
- c. Total number of ELLI Children served. (#)
- d. Total number of ELLI parents/caregivers served. (#)
- e. Please share one success or impact story from your ELLI program. (150 words max.)

- f. Is there anything else you would like to tell us? (150 words max.)

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

If you were NOT awarded CLLS ESL funds in Rounds 1, 2, or 2.5 and conducted locally funded ESL services between July 1, 2022, to June 30, 2023, please describe your non-CLLS-funded ESL services here.

- a. Non-CLLS English as a Second Language Program
- 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. (150 words max.)
- c. Total number of non-CLLS ESL learners served. (#)
- d. First or home language of ESL adults served. (#)
 - 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 (autofill)
- e. Please share one success or impact story from your non-CLLS-funded ESL program. (150 words max.)
- f. Is there anything else you would like to tell us about your non-CLLS-funded ESL program? (150 words max.)

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.

- a. Other Services
- 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. (150 words max.)
- c. Please share one success or impact story from your Other Services. (150 words max.)
- d. Is there anything else you would like to tell us? (150 words max.)

Application Assistance

Resources for Completing the Final Report

The California Library Literacy Services state grant team provides application support in various ways:

- Refer to the [CLLS FAQ Sheet](#) for frequently asked California Library Literacy Service questions.
- Refer to the [CLLS Allowable and Unallowable Expenses](#) for support on how California Library Literacy Service funds may be expended.
- Refer to the [Staff Salary Chart](#) for support calculating salary and benefits costs and respective FTE.
- Refer to the “[Family Literacy Services Overview](#)” for general implementation guidance on California Library Literacy Service Family Literacy Services.
- A **2022-2023 CLLS Final Report Information Session** will be held **Wednesday, August 2, 2023** at **11:00 am**. [Register for the information session](#).
- A **2022-2023 CLLS Final Report Q&A - Narrative Sections** will be held **Wednesday, August 9, 2023** at **2:00 pm**. [Register for Narrative Sections Q&A](#).
- A **2022-2023 CLLS Final Report Q&A - Budget Sections** will be held **Wednesday, August 16, 2023** at **11:00 am**. [Register for Budget Section Q&A](#).
- Please contact the California Library Literacy Service state grant team for support:
 - Beverly Schwartzberg, Library Programs Consultant, beverly.schwartzberg@library.ca.gov
 - Allyson Jeffredo, Literacy & Grants Analyst, allyson.jeffredo@library.ca.gov
- One-on-one support is available with Allyson Jeffredo. Use [Calendly](#) to see available times and to schedule a meeting.
- Additional support materials can be found at the California Library Literacy Service webpage, libraryliteracy.org.

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 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.

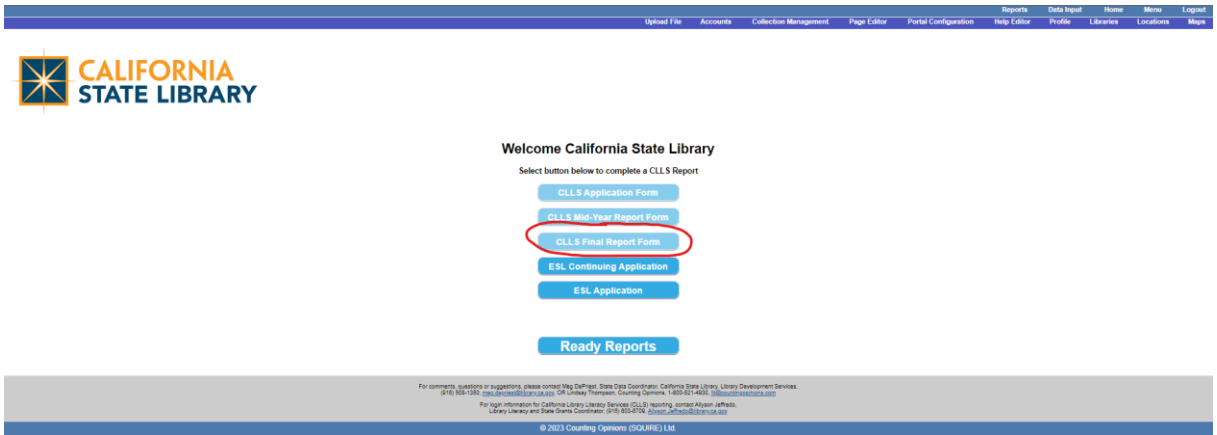
3. Please describe how you discovered learners' aspirations and how your program engaged learners in program planning. (Max. 150 words.)

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.

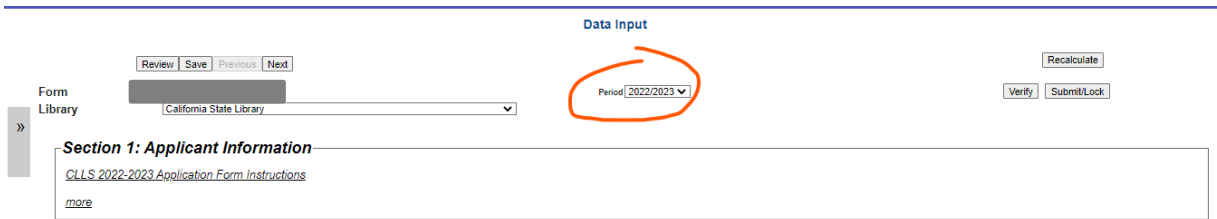
Submitting Your Application on Counting Opinions

If you need support to submit your report through Counting Opinions, please follow the guide below to fully submit your 2022-2023 CLLS Final Report:

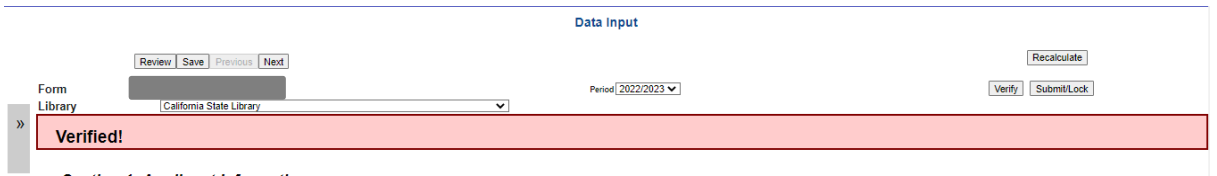
- When you log into [Counting Opinions](#), select the "CLLS Final Report Form:"



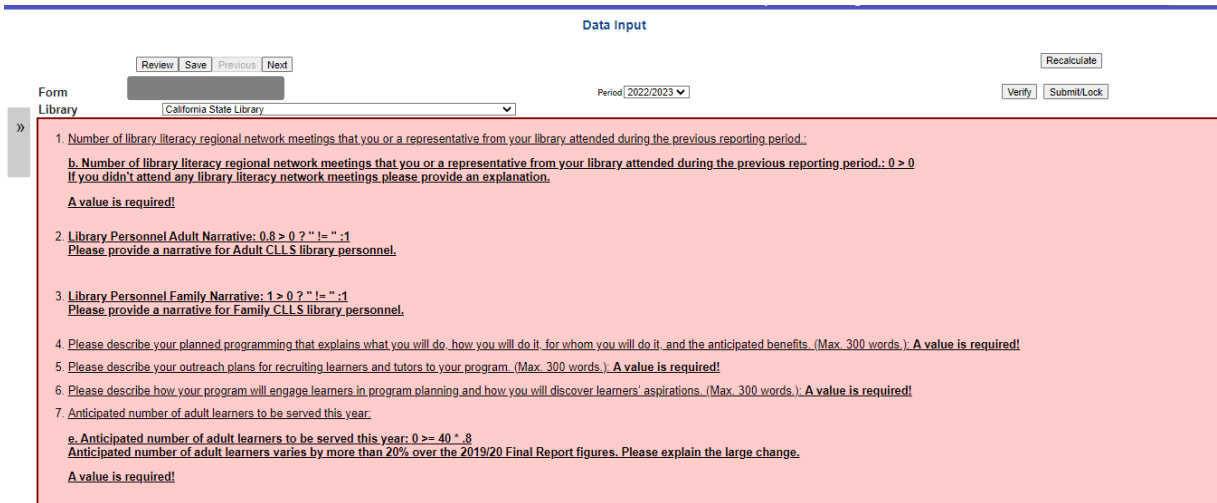
- Make sure you are completing the CLLS Final Report for the "2022-2023" period:



- Once you have completed your application, select the "Verify" button:



- If your application is ready to submit, you will receive a "Verified!" alert and the "Submit/ Lock" button will appear. If your application is missing some type of information, you may get an alert or alerts listed in a red banner across your application:



- To view areas that need to be corrected, you can click each message, which will take you to the portion of the application that needs correcting. There are two ways to clear an edit check. First is by ensuring that the required "Narrative" section has been completed if one is available (see first highlighted section). The second is by inputting an explanation in the "Note" field to the left of the area causing an edit check (second highlighted section). These fields are highlighted in yellow below.

4.2 Contract Personnel

	FTE	Narrative (required)
Total CLLS (adults)	2.00	
Contract Personnel Adult Narrative: 2 : 0 : 2 : 0 : 1 : 1 Please provide a narrative for Adult CLLS contract personnel.		
Total CLLS (family)		
Total CLLS (ESL)		
Total FTE - contracted personnel	2.00	
Contract Personnel Programs Total: 2 : 0 : 2 : 0 : 0 : 1 : 2 : 1 Total FTE - contract personnel varies by more than 20% over the previous year. Please explain the change.		
Contract Personnel Salary	\$0	

- Once each area is corrected, you will hit "Verify" again.
- If "Verified!" appears, you are ready to hit "Submit/Lock." If submission is successful, your side will read "Locked" in red:

Data Input

Review Save Previous Next

Form Library California State Library

Period 2022/2023

Recalculate

Locked Unlock Approve

» Verified!

- At this point, no more changes can be made to your report. You are welcome to print a copy of the report for your records. If you need to make any changes after your report has been locked, please let me know, and I can unlock your report for edits.