



California Library Literacy Services 2023-2024 CLLS Data Collection Checklist

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Purpose of this Checklist

The purpose of this checklist is to help prepare for 2023-2024 reporting. In this checklist, there is a list of data on the 2023-2024 CLLS Final Report for the CLLS programs you receive funding for.

Basic or Institutional Information

- ✓ Number of main or branch libraries where adult literacy services and ESL services (if you offered CLLS-funded ESL services) were provided
- ✓ Number of community locations where adult literacy services and ESL services (if you offered CLLS-funded ESL services) were provided

Budget Information

Your library jurisdiction may collect financial information differently than the CLLS reporting categories. Please review the CLLS Allowable and Unallowable Expenses (found on the [CLLS Manage Your Current Grant](#) page) document to help accurately report expenses according to CLLS guidelines for each funding category for both your CLLS awards *and* local matching funds.

- ✓ CLLS award expenditures in the following categories:
 - Salaries & Benefits
 - Contract Staff
 - Operations
 - Library Literacy Materials
 - Small Equipment
 - Large Equipment (\$5,000 or more *per unit*)
 - Indirect Costs (cannot be more than 10% of subtotal)
- ✓ Local matching costs for each CLLS-funded program offered by your library (Adult Literacy Services, Family Literacy Services, or ESL Services):
 - Salaries & Benefits
 - Contract Staff
 - Operations
 - Library Literacy Materials
 - Small Equipment
 - Large Equipment (\$5,000 or more *per unit*)
 - Indirect Costs (cannot be more than 10% of subtotal)

Staff Commitment Information

For help calculating the Full Time Equivalency (FTE) for staff for the full program year, you may refer to the [Staff Salary Chart](#).

- ✓ Total FTE for each program
 - Adult Literacy Services
 - Family Literacy Services
 - ESL Services
 - NOTE: In the narrative field, you will also include the FTE breakdown per staff member.

Adult Literacy Services Data

Adult Learner Data

- ✓ Number of adult learners who continued from the prior reporting period
- ✓ Number of adult learners who began instruction in the reporting period
- ✓ Total number of adult learners who mostly or exclusively received instruction via one-to-one tutoring.
- ✓ Total number of adult learners who mostly or exclusively received instruction via small group classes (2-8 people)
- ✓ Total number of adult learners who mostly or exclusively received instruction via large group classes (9 or more people)
 - NOTE: A learner should be reported only *once* in their primary mode of instruction
- ✓ Total number of adult learners awaiting instruction or rematch at the end of the reporting period
- ✓ 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
- ✓ Number of adult learners served who are incarcerated
- ✓ Number of adult learners with a library card
- ✓ Total number of adult learner instructional hours at the end of the reporting period
 - NOTE: If offering small group or large group classes, each learner receives credit for each instructional hour they attend per session. For example, if 5 adult learners attend a 2-hour book discussion group, that would total 10 learner instructional hours. If each adult learner attends all 6 book discussion group sessions, that will total 60 learner instructional hours.

Adult Learner Demographics

- ✓ Adult Learner Ethnicity
 - Hispanic, Latinx, or Spanish
 - Not Hispanic, Latinx, or Spanish
 - Unknown
- ✓ Adult Learner Ancestry/Race
 - American Indian or Alaska Native
 - Chinese
 - Japanese
 - Filipino
 - 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
- ✓ Adult Learner Age
 - Age 16-19
 - Age 20-29
 - Age 30-39
 - Age 40-49
 - Age 50-59
 - Age 60-69
 - Age 70 plus
 - Unknown age
- ✓ Adult Learner Gender
 - Man/Male (cis or transgender)
 - Woman/Female (cis or transgender)
 - Non-binary or genderqueer
 - Not Sure
 - Other

- Prefer not to answer
- ✓ Adult Learner Prior Education
 - No formal prior education
 - K-3
 - 4-6
 - 7-9
 - 10-12
 - High school graduate
 - Some college
 - College graduate
 - Post college
 - No prior education
 - Unknown education

Family Literacy Services Data

Enrolled Family Literacy Learner Data

- ✓ Number of enrolled adult learner families served in reporting period
- ✓ Number of children under 5 served in adult learner families
- ✓ Number of children 5-18 served in adult learner families
- ✓ Number of family members 19 and older in enrolled adult learner families served

Eligible-but-not-yet-enrolled Family Literacy Learner Data

- ✓ Number of eligible-but-not-yet-enrolled adults served with their families in reporting period
- ✓ Number of children under 5 served in eligible-but-not-yet-enrolled adult learner families
- ✓ Number children 5-18 served in eligible-but-not-yet-enrolled adult learner families
- ✓ Number of family members 19 and older in eligible-but-not-yet-enrolled adult learner families served

Additional Family Literacy Output Data

- ✓ Number of family literacy programs and activities provided for learner families in reporting period
- ✓ Number of outreach events or activities provided for learner families and eligible-but-not-yet-enrolled learner families (in-person or online)
- ✓ Number of trainings provided for staff and volunteers
- ✓ Total number of books provided to build home libraries

- ✓ Total number of other items (e.g., kits) provided for at-home learning

ESL Services Data

ESL Learner Data

- ✓ Number of ESL learners who continued from the prior reporting period
- ✓ Number of ESL learners who began instruction in the reporting period
- ✓ Total number of ESL learners who mostly or exclusively received instruction via one-to-one tutoring.
- ✓ Total number of ESL learners who mostly or exclusively received instruction via small group classes (2-8 people)
- ✓ Total number of ESL learners who mostly or exclusively received instruction via large group classes (9 or more people)
 - NOTE: A learner should be reported only *once* in their primary mode of instruction
- ✓ Number of first language learners who received instruction
 - NOTE: A learner is considered a “first language learner” when they are receiving literacy instruction in their first or primary language before transitioning into ESL instruction.
- ✓ Total number of ESL learners awaiting instruction or rematch at the end of the reporting period
- ✓ 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
- ✓ Number of ESL learners served who are incarcerated
- ✓ Number of ESL learners with a library card
- ✓ Total number of ESL learner instructional hours at the end of the reporting period
 - NOTE: If offering small group or large group classes, each learner receives credit for each instructional hour they attend per session. For example, if 5 adult learners attend a 2-hour book discussion group, that would total 10 learner instructional hours. If each adult learner attends all 6 book discussion group sessions, that will total 60 learner instructional hours.

ESL Learner Demographics

- ✓ ESL Learner Ethnicity
 - Hispanic, Latinx, or Spanish
 - Not Hispanic, Latinx, or Spanish
 - Unknown
- ✓ ESL Learner Ancestry/Race

- American Indian or Alaska Native
- Chinese
- Japanese
- Filipino
- 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
- ✓ ESL Learner Age
 - Age 16-19
 - Age 20-29
 - Age 30-39
 - Age 40-49
 - Age 50-59
 - Age 60-69
 - Age 70 plus
 - Unknown age
- ✓ ESL Learner Gender
 - Man/Male (cis or transgender)
 - Woman/Female (cis or transgender)
 - Non-binary or genderqueer
 - Not Sure
 - Other
 - Prefer not to answer
- ✓ ESL Learner Prior Education
 - No formal prior education
 - K-3
 - 4-6
 - 7-9

- 10-12
- High school graduate
- Some college
- College graduate
- Post college
- No prior education
- Unknown education
- ✓ ESL Learner Primary or Home Language
 - Spanish
 - Vietnamese
 - Hmong
 - Chinese
 - Tagalog
 - Korean
 - Other Language
 - NOTE: Please include the name and number of those who speak another primary or home language.

Volunteer Data

Adult Literacy Services Volunteer Data

- ✓ Number of continuing adult literacy volunteer tutors instructing from the prior reporting period
- ✓ Number of adult literacy volunteer tutors who began instructing during the reporting period
- ✓ Number of adult literacy non-tutor volunteers in your literacy program
- ✓ Number of adult literacy volunteer tutors awaiting training/matching/rematching at the end of the reporting period

Family Literacy Services Volunteer Data

- ✓ Total number of family literacy volunteer

ESL Services Volunteer Data

- ✓ Number of continuing ESL Services volunteer tutors instructing from the prior reporting period
- ✓ Number of ESL Services volunteer tutors who began instructing during the reporting period
- ✓ Number of ESL Services non-tutor volunteers in your literacy program

- ✓ Number of ESL Services volunteer tutors awaiting training/matching/rematching at the end of the reporting period

Volunteer Hours

- ✓ Number of adult literacy volunteer tutor instructional hours
- ✓ Number of family literacy volunteer tutor instructional hours
- ✓ Number of ESL volunteer tutor instructional hours
- ✓ Number of all other non-tutoring volunteer hours in literacy services
- ✓ Number of training hours new tutors are required to complete before beginning to tutor
- ✓ Total number of volunteer tutor training hours

Volunteer Demographics

- ✓ Volunteer Ethnicity
 - Hispanic, Latinx, or Spanish
 - Not Hispanic, Latinx, or Spanish
 - Unknown
- ✓ Volunteer Ancestry/Race
 - American Indian or Alaska Native
 - Chinese
 - Japanese
 - Filipino
 - 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
- ✓ Volunteer Age
 - Age 16-19

- Age 20-29
- Age 30-39
- Age 40-49
- Age 50-59
- Age 60-69
- Age 70 plus
- Unknown age
- ✓ Volunteer Gender
 - Man/Male (cis or transgender)
 - Woman/Female (cis or transgender)
 - Non-binary or genderqueer
 - Not Sure
 - Other
 - Prefer not to answer

Roles & Goals Data

- ✓ Number of adult learners *and* ESL learners who set at least one goal during the reporting period
- ✓ Number of adult learners *and* ESL learners who made progress toward at least one goal during the reporting period
- ✓ Number of adult learners *and* ESL learners who met at least one goal during the reporting period

Roles & Goals Data Collection

For each goal, you will be reporting the following:

1. Total number of learners who set the goal during the reporting period
2. Total number of learners who met the goal during the reporting period
3. Total number of learners who made progress toward the goal during the reporting period

NOTE: If a learner meets a goal, they should not be reported as making progress toward a goal. The total between learners who met a goal and learners who made progress toward a goal should not be more than the total number of learners who set the goal.

- ✓ Lifelong Learner Role Data
 - Learn the alphabet, letters and sounds
 - Learn math skills
 - Read a book

- Read news or magazine
- Write a note, message or text
- Write a letter, poem, story or essay
- Fill out a form or application
- Use a new technology skill
- Use the library
- Get a diploma
- ✓ Worker Role Data
 - Search for a job
 - Apply for a job
 - Interview for a job
 - Get a job or get a better job
 - Perform current job tasks better
 - Use work related technology
 - Read work related manual
 - Write work related materials
 - Obtain a license or certificate
- ✓ Family Member Role Data
 - Share a book with family member
 - Take a family member to 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
- ✓ Community Member and Citizen Role Data
 - Access community resources
 - Get involved in the community
 - Speak to others about the library literacy program
 - Get a driver's license
 - Prepare to vote
 - Became a Citizen
 - Vote
- ✓ Family Literacy Outcomes

Please report the number of enrolled adults in your CLLS program who have engaged in family literacy programming who report the following outcomes. For this section, please review the [Family Literacy Evaluation Framework](#).

- Communicating better with their family or on behalf of their family
- Using new resources to support their family
- Noticing changes in how they can support different family members
- Being able to select and share books with family members