California Library Literacy Services
2023-2024 CLLS Final Report Instructions

Grant Period: July 1, 2023 – June 30, 2024
Deadline: Monday, September 30, 2024

Table of Contents

Final Report Timeline

- Thursday, August 1, 2024 – Final report opens
- **Thursday, August 1, 2024** – 2023-2024 CLLS Final Report Information Session at 11:00 am. [Register for the information session](#).
- **Wednesday, August 28, 2024** – 2023-2024 CLLS Final Report Q&A #1 at 11:00 am. [Register for Q&A #1](#).
- **Thursday, September 19, 2024** – 2023-2024 CLLS Final Report Q&A #2 at 2:00 pm. [Register for Q&A #2](#).
- **Monday, September 30, 2024** – 2023-2024 CLLS Final Report is DUE by 5:00 pm
- **October – November 2024** – 2023-2024 CLLS Final Report review period
- **November – December 2024** – 2023-2024 CLLS Final Report revision requests sent to libraries
- **January 2025** – 2024-2025 CLLS Final Report certification forms sent to grantee's authorized representative via DocuSign

CLLS Adult Literacy Services Definition of an Adult Learner

According to California Library Literacy Services (CLLS) guidelines, an adult learner enrolled in CLLS Adult Literacy Services (ALS) 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 English as a Second Language (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 help from staff or volunteers

CLLS Definition of Family Literacy Services

According to CLLS guidelines, Family Literacy Services (FLS) can be provided in the following ways:

- Support enrolled adult learners meet their family learning goals with special programming to meet these needs
- Engage 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 literacy services

Types of Family Literacy Services Programs Supported by CLLS

According to CLLS guidelines, FLS 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 2023-2024 CLLS Final Report can be accessed on Counting Opinions. On the Counting Opinions homepage, you will click, "CLLS Final Report Form." The period is "2023/2024." 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: Non-CLLS English as a Second Language Services

Section 1. Applicant Information

This section captures 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 2024?
   o 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.
   o 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, 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?
   o See "CLLS Mission, Values, and Program Essentials" webpage for more information.
e. Is this a new library director since May 2024?
   o If "yes" is selected in "1.3.e," a box will appear to input the date the new director started.

1.4 Authorized Representative Information

The "Authorized Representative" refers to the person/people authorized to sign official documents on behalf of the library. Official documents include financial documents, certification forms, and report forms. 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?
        o 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?
        o 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?
        o 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 captures 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?
        o In-house by the library
        o Contract with another library (If yes, provide the library's name and the director's contact information)
        o Contract with another agency (If yes, provide the library's name and the director's contact information)
        o Other (If yes, provide the library's name and the director's contact information)

2.1 Basic or Institutional Information

In this section, include only the number of main and branch libraries where ALS and ESL (one-to-one tutoring, small group instruction, class instruction or computer-lab time) were provided for enrolled ALS and ESL learners. Do not include library outlets from other jurisdictions, locations where only community outreach was conducted, or locations where only FLS 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 meetings or trainings 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

In this section, report the expenditures for your CLLS award(s) and local matching funds for ALS, FLS (if applicable), and ESL Services (if applicable). Consider the following information when completing this section:

*   For 2023-2024 CLLS program period, we are using the old CLLS budget categories. Refer to the CLLS Allowable and Unallowable Expenses guidelines for support.
*   The reported CLLS award funds must align with your current approved budget on file. Report your full award even if you have unspent encumbered funds. Contact your CLLS state team for support.
*   Local matching funds must follow CLLS Allowable and Unallowable Expenses guidelines. Your library may pay for unallowable CLLS costs. However, they cannot be reported on this report.
*   ALS requires a $15,000 minimum local match to be eligible for the CLLS funding formula. Libraries who do not meet the minimum $15,000 local match for ALS are only eligible for baseline funding. Currently, FLS and ESL do not require a local match minimum. 2023-2024 CLLS Final Report figures will be used to calculate award totals for the 2025-2026 CLLS program period.
*   Indirect costs cannot exceed 10% of the subtotal for each budget column. Indirect costs do not need to be itemized.
*   For CLLS award and local matching funds, 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 enrolled learner families, 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 for the July 1, 2023 – June 30, 2024, CLLS program period, you will not complete the "ESL-CLLS" or "ESL-Local" columns in Section 3.1 Program Budget. You may report any Non-CLLS-ESL Services expenses, staff commitment, and activities in Section 9. Non-CLLS English as a Second Language Services.

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

In this section, report staffing information for library personnel and contract staff who worked directly on CLLS programs during the program period. Consider the following information when completing this section:

- Include the full-time equivalency (FTE) for all library personnel and contracted personnel who directly contributed to the CLLS program. Staff may include the literacy 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.
- Only report time spent by library personnel and contract staff on CLLS programs. For example, if you have a staff person who spends 50% of their time on literacy programs and 50% performing general library duties, only the time spent on literacy programs, 50% or .5 FTE, should be reported in this section.
- Library personnel are individuals who are city, county, or library district employees.
- Contracted personnel are not city, county, or library district employees. They are individuals with a limited term contract with the library.
- For each program's FTE narrative breakdown, use the narrative box to provide each staff person's name, job title, a brief description of the tasks carried out, and corresponding FTE. Ensure the FTE total and narrative breakdown match. For example, staff worked a total of 2.5 FTE in ALS. The narrative breakdown may look like: "Pam worked .75 FTE, Jim worked .5 FTE, Toby worked .5 FTE, Ryan worked .5 FTE, and Dwight worked .25 FTE in ALS." The FTE reported in Section 4.1 should also match the Salary, Wages, and Benefits narrative breakdown in Section 3.1 Program Budget.

4.1 Library Personnel

a. ALS FTE (#)

- o This is a combined figure of the time library personnel worked in your CLLS ALS program in 2023-2024.
  b. FLS FTE (#)
  - o This is a combined figure of the time library personnel worked in your CLLS FLS program in 2023-2024.
  c. ESL FTE (#)
  - o This is a combined figure of the time library personnel worked in your CLLS ESL program in 2023-2024.
  d. Narrative
  - o The narrative includes a breakdown of each staff person's FTE commitment. For example, "Pam worked .75 FTE, Jim worked .5 FTE, Toby worked .5 FTE, Ryan worked .5 FTE, and Dwight worked .25 FTE in ALS." The total of the narrative breakdown should match the "Total FTE: Library Personnel" figure.

4.2 Contract Staff

- a. ALS FTE (#)
  - o This is a combined figure of the time contract staff worked in your CLLS ALS program in 2023-2024.
  b. FLS FTE (#)
  - o This is a combined figure of the time contract staff worked in your CLLS FLS program in 2023-2024.
  c. ESL FTE (#)
  - o This is a combined figure of the time contract staff worked in your CLLS ESL program in 2023-2024.
  d. Narrative
  - o The narrative includes a breakdown of each staff person's FTE commitment. For example, "Pam worked .75 FTE, Jim worked .5 FTE, Toby worked .5 FTE, Ryan worked .5 FTE, and Dwight worked .25 FTE in ALS." The total of the narrative breakdown should match the "Total FTE: Contract Staff" figure.

Section 5. Description of Programs and Activities

In this section, report grant program and activities information, learner participation data, and learner demographic data for ALS, FLS (if applicable), and ESL (if applicable). Consider the "NOTE" sections for support with specific fields.

5.1 Adult Literacy Services

In this section, report grant program and activities information, adult learner participation data, and adult learner demographic data.

5.1.a Adult Literacy Services Programs and Activities

For support completing the narrative sections, refer to the Adult Literacy Services Sample Responses.

- 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). (#)
    o 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. (#)
    o NOTE: In this section, report learners who have not received tutoring services in this program period who are waiting for a tutor or rematch.
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. (#)
    o NOTE: Learner instructional hours are counted for each learner. For example, if five learners attend a one-hour book club, that totals five learner instructional hours for that session.

5.1.c Adult Learner Demographics

The totals for each learner demographic category in the following sections must equal the total number of adult learners served in 5.1.b.c. If these numbers do not match, the reporting system will not let you submit the report.

Use the "unknown" category only if this information cannot be obtained from the adult learner or their tutor.

5.1.c.a Adult Learner Ethnicity

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 ethnicity section should total the 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

Include the number of adult learners in the ancestry/race category where they identify.

If an adult learner identifies as two or more ancestries or races, they may be reported in the "Combination of two or more ancestries or race" section. If an adult learner does not identify with an ancestry or race on this list, they may be reported under "Other race." If an adult learner's racial identity/ancestry/origin is unknown, they may be reported under "Racial identity/ancestry/origin unknown."

The ancestry/race section should total the 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

Include the number of adult learners in the age range that applies to them. If an adult learner's age in unknown, they may be reported in the "Unknown Age" section.

The age section should total the 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

Include the number of adult learners in the gender identity category that applies to them.

If an adult learner is unsure about their gender identity, they may be reported in "Not Sure." If an adult learner identifies differently than the categories on this list, they may be reported in "Other." If an adult learner prefers not to share their gender identity, they may be reported in "Prefer not to answer."

The gender section should total the 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

Include the number of adult learners in the prior education range that applies to them. If an adult learner did not receive any formal education, they may be reported in "No prior education." If an adult learner's prior education history is unknown, they may be reported in "Unknown Education."

The prior education section should total the 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

In this section, report grant program and activities information, adult learner participation data for enrolled and eligible-but-not-yet-enrolled adult learners and their families, and family literacy outputs data.

NOTE: If your library offers mobile literacy services, only report mobile services that are allowable CLLS FLS activities in this section.

5.2.a Family Literacy Services Programs and Activities

For support completing the narrative sections, refer to the [Family Literacy Services Sample Responses](#).

 a. Family Literacy Services (Y/N)
 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. (#)
    o NOTE: An adult learner family should be counted as one single unit regardless of the number of participating 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. (#)
    o 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). (#)
    o NOTE: Only report outreach events where CLLS staff provided FLS outreach. General library outreach should not be included in this report.
 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. (#)

5.3 English as a Second Language Services

In this section, report grant program and activities information, ESL learner participation data, and ESL learner demographic data.

5.3.a ESL Services Programs and Activities

For support completing the narrative sections, refer to the [English as a Second Language Service Sample Responses](#).

 a. English as a Second Language Services (Y/N)
 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. (#)
    o NOTE: In this section, report ESL learners who received literacy support for their first or primary language in preparation for English language learning. For example, you would include Leamos learners in this section. First language learners should be counted as active in 5.3.b.a or 5.3.b.b. First language learner instructional hours can be reported in 5.3.b.m.
 h. Number of ESL learners awaiting instruction or rematch at the end of this reporting period. (#)
    o NOTE: In this section, report learners who have not received tutoring services in this program period who are waiting for a tutor or rematch.
 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. (#)
    o NOTE: Learner instructional hours are counted for each learner. For example, if five learners attend a one-hour book club, that totals five learner instructional hours for that session.

5.3.c ESL Learner Demographics

The totals for each learner demographic category in the following sections must equal the total number of ESL learners served in 5.3.b.c. If these numbers do not match, the reporting system will not let you submit the report.

Use the "unknown" category only if this information cannot be obtained from the ESL learner or their tutor.

5.3.c.a ESL Learner Ethnicity

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 ethnicity section should total the 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

Include the number of ESL learners in the ancestry/race category where they identify.

If an ESL learner identifies as two or more ancestries or races, they may be reported in the "Combination of two or more ancestries or race" section. If an ESL learner does not identify with an ancestry or race on this list, they may be reported under "Other race." If an ESL learner's racial identity/ancestry/origin is unknown, they may be reported under "Racial identity/ancestry/origin unknown."

The ancestry/race section should total the 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

Include the number of ESL learners in the age range that applies to them. If an ESL learner's age in unknown, they may be reported in the "Unknown Age" section.

The age section should total the 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

Include the number of ESL learners in the gender identity category that applies to them.

If an ESL learner is unsure about their gender identity, they may be reported in "Not Sure." If an ESL learner identifies differently than the terms on this list, they may be reported in "Other." If an ESL learner prefers not to share their gender identity, they may be reported in "Prefer not to answer."

The gender section should total the 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

Include the number of ESL learners in the prior education range that applies to them. If an ESL learner did not receive any formal education, they may be reported in "No prior education." If an ESL learner's prior education history is unknown, they may be reported in "Unknown Education."

The prior education section should total the 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

Include the number of ESL learners in the primary or home language that applies to them. If an ESL learner's primary or home language is different than the languages listed, you may report the language in "Other language."

If you have more than three other languages spoken by ESL learners in your program, you can combine the number and language names into the third "Other Language" category. For example, the total number of ESL learners in the "Other language" category is 8. An example narrative may be, "5 Russian speakers, 3 Portuguese speakers, and 2 Japanese speakers."

The primary or home language section should total the 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 the primary literacy program they volunteer. However, their volunteer hours can be reported in the appropriate literacy program if they volunteer in multiple programs. For example, if a volunteer is primarily an ALS one-on-one tutor but occasionally leads an FLS workshop, they will be counted once as an ALS volunteer in 6.1.a Adult Literacy Services Volunteer Data. Their ALS instructional hours will be reported in 6.2.a. Their FLS 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. (#)

- o NOTE: A "non-tutor volunteer" is a volunteer that does not lead or support learning activities. They may provide administrative or other non-tutoring literacy support, such as conducting outreach, learner check-ins, etc.
- 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. (#)
  - o NOTE: A "non-tutor volunteer" is a volunteer that does not lead or support learning activities. They may provide administrative or other non-tutoring literacy support, such as conducting outreach, learner check-ins, etc.
- 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. (#)
  - o NOTE: Include any hours a tutor spent preparing for their learning session, supporting administrative tasks, or other non-tutoring literacy activities. This section can also include tutor orientation and training hours.
- 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. (#)

NOTE: In this section, report the total number of tutor training hours completed by each tutor.

This includes hours for tutor orientation, initial tutor training, and other in-service training.

6.4 Volunteer Demographics

The totals for each volunteer demographic category in the following sections must equal the total number of volunteers reported in 6.1.a.c, 6.1.b.a (if applicable), and 6.1.c.c (if applicable). If these numbers do not match, the reporting system will not let you submit the report.

Use the "unknown" category only if this information cannot be obtained from the volunteer.

6.4.a Volunteer Ethnicity

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 ethnicity section should total the number of volunteers in your ALS, FLS (if applicable), and ESL (if applicable) programs.

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

6.4.b Volunteer Ancestry/Race

Include the number of volunteers in the ancestry/race category where they identify.

If a volunteer identifies as two or more ancestries or races, they may be reported in the "Combination of two or more ancestries or race" section. If a volunteer does not identify with an ancestry or race on this list, they may be reported under "Other race." If a volunteer's racial identity/ancestry/origin is unknown, they may be reported under "Racial identity/ancestry/origin unknown."

The ancestry/race section should total the number of volunteers in your ALS, FLS (if applicable), and ESL (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

Include the number of volunteers in the age range that applies to them. If a volunteer's age in unknown, they may be reported in the "Unknown Age" section.

The age section should total the number of volunteers in your ALS, FLS (if applicable), and ESL (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

Include the number of volunteers in the gender identity that applies to them.

If a volunteer is unsure about their gender identity, they may be reported in "Not Sure." If a volunteer identifies differently than the terms on this list, they may be reported in "Other." If a volunteer prefers not to share their gender identity, they may be reported in "Prefer not to answer."

The gender section should total the number of volunteers in your ALS, FLS (if applicable), and ESL (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 agencies, businesses, schools, or other entities with which you have a casual or formal agreement to receive services, to provide services, or other types of support at no charge.

The following are NOT considered 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 applicable, the agency with which the library contracts to provide library literacy services. This agency receives CLLS funds or CLLS local matching funds to deliver library literacy services on behalf of the library. The agency is considered a contractor.
- Any other contractor to which you provide any CLLS funds or matching CLLS local funds to deliver literacy services.
- Other library locations within your library jurisdiction or local libraries that contract with your library jurisdiction to provide library literacy services.
- Library or literacy Friends groups and foundations

List at least one community partner that you worked with during the program period to deliver literacy services in your community. For each community partner, describe how you worked together.

7.1 Adult Literacy Services Community Partner Information

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

7.2 Family Literacy Services Community Partner Information

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

7.3 ESL Services Community Partner Information

a. Community Partner Name(s)
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 this section, report the Roles and Goals data for the adult learners and ESL learners (if applicable) in your program. Report the total number of learners who set, made progress toward, and met a goal. You are <u>not</u> reporting the total number of goals in this section. A learner should be reported once in either met a goal or made progress toward a goal if the goal has not been met.

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 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 role section, report the number of goals set, the number of goals met, or the number of goals where a learner made progress toward the goal but did not meet the goal. Consider the following when reporting Roles & Goals data in this section:

- A goal should be reported as (a) made progress toward or (b) met. A goal should not be reported as both. When a learner meets a goal, it is assumed they have made progress toward the goal.

- For any goal, the total of "made progress" and "met a goal" should not exceed the number of learners who set the goal. However, the total number of learners who set a goal may exceed the total number who made progress toward and met the goal. For example, 10 learners set "Learn the alphabet, letters, and sounds" goal, three learners made progress toward "Learn the alphabet, letters, and sounds" goal, and five learners met the "Learn the alphabet, letters, and sounds" goal. The total who set the goal is 10. The total who made progress toward and met the goal (8) does not exceed the total who set the goal.

- If a learner's primary goal is not listed here, report the goal progress in the goal category it most closely aligns with.

- A learner may reset a goal if the new goal differs in quality or difficulty from the original goal (reading a nonfiction book instead of fiction, reading a more difficult book, etc.).

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

Report the number of enrolled adult learners in your CLLS FLS program who report the following outcomes. For this section, refer to the [Family Literacy Evaluation Framework](#) for support.

a. Communicating better with their family or on behalf of their family. (#)
b. Percentage of enrolled adults who indicted 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 indicted 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 indicted 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 indicted they were able to select and share books with family members. (autofill)

Section 9. Non-CLLS English as a Second Language Services

Complete the following sections if you offer a non-CLLS-funded ESL program. This report is no longer collecting information for English Language and Literacy Intensive (ELLI) and Other Services.

NOTE: If you were NOT awarded CLLS ESL funds in Rounds 1, 2, 2.5, or 3 and conducted locally funded ESL services between July 1, 2023, to June 30, 2024, report non-CLLS ESL local funds, staff commitment, and program activity data in this section.

9.1 Financial Report: Non-CLLS English as a Second Language Services

Use the narrative column to explain how the funds in each row were spent. For each local expenditure, include a detailed narrative of the expenditures in the "Narrative" column. For example, a "Literacy Materials" narrative may look like: "Purchased consumable ESL workbooks." In this example, the expenses are clearly identified.

Budget Categories	Non-CLLS ESL	Narrative of expenses (required)
Salaries & Benefits		
Contract Staff		
Operations		
Literacy Materials		
Small Equipment		
Equipment ($5,000+)		
Subtotal		
Indirect		
Totals		

9.2 Staff Commitment. Non-CLLS English as a Second Language Services

a. Library Personnel

- Non-CLLS ESL FTE (#)
  - This is a combined figure of the time library personnel worked in your non-CLLS-funded ESL program in 2023-2024.
- Narrative
  - The narrative includes a breakdown of each staff person's FTE commitment. For example, "Pam worked .75 FTE, Jim worked .5 FTE, Toby worked .5 FTE, Ryan worked .5 FTE, and Dwight worked .25 FTE in

non-CLLS-funded ESL." The total of the narrative breakdown should match the "Total FTE: Library Personnel" figure.

b. Contract Staff

- o Non-CLLS ESL FTE (#)
  - This is a combined figure of the time contract staff worked in your non-CLLS-funded ESL program in 2023-2024.
- o Narrative
  - The narrative captures a breakdown of each staff person's FTE commitment. For example, "Pam worked .75 FTE, Jim worked .5 FTE, Toby worked .5 FTE, Ryan worked .5 FTE, and Dwight worked .25 FTE in non-CLLS-funded ESL." The total of the narrative breakdown should match the "Total FTE: Contract Staff" figure.

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

If you were NOT awarded CLLS ESL funds in Rounds 1, 2, 2.5, or 3 and conducted locally funded ESL services between July 1, 2023, to June 30, 2024, describe your non-CLLS-funded ESL services in this section.

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. (#)
   - o Spanish (#)
   - o Vietnamese (#)
   - o Hmong (#)
   - o Chinese (#)
   - o Tagalog (#)
   - o Korean (#)
   - o Other language (#)
   - o Other language, please explain.
   - o Other language (#)
   - o Other language, please explain.
   - o Other language (#)
   - o Other language, please explain.
   - o 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.)

Application Assistance

Resources for Completing the Final Report

The CLLS state grant team provides application support in various ways:

- Refer to the [CLLS Manage Your Current Grant](#) page for the most current guidance documents.
- 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 **2023-2024 CLLS Final Report Information Session** will be held **Thursday, August 1, 2024,** at **11:00 am**. [Register for the information session](#).
- A **2023-2024 CLLS Final Report Q&A #1** will be held **Wednesday, August 28, 2024,** at **11:00 am**. [Register for Q&A #1](#).
- A **2023-2024 CLLS Final Report Q&A #2** will be held **Thursday, September 19, 2024,** at **2:00 pm**. [Register for Q&A #2](#).
- 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 or scheduled a one-on-one meeting through [Calendly](#).

Resources: Sample content

The sample content below provides support to complete the program planning, implementation, and outreach activities narratives for each program.

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. 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, which was learners made progress toward and met goals and gained confidence in their skills. 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 want to build their foundational 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 also 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 literacy 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 to learn more about family literacy planning. 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 conversation 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 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

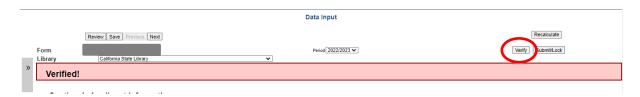Follow the guide below to submit your 2023-2024 CLLS Final Report:

- When you log into Counting Opinions, select the "CLLS Final Report Form:"
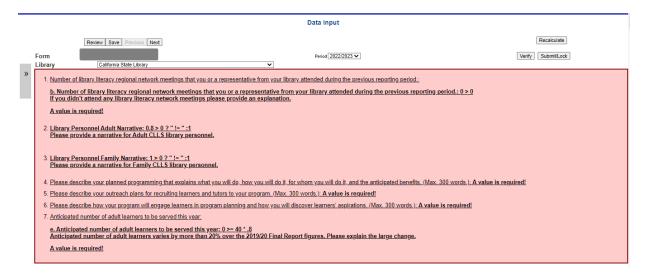

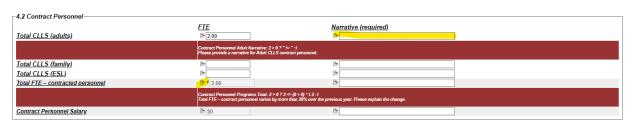- Make sure you are completing the CLLS Final Report for the **"2023-2024"** period:

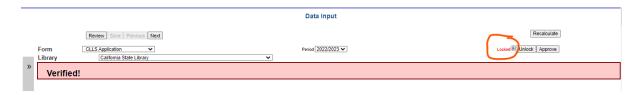- Once you have completed your report, select the "Verify" button:

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

- To view areas that need to be corrected, click each message. There are two ways to clear these 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.

- Once each area is corrected, select "Verify" again. If you receive more edit checks, repeat the step above.
- If "Verified!" appears, you are ready to hit "Submit/Lock." If the submission is successful, you will see "Locked" in red:

- 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, contact your CLLS state grant team.