

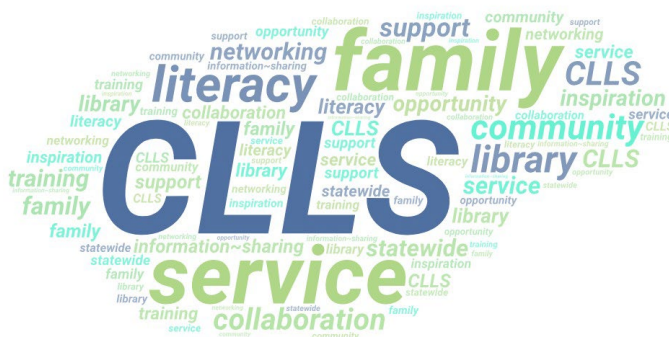


## California Library Literacy Services

### New Coordinator Welcome Packet\*

Congratulations on becoming part of California Library Literacy Services—often known as CLLS. The CLLS program represents the intersection of how your library serves your community, your community supports its library, and the California State Library serves the needs of state residents and libraries.

California Library Literacy Services has a strong network of library literacy coordinators who are ready and able to encourage, inspire, and collaborate with you. The coordinators involved in the program have a range of experience, from 30 years to a few months. Although experience levels may vary, all coordinators have strengths and expertise, and programs benefit from a strong culture of collaboration and idea sharing.



The California State Library is here to provide not only program funding, but also logistical support to program coordinators. The State Library literacy team (contact information below) is always ready to answer questions, provide assistance, or steer you to resources. The statewide CLLS program has many avenues to support your needs—through regional networks, the CLLS website, listservs, training sessions, and opportunities to learn from other programs. We encourage you to take advantage of all these opportunities.

We look forward to getting to know you and cheering you on.

Your California State Library Team:

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*\*This Welcome Packet was supported in whole or in part by the U.S. Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered in California by the State Librarian. The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Institute of Museum and Library Services or the California State Library, and no official endorsement by the U.S. Institute of Museum and Library Services or the California State Library should be inferred.*



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## Checklist for New Coordinators

- ✓ Connect with the California State Library's literacy team
- ✓ Subscribe to the statewide CLLS listserv and your regional literacy network listserv
- ✓ Connect with colleagues in your library
- ✓ Connect with your regional literacy network
- ✓ Connect with your CLLS state grant team to receive a CLLS overview and answers to preliminary questions
- ✓ Find out when the next CLLS New Coordinators and Directors Orientation will take place
- ✓ Identify other CLLS training and networking opportunities on the [CLLS Training Calendar](#)
- ✓ Review the CLLS New Coordinator Welcome Packet
- ✓ Review and become familiar with the resources and information available on the [CLLS website](#)
- ✓ Review previous CLLS applications and reports on [Counting Opinions](#) (login information can be provided by your CLLS state grant team) to get to know your program's history



## Mission and Values

California Library Literacy Services is a library-based program, set apart from other adult education and literacy providers by its program structure and unique mission and values. The CLLS mission is supported by seven values, which outline its unique role in the field. Those values are further defined by sets of program essentials to guide you in implementing your program.

### Mission Statement

California Library Literacy Services programs partner with adults to enable them to develop their literacy skills, achieve their learning goals, and use library services effectively. They create opportunities for individuals, families, and communities across California.

### Values

#### *1. California Library Literacy Services Are Library Based*

Public libraries are uniquely suited to providing literacy services. The library is a trusted space at the heart of the community. It provides a welcoming, inclusive, and supportive environment. And it contains resources and services that support lifelong learning.

#### Program Essentials

- Literacy services are anchored by the public library. Tutoring is provided in the library. If tutoring is provided elsewhere, a strong connection to the library is made and maintained for all enrolled learners.
- All learners, their families, and program volunteers are supported in obtaining a library card.
- Program staff connect learners with library services and resources to help them and their families succeed.
- Program staff create a supportive and welcoming environment within the library for learners and their families.

#### *2. California Library Literacy Services Are a Core Library Service*

Literacy services contribute to the library's mission to provide equity of access to lifelong learning opportunities. Literacy services also bring a new and diverse clientele to the library, increase the library's visibility, and enhance community goodwill toward the library.

#### Program Essentials

- The local library provides funding and resources to support library literacy services.



- Library administration assign dedicated, professional staff to library literacy services.
- Program staff are closely connected with library administration and other library staff.
- Library literacy services are included in the library's story (e.g. in the strategic plan, annual report etc.) and the library's branding is included on literacy materials.
- Literacy services and all materials are provided at no cost to program participants.

### *3. California Library Literacy Services Are Learner Driven*

Learner-driven services empower learners to find their voice and strengths and achieve their goals in their major life roles as lifelong learners, family members, workers, and community members. Learner-driven services benefit the individual learner, help to build stronger workplaces, families, and communities, and add value to the library literacy program.

#### Program Essentials

- Adult learners set personal goals that guide instruction and shape learning.
- Library literacy services are provided one-to-one or in small groups (e.g. 2-8 people) to provide individualized and learner-driven training.
- Library literacy services use a goal-based system to measure learners' progress and achievements.
- Library literacy services provide programming that enables adult learners to meet and learn from each other.
- Adult learners strengthen their leadership skills through special initiatives such as Adult Learner Leadership Institutes, as Adult Learners on Staff, and through other opportunities.
- Library literacy services recruit and train learners to serve as staff members, volunteers, and program ambassadors.
- Program staff connect people who require services that are not provided by California Library Literacy Services with other agencies that can better address their needs and goals.

### *4. California Library Literacy Services Are Community Focused*

Library Literacy Services have a strong community presence. Services are relevant and responsive to adult learners, their families, and their communities. Library literacy services are grounded in community knowledge that program staff generate by interacting with individuals and organizations in the library and the community on an ongoing basis.

#### Program Essentials

- Program staff develop services that align with their community's aspirations.



- Program staff develop services that are responsive to the diversities in their community.
- Program staff take an asset-based approach when assessing and connecting with their community.
- Program staff create and sustain connections and partnerships with individuals, community-based organizations, and other local government agencies.
- Program staff develop cooperative relationships with other local literacy service providers and participate in existing adult literacy coalitions. (If no local coalition currently exists, library literacy staff shall assist in the establishment of such a coalition.)

### *5. California Library Literacy Services Are Volunteer Supported*

Tutors and other volunteers are fundamental to the success of California Library Literacy Services. Volunteers are advocates for the library and its literacy services, and they help library literacy programs reflect the library's community. In turn, programs enrich volunteers' lives, helping them develop expertise to succeed in the roles they play in the program, opening avenues of meaningful connections with others, and providing opportunities to practice and support lifelong learning in their community.

#### Program Essentials

- Program staff work to recruit volunteers who reflect the community's demographic and cultural characteristics.
- Volunteer tutors are provided with tutor training before starting to work with a learner, and ongoing training opportunities thereafter.
- Volunteers are encouraged and supported in establishing and achieving their own goals as volunteers.
- Volunteers are provided with opportunities to serve as ambassadors for the library literacy program.
- Volunteer contributions are publicly and privately acknowledged.

### *6. California Library Literacy Services Staff Are Professionally Engaged*

Professional development opportunities and training for program staff and volunteers are fundamental to ensuring high-quality adult and family library literacy services.

#### Program Essentials

- Program staff participate in California Library Literacy Services regional literacy networks to share information and learn from one another.
- Program staff seek out and participate in local, regional, and statewide library literacy professional development and training opportunities.
- Program staff seek out and implement effective and evidence-based strategies in providing literacy services.



- The library literacy program encourages and supports innovation and the evaluation and sharing of innovative efforts.
- The library literacy program supports and encourages a culture of learning and continuing education, whether virtual, in-person, experiential, or through open and ongoing communication.

## *7. California Library Literacy Services Support Families*

Family Literacy Services contribute to strong communities and families. An open and equitable program culture welcomes families and diverse community stakeholders, and celebrates curiosity, inquiry, and joyful discovery.

Services are based on proven practices. They build on communities' and families' strengths, complement families' home literacy practices, and align with learners' aspirations. Family Literacy Services connect and engage families with programming, resources, and each other so adults can learn new things to use in family life. Staff embed reflective practices in all aspects of service to improve programming and to demonstrate the value that family literacy delivers to families and the community. Family Literacy Services align with all other California Library Literacy Services Program Essentials.

### Program Essentials

- Family Literacy Services focus on adult literacy learners and their family members, younger and older generations alike. Adult learners are either already enrolled in a CLLS program or are eligible to be enrolled.
- Program staff provide services in the library and through community outreach.
- Program staff include principles of equity, diversity, and inclusion in program planning and delivery.
- Literacy program staff collaborate with other library departments when doing so can maximize opportunities for learners and families in promoting lifelong library use and offering enjoyable family reading and storytelling experiences, advocacy training, and more.
- Program staff engage both enrolled and not yet enrolled adult learners in designing program plans that are based on learners' aspirations as family members.
- Program staff offer learning opportunities that foster meaningful social bonds as families share and discover resources, learn from each other, and generate knowledge.
- Program staff design programming that can engage adults in several ways: together with their families, separately from their families, and for enrolled learners, in conjunction with tutoring sessions.
- Family literacy resources include library, community, and peer-recommended resources that are tailored to the roles learners play in their families, their aspirations, and the developmental stages of family members.





- Family literacy giveaway materials include new books, kits, games, and other engaging and informative items for learners and their families to select, keep, and enjoy at home.
- Program staff offer services, as necessary, to enable families to participate in programming.
- Program staff share strategies with learners to help them reflect on their learning, and staff members regularly assess and evaluate programming.



## Overview of California Library Literacy Services Program

California Library Literacy Service programs are funded by grants from the California State Library and funds contributed locally by the library and other community groups. California Library Literacy Services includes three programs, each with a specific focus and target audience.

### Adult Literacy Services

Trained volunteers provide tutoring for English-speaking adults with emerging or beginning literacy skills. Tutoring is provided in one-to-one and small-group sessions and is tailored to each learner's individual goals and aspirations. Tutoring sessions take place in comfortable spaces in the library and other welcoming public places in the learner's community.

In addition to tutoring, staff and volunteers connect learners with other library programs and resources and other community services. Some libraries recruit learners to work as staff members or volunteers, and learners often serve as program ambassadors.

#### *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, another degree-granting program, or college-degree program (Adults may enroll in CLLS services if they are enrolled in adult school, non-credit community college classes, or community college certification programs. 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
- are 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

#### *Definition of Adult Learner Instruction*

According to CLLS guidelines, an adult 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
- Computer lab time with some help from staff and volunteers

## Family Literacy Services

Family literacy services focus on adult learners and their family members, older and younger generations alike. Families take part in programming, are connected to resources and each other, and are given materials to take home and keep.

Programming includes story times, games, music, and concept learning activities to help adult learners support their children's education and development. Program staff help adults develop their confidence and skills and learn how to select books, read to their children, and foster a love of reading.

Staff members also help adults strengthen their connections and communications with educators, healthcare professionals, and other family members, and navigate the systems and services that affect their families.

In some communities, family literacy services are provided using specially outfitted vehicles that visit low-income housing developments, migrant facilities, local day care centers, Head Start programs, and recreation centers in hard-to-reach and underserved communities.

### *Definition of a Family Literacy Participant*

According to CLLS guidelines, a family literacy program participant is:

- An enrolled adult learner and their family
- An eligible-but-not-yet-enrolled adult learner and their family

### *Definition of Family Literacy Programs*

Family literacy programs should focus on two aspects:

- The primary focus of family literacy programs is providing programs and services specifically to address the family goals of enrolled adult learners and their families. This means that there should be special programming aimed at addressing for enrolled adult learners to enhance their learning experience.
- The secondary focus of family literacy programs utilizing family literacy programs and services as outreach for eligible-but-not-yet-enrolled adult learners and their families. Already enrolled adult learners may participate in these programs; however, they should have specific family literacy programs intended to address their identified needs and goals as a family member.



## ESL Services

Beginning in fiscal year 2021-2022, CLLS received one-time funding of \$15 million to be allocated over a five-year period (until June 30, 2026 of fiscal year 2025-2026). Applications for additional CLLS ESL programs are no longer being accepted.

Currently, only CLLS ESL programs who were awarded ESL funds in rounds 1 – 3 are eligible for continuing ESL funding until the final year of ESL funding in 2025-2026.

ESL services will be expected to follow the same mission and values as Adult Literacy Services. Family literacy funds may be spent to serve ESL learners and their families for CLLS programs awarded CLLS ESL Services funding during the five-year period of CLLS ESL Services funding.

### *Definition of an English as a Second Language (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 (Adults may enroll in CLLS services if they are enrolled in adult school, non-credit community college classes, or community college certification programs. 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
- are willing to be assessed and complete an intake interview and assessment that includes speaking and listening skills
- has established one or more personal learning goals, including communication-related 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

### *Definition of ESL Learner Instruction*

According to CLLS guidelines, an ESL 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
- Computer lab time with some help from staff and volunteers



## Getting Started at Your Library

### Your Library's Mission

The first steps to take when thinking about your California Library Literacy Services program are to consider your library's mission and how your program can support and advance that mission. Speak with your supervisor and library administration about your program's contributions. Assess current strengths and look at areas where you can improve. You may want to use the Values and Program Essentials listed above to create a plan for program growth and improvement.

Next, consider what literacy activities would align most closely with your library's mission and how those activities align and connect with other library services. Some examples of coordinating with other library services would be working with youth services to reach parents of young patrons, participating in mobile library and outreach programs, or getting involved with healthy community initiatives to reach more patrons.

*"Take time to learn the culture of the library. Be effective within the culture of the city, the culture of the library. Offer to contribute solutions, don't just talk about what's not working."*

Valerie Hardie, former Literacy Program Administrator at the San Diego Public Library

### Governance Structure

You should also become familiar with your library's governance structure and learn who reports to whom. This will help you make sure your program is connected as an integral part of overall services to the community. It will also help you determine how best to keep the library administration informed about literacy activities. It is important to maintain this communication.

**NOTE:** California Library Literacy Services coordinators recommend introducing adult learners to administrators in addition to passing along success stories. Hearing learners describe, in their own words, how the program has affected their lives is very effective in demonstrating the impacts of the program.

### The Bottom Line

Literacy services play a crucial role in providing equitable access to lifelong learning opportunities at the library. They also bring a new and diverse clientele to the library, increase the library's visibility, and enhance community goodwill toward the library.



## Funding and Reporting Requirements

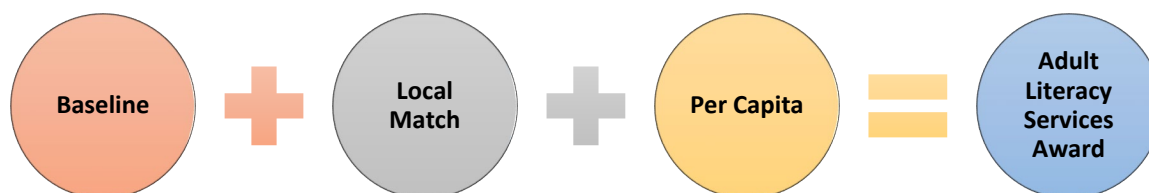
### CLLS Funding Formula

California Library Literacy Services is a statewide program established in 1984 by the California State Library and written into [law](#) by the California Legislature. The California State Library distributes funds to participating libraries according to a three-part formula that reflects the California Library Literacy Services mission and values. The funding formula was created in 2003 to implement the amended California Library Literacy Services Law.

To be eligible for the funding formula, California Library Literacy Services programs certify the following information from the previous fiscal year on the most current final report:

- The amount of local funds expended on Adult and Family Literacy Services in the previous fiscal year
- The number of adult learners served in the previous fiscal year
- An intent to provide Adult Literacy Services

California State Library awards for the new fiscal year use a three-part formula. Awards are issued to continuing CLLS programs which meet all CLLS Program Essentials.



#### *Baseline*

A baseline amount is provided for Adult and Family Literacy Services. The baseline recognizes that dedicated literacy staff members are essential to the program and provides at least enough money to partly support one dedicated staff person.

#### *Local Match*

The total amount of additional funding based on the amount of local dollars expended on Adult Literacy Services and Family Literacy Services in the previous year.

The additional funds reward those programs that can generate local support. This state leverage has often been key in developing local funds. Please note that there is no



requirement for there to be a one-to-one dollar match between state and local funds; some programs provide more local funds than their state award, and other programs do not.

**NOTE:** If local funds spent on Adult Literacy Services are less than the \$15,000 minimum local match requirement, the library is not eligible for either the local match or the per capita portions of this formula and will receive the baseline. Family Literacy Services and ESL Services do not require a minimum local match currently.

### *Per Capita*

A per capita amount based on the number of adult learners served in the previous year.

The per capita recognizes that adult literacy learners are the cornerstone of all our literacy programming and therefore rewards programs for the number of adult learners instructed.

### *Funding Safeguard*

Assuming enough state funds are available, funding for a California Library Literacy Service program will not be reduced more than a certain percentage over the prior year if all funding formula eligibility requirements are met.

### **CLLS Funding Communication**

The California State Library communicates important funding information and reporting deadlines to the field through the California Library Literacy Services listserv and website. To be added to the CLLS listserv please email your state grant team or [contact us](#). Reading and following the listserv posts will provide you with valuable program information as well as relevant reporting materials, deadlines, and other opportunities.

### **Application and Reporting Timeline**

- July 1: New program year begins
- August/September: Award letters are provided, and award documents are sent out via DocuSign to begin the process of claiming award funds
- September/October: Annual CLLS Final Reports are due for the previous fiscal year
- January: Annual CLLS Mid-Year Report & Pre-Application is due for the current fiscal year. Note: The Pre-Application will record your program's intent to apply for the funding in the upcoming fiscal year.
- April/May: Annual CLLS Applications are due for the upcoming fiscal year. Note: Projected award amounts
- May 31: Final date for budget modifications to be submitted



Budget change request forms are accepted throughout the fiscal year and should be submitted if you would like to reallocate funds from one approved budget category to another prior to using the funds in a new category. Forms must be submitted for approval to your grant monitor at least 30 days before the end of the grant period or by May 31.

## Reporting Content

The content you will be reporting falls into three main areas:

- Financial Information
- Statistical information
- Evaluation data

State Library staff sends reporting deadlines and reminders via the CLLS listserv. The CLLS program uses Counting Opinions for most applications and reports. Counting Opinions requires specific credentials to log into the portal. If you do not have your login, contact Allyson Jeffredo at [Allyson.jeffredo@library.ca.gov](mailto:Allyson.jeffredo@library.ca.gov).

Additionally, the report includes a certification form that must be signed by your authorized library representative (usually the Library Director) after the report has been reviewed and approved. All documentation for signature will be sent through DocuSign to your library jurisdiction's authorized representative(s).

To help you prepare for these reports, the following are lists of information you will need to collect.

### *Narrative Information*

For your adult literacy, family literacy (if applicable), and ESL (if applicable) program, you will provide narrative information about your services:

- 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.)
- Please describe your outreach you conducted to recruit learners and tutors to your program. (150 words max.)
- Please describe how you discovered learners' aspirations and how your program engaged learners in program planning. (150 words max.)

### *Statistical Information*

Collect statistical data for your reports for each fiscal year (July 1 through June 30). This information will give the State Library, and subsequently the State Legislature, an overview of what is being accomplished with your grant award. It will also give you a picture of your program's success to share with your local stakeholders. We recommend that you set up a database or spreadsheet to capture and maintain all the information. You will need to collect data on:





## General

- Number of locations where adult literacy and ESL services were provided
- Number of library outlets (e.g., branch or main library)
- Number of community locations where adult literacy and ESL services were provided (Libraries in other jurisdictions count as community locations)
- Regional Network name (such as BALit, SCLLN, etc.)
- Did you or a representative from your library actively participate in your regional literacy network during the reporting period?
- Did you or a representative from your library attend any CLLS statewide virtual network meeting or training during the reporting period?
- Did you or a representative from your library participate in your local [Adult Education Consortium](#) during the reporting period?
- If “no” was selected for participation in your regional literacy network, CLLS statewide virtual network meeting or training, or local adult education consortium, an additional box will appear asking for an explanation as to why you were unable to attend.

## *Demographics (For adult literacy learners, ESL learners, and volunteers)*

### Ethnicity

- Hispanic, Latinx, or Spanish
- Not Hispanic, Latinx, or Spanish
- Unknown

### Ancestry/Race

- 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

Age:

- Age 16-19
- Age 20-29
- Age 30-39
- Age 40-49
- Age 50-59
- Age 60-69
- Age 70 plus
- Unknown Age

Gender:

- Man/Male (cis or transgender)
- Woman/Female (cis or transgender)
- Nonbinary or genderqueer
- Not sure
- Other
- Prefer not to answer

*Additional Data Points for Learners*

Prior Education

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



### Primary or Home Language (ESL Learners Only)

- Spanish
- Vietnamese
- Hmong
- Chinese
- Tagalog
- Korean
- Other language
  - Other language, please explain.
- Other language
  - Other language, please explain.
- Other language
  - Other language, please explain.

### *Adult Literacy Learner and ESL Learner Data*

- Number of learners who continued from the prior reporting period.
- Number of learners who began instruction this fiscal year.
- Total number of learners who received instruction.
- Number of learners who mostly or exclusively received instruction via one-to-one tutoring.
- Number of learners who mostly or exclusively received instruction via small group classes (2-8 learners).
- Number of learners who mostly or exclusively received instruction via large classes (9+ learners).
- Number of learners awaiting instruction or rematch at the end of this reporting period.
- Number of 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.
- Number of learners you served who are incarcerated.
- Percentage of learners you served who are incarcerated.
- Total number of learners with a library card.
- Total number of learner instruction hours at the end of this reporting period.

### Additional ESL Learner Data

If you offer CLLS ESL Services, you can provide first language literacy support for learners who need to develop literacy skills in their primary or home language. If you offer first language literacy support, you will report:

- Number of first language learners who received instruction.



### *Family Literacy (for those with Family Literacy Programs)*

#### Enrolled Family Literacy Learner Data

- 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.
- Number of children under 5 served in those families.
- Number of children aged 5-18 served in these families.
- Total number of children in enrolled adult learner families served.
- Number of family members 19 and older in enrolled adult learner families served.

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

- 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.
- Number of children under 5 served in those families.
- Number of children aged 5-18 served in those families.
- Total number of children in unenrolled families served.
- Number of family members 19 and older in unenrolled families served.

#### Additional Family Literacy Outputs

- Number of family literacy programs and activities you provided.
- Number of outreach events or activities you provided (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.

#### *Volunteer Data*

- Number of continuing volunteer tutors instructing from prior reporting period.
- Number of volunteer tutors who began instructing during this reporting period.
- Total volunteer tutors who instructed during this reporting period.
- Number of non-tutor volunteers in your literacy program.
- Total number of volunteers.
- Number of volunteer tutors awaiting training/matching/rematching at the end of this reporting period.
- Number of volunteer tutor instructional hours.
- Number of all other non-tutoring volunteer hours in literacy services.
- Total number of volunteer hours.



### *Tutor Training*

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

### *Library Impact*

- What program and service needs do you have that you are unable to meet and why? (150 words max.)
- How do you collaborate and connect with other library departments? (150 words max.)
- Library Director's statement: How have your literacy services impacted the rest of the library in this grant year? (300 words max.)
- Please share one success or impact story from your adult literacy services program. (300 words max.)
- Please share one success or impact story from your family literacy services program (if applicable). (300 words max.)
- Please share one success or impact story from your English as a Second Language services program (if applicable). (300 words max.)
- Roles & Goals data

### *Community Partners*

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

For each community, list the organization's name and describe how you worked together.



## *English as a Second Language (ESL) Report for Programs Not Receiving CLLS ESL Funds*

Although CLLS Adult Literacy funds must be used to support native and non-native English-speaking youth and adults, the State Library has acknowledged libraries that have identified local resources to provide English Language Learner services in communities where there is a need. Libraries that do not receive new state funds (2021-2026) for CLLS ESL services may report locally supported ESL library services here. This section for ESL activities is included to gain a complete picture of local literacy services provided.

- Number of ESL adults served
- Primary or home languages of ESL adults served

### *Other Services Report*

These services can include any outreach and educational programming to at-risk populations (children, youth, or adults) provided through your literacy services office and NOT funded by CLLS (i.e., COHS, Reach Out and Read; Head Start; Spanish literacy; etc.)



## Roles & Goals (Outcomes-Based Planning)

As demonstrated by the [California Library Literacy Services values statement](#), California Library Literacy Services programs are learner driven. Programs not only help learners to improve reading and writing skills, but they also create opportunities for empowerment. They support learners in finding and using their voice and achieving goals in all areas of their lives.

California Library Literacy Services are planned, implemented, and evaluated using Roles and Goals, a learner-centered framework. The Roles and Goals framework helps staff and volunteers:

- Identify the goals that learners want to accomplish with their improved literacy skills
- Deliver learner-centered instruction that is tailored to learners' goals and aspirations
- Track, acknowledge, and celebrate progress
- Evaluate the impact of the library literacy program

Learners select and work toward personal goals that are relevant to their lives. Goal setting within the framework helps learners achieve success in their major life roles as community members, workers, family members, and lifelong learners. Learners set their goals upon entering the program, keep them prominent in their tutoring sessions, and document when the goals have been met. [Detailed instructions](#) on the Roles and Goals structure are available on the CLLS website.

*"Roles & Goals. . . That is the core of what we do. That's what distinguishes us from K-12 and adult education and community colleges and everything else. That is absolute core. It guides all our training. It guides all our lessons. It guides every single thing we do."*

*Carrie Scott, Carlsbad Library Learning Center Coordinator*

The California State Library requires each program to report on learners' Roles and Goals in the annual final report. The results provide valuable information on how learners are progressing toward the educational goals valuable to them as well as the effectiveness of the programs.

[Roles and Goals forms](#) will help you to collect the data. You will collect and report the following information:

### Roles & Goals Data

- Number of learners who received instruction this period
- Number of learners who set at least one goal this period
- Percentage of learners who set at least one goal during this period



- Breakdown of goals by number who 1) set that goal, 2) are making progress on the goal, 3) who met that goal
- An adult or family literacy learner success story

Your data, aggregated with that from other programs across the state, help the State Library illustrate the difference CLLS makes in California. Learner goal attainment is highlighted in the annual [CLLS Report to the Legislature](#).





## California Library Literacy Services Program Expenses

### California Library Literacy Services Law

The California Library Literacy Services Program is subject to Chapter 4.6. California Library Literacy and English Acquisition Service Program (California Education Code Title 1, Division 1, Part 11, Chapter 4.6, Section 18880-18883). Section 18883 states:

“A local library shall ensure that funds received pursuant to this chapter are exclusively used for expenses resulting from providing English language and literacy services and shall ensure that at least 90 percent of the funds received for the program are expended on direct services and related materials.”

### Allowable Expense Categories and Associated Expenses

CLLS award funds and local matching funds used to support the CLLS program may only be used for expenses that enable the CLLS program to provide direct literacy services to learners and their families (if a program is funded for CLLS Family Literacy Services). As stated above in the “[California Library Literacy Services Law](#)” section, “at least 90 percent of the funds received for the program are expended on direct services and related materials.” Up to 10% of both CLLS award funds and local matching funds may be allocated to indirect costs (more information about indirect costs can be found below in the “Indirect Costs” list item).

- **Salaries and Benefits** include the salaries and benefits for all literacy services staff and other staff for their proportional time spent directly supporting the CLLS literacy programs who are employed directly by the library, city, county, or district.
- **Contract Staff** include limited-term literacy staff employed under personal service contracts to directly support CLLS literacy programs.
- **Operations** includes expenditures incurred in operating the literacy services. This category can include the following:
  - **Travel:** Expenditures for travel expenses incurred by personnel performing services for the program. (CLLS policy does not allow using CLLS funds for out-of-state travel. See the “[Unallowable Expenses](#)” section below for more information.)
  - **Office supplies:** Paper, pencils, staples, etc.
  - **Printing:** Duplicating, photocopying, and printing costs.
  - **Communications:** Telephone, FAX, postage, and other communication expenses.
  - **Internal Program Supplies:** Professional development materials for literacy staff and volunteers, staff training costs and conference attendance,



session or class non-consumable learning materials, program informational materials (brochures, flyers, business cards...etc.), and other internal program supplies expenses.

- **Other:** Other miscellaneous operating expenses incurred in direct support of the literacy program which do not fit into the above categories and are allowable according to CLLS policies. These may include data management systems and internet subscriptions for hot spot services. See "[Additional Allowable Expenses](#)" below.
- **Literacy Materials:** Materials for circulation, to provide to the community, to use in the library, and to use in other spaces where library literacy services are provided include:
  - **Circulation materials:** Acquisitions included in the library's general collection to support CLLS.
  - **Materials to provide to the community:** These may include books, booklets, workbooks, videos, and other materials given to participants to keep or consume that include:
    - Collection for new readers' instruction
    - Collection about literacy for public awareness
    - Additions to children's collection to be utilized for the Family Literacy programming,
    - Non-print literacy materials
  - **Programming materials:** These may include items to support family literacy programming, such as materials to promote learning at home.
- **Small Equipment:** Tablets, computers, hot spot devices, and other small equipment purchases that are not part of the annual operating budget. All equipment items, regardless of physical size, with a purchase price of \$4,999 or less per individual item would fall into this category.
- **Equipment:** Long-term, depreciable items in excess of \$5,000 per unit that are not part of the annual operating budget. Equipment purchases in excess of \$5,000 per unit must be approved by the California State Library. Please contact your grant monitor for more information.
- **Indirect Costs:** Indirect costs or fiscal agent fees charged to the literacy program for payroll processing, accounting, facility space, utilities, etc. **The amount budgeted may not be more than 10% of each budget column for your CLLS award(s) and local match(es).** We understand the grantee agency often provides additional support for the literacy program in terms of space, utilities, materials, supplies, printing, communications, etc. These costs may be included in indirect, but the total may not exceed 10% of the grant award. These costs do not need to be itemized.



### *Additional Allowable Operations Expenses*

- **Background Checks**: The cost of background checks for literacy volunteers is allowable.
- **Childcare**: The cost of providing childcare that directly enables learners to participate in a family literacy program is allowable.
- **Databases**: The cost of subscriptions to databases that support the California Library Literacy Services program are allowable.
- **Food and Beverages**: Food and beverage purchases are allowable for family literacy programming when necessary to encourage full family participation or enable families to participate. Other food costs, such as for celebrations, volunteer recognition events, and social events, are unallowable. Also see the “Training” list item below for more information.
- **Furniture**: Specialized furniture is allowable. The furniture must be used in support of adult literacy, family literacy, or English as a Second Language services activities. Furniture costs cannot be more than 10% of your CLLS program budget.
- **Memberships, Subscriptions, and Professional Activities**: Costs of the grant recipient’s memberships in library literacy-related professional organizations are allowable.
- **Training**: The cost of training relating to California Library Literacy Services and provided for employee and volunteer development is allowable, including the cost of travel, supplies, working refreshments, and speaker fees or consulting fees for trainers. Funds may be spent on working lunches or refreshments, where a training occurs during the meal or refreshment time. However, a social lunch or refreshments offered during a non-working time or break during a longer training event is unallowable.
- **Travel**: Travel to in-state network meetings and professional development opportunities relating to adult literacy, family literacy, or English as a Second Language services is allowable. We encourage libraries to follow the state rates for hotel and meal expenses. Libraries should demonstrate an effort to adhere to hotel state rates and keep records of any travel funds spent in excess of state rates. Additionally, hotel- or meal-related travel expenses in excess of the allowable state rate may be paid for with local funds and considered part of the jurisdiction’s local match. See the California Department of Human Resources “[Travel Reimbursements](#)” page for current rates. If you have any questions, please contact your state grant team.

### *Unallowable Expenses*

- **Advertising and Public Relations**: Costs of advertising and public **relations at conventions, meetings, or other events, including displays, demonstrations,**



**exhibits, meeting rooms, hospitality suites, and special facilities used in conjunction with shows and special events;** and salaries of employees engaged in setting up and displaying exhibits, making demonstrations, and providing briefings are unallowable.

- **Building, Construction, and Renovation Costs:** General library building, construction, or renovation costs are unallowable.
- **Contributions, Donations, Honorariums, and Stipends:** Contributions and donations, including cash, property, and services, that use grant funds and are made by grant recipients to others, regardless of the recipient, are unallowable.
- **Entertainment:** Costs of entertainment, including amusement, diversion, and social activities, and any costs directly associated with those, such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities are unallowable.
- **Food and Beverages:** Costs of alcoholic beverages are unallowable. Food and beverage purchases for volunteer recognition events and social activities are unallowable. We encourage library literacy programs, where possible, to work with community partners to obtain donations of food and beverages to support their literacy programs.
- **Fundraising:** Costs of organized fundraising, including financial campaigns, solicitation of gifts and bequests, and similar expenses incurred to raise capital or to obtain contributions, are unallowable.
- **Furniture:** General library furniture is unallowable.
- **Lobbying:** The cost of certain influencing activities associated with obtaining grants, contracts, cooperative agreements, or loans, is unallowable. Costs of membership in organizations substantially engaged in lobbying are unallowable.
- **Unfunded Pension Liability:** Unfunded pension liability is unallowable.
- **Premiums, Prizes, Incentives, and Souvenirs:** Costs of promotional items and memorabilia, including models, gifts, and souvenirs, are unallowable.
- **Travel:** Out-of-state travel costs are unallowable. Local funds should be used for this purpose.

### *Local Match Guidelines*

Only costs that directly support CLLS programs and activities, specifically those that support the direct learning experiences of CLLS enrolled learners, can be counted as part of a program's local matching costs for any CLLS program (adult literacy, family literacy, or ESL). Matching costs must follow the CLLS Allowable and Unallowable Expenses guidelines.



## **Encumbrances and Interest on Grants**

### *Encumbrances*

California Library Literacy Services funds must be expended or encumbered by June 30 of the fiscal year in which the funds are awarded. Encumbered funds must be spent by the following December 31 within the calendar year.

Encumbered funds are those that have been deposited in the awardee's accounting system and for which a budget has been provided to and approved by the State Library.

### *Interest on Grant Funds*

Recipients are encouraged to deposit grant funds in interest-bearing accounts wherever possible with the understanding that the interest will be used for library literacy purposes. Interest income need not be reported on financial reports.

This information is available on the California Library Literacy Services website under the ["Program Information"](#) page.



## Program Management Basics

For the purposes of this document, we will focus on three basic areas to address when managing your program:

1. Focusing on adult learners
2. Working with volunteers
3. Building community connections and partnerships

There are many variations on these key themes and the ideas highlighted below do not represent an exhaustive list. You will want to choose your strategies based on what you know about the needs and strengths of your library and community.

First, seek to understand what your library currently does or what it has done in the past. Find out what has been successful. Second, visit with your neighboring California Library Literacy Services programs and find out what has been successful for them. Most California Library Literacy Programs are happy to share strategies, sample documents or materials, and program ideas.

### Focusing on Adult Learners

Adult learners are the core demographic of the California Library Literacy Services program. The Roles & Goals process, as discussed in a previous section, [Roles & Goals \(Outcomes-Based Planning\)](#), helps programs keep this focus. Keep it in mind as you review the following elements.

#### *Adult Learner Recruitment*

The California Library Literacy Services target audience for basic adult literacy (but not ESL) is adults who speak English yet struggle with meeting their reading and writing goals. Many learners also struggle with and benefit from tutoring in basic math skills along with their reading and writing.

Some of your prospective learners will be those who have difficulty with reading and writing because English is their second language. They speak and understand English, but are developing basic literacy skills, and are eligible for participation in CLLS. If an adult does not speak and understand English well enough to complete an intake in English, they are not eligible for placement in your California Library Literacy Services Adult Literacy program. If your library offers CLLS ESL services funded by the State Library, these learners can enroll as ESL learners. Otherwise, you should connect them with English Language Learning programs in your area. These programs may be in your library and may be counted as “Other Services” in your reporting. Learn more in the [Adult Learner Intake Process section](#).

Other prospective learners are those described as “hard-to-reach; hard-to-teach.” They are native English speakers with varying levels of formal education; they may have



graduated from high school, dropped out, or never attended school. You cannot tell they are developing literacy skills by looking at them or by listening to them speak. The stigma of low literacy leads to many of these potential learners hiding their needs. Many will not willingly walk into the library and request services, which means that you will need to conduct ongoing and extensive outreach so they will learn about the program and gain confidence to ask for services. Learner recruitment is a never-ending activity.

Below are some strategies that California Library Literacy Services coordinators have found to be effective in reaching learners. Some of these strategies involve print materials because, even though the targeted audience has low literacy skills, someone they trust can read the information and inform them about the program.

- Word of mouth
- Referrals from community organizations
- The library and library staff
- Flyers, postcards, pens, posters, banners
- Radio ads
- Utility bill inserts
- Bus ads
- Social media
- Presentations at clubs, events
- Church bulletins

Let's look at a few of them more closely.

- Word of Mouth: Coordinators consistently rank this outreach method as their most effective recruitment strategy, and it predominantly relies on adult learners talking about their experiences. It also encompasses library staff sharing about the program with library patrons and colleagues, and tutors talking with others in the community about their volunteer experiences. There are many adults with low reading/writing skills in California, so when you encourage people to talk about the program, you increase the likelihood of reaching those who need the service.

A recommendation:

When you make a presentation to a group, ask those in the audience to share about what they learned with five more people that week. Give them program brochures / cards to share with those who would like more information.

- Referrals from community organizations: These referrals should bring learners to your door. Simply sending flyers to community organizations, however, may not produce results. It is more effective to make a personal connection with organization staff. As those organizations begin to understand and embrace the California Library Literacy Services program, they become more proactive in referring prospective learners. Once you've forged a connection with a local organization, work to maintain that relationship through frequent communication. Examples of organizations you could reach out to



include local adult schools, community colleges, job search centers, social services offices, and human services groups to name a few.

- **The library:** This includes library staff as well as the bookmarks, flyers, and displays you post around the facility. Many coordinators have shared that children's/youth services staff members are key partners in bringing adults to the literacy offices. We strongly recommend that library staff from other areas physically bring prospective learners to the literacy office. It is much more effective and respectful for a staff member who has already had a conversation with a potential learner, and started to build a relationship, to then walk with learners and make a safe introduction rather than simply suggesting that they call for services.

*"I have found that most of my learners either spoke to someone who was already in the program, or asked library staff if we have anything for adults who need help with reading. Take time to speak with everyone in your system: tutors, learners, circulation staff, reference staff, security guards, custodial staff, . . . everyone. Potential learners will talk to them when they are interested and when they feel safe."*

*Michael Vinyard, City of Stockton Library Assistant*

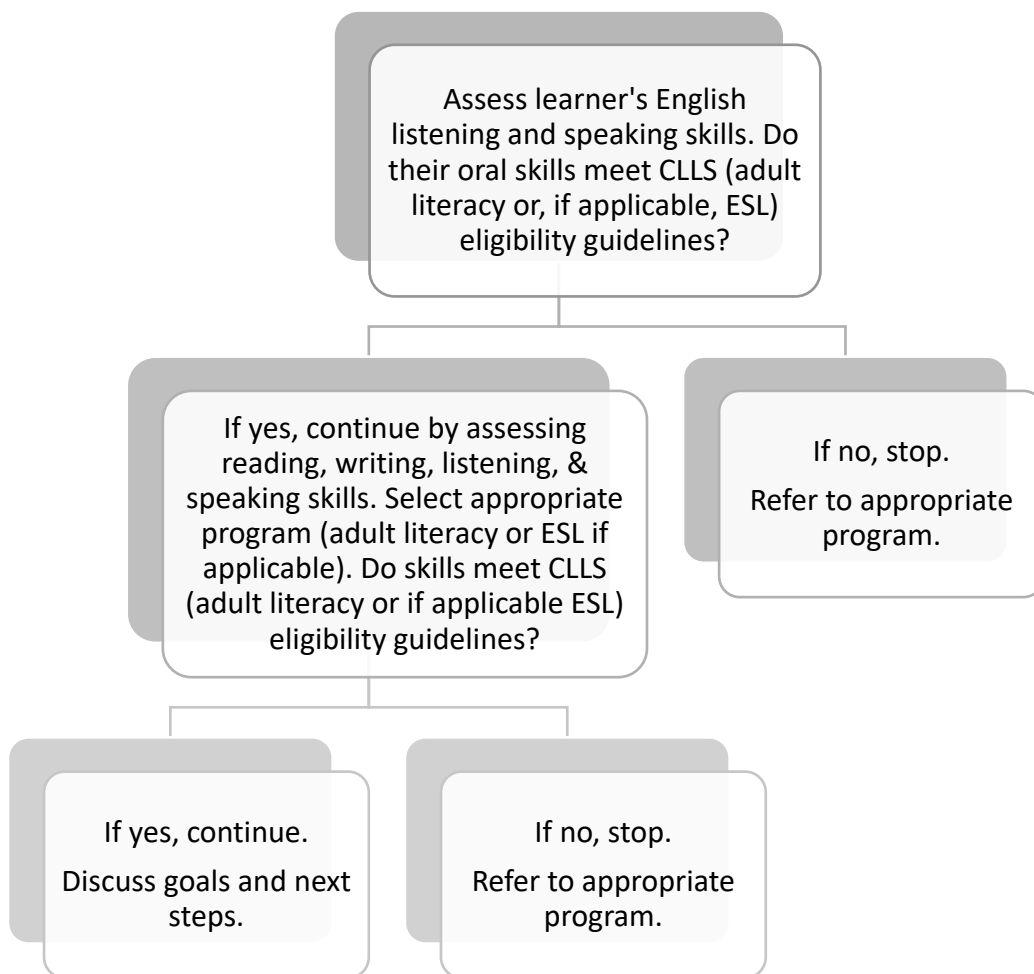
### *Adult Learner Intake Process*

A typical learner intake interview and assessment consists of three parts:

1. Assessment of English speaking skills;
2. Assessment of reading and writing skills; and,



3. A talk with learners about their personal reading and writing goals.



### Basic Eligibility Criteria

**Age.** Learners must be at least 16 years of age and out of school. If they are enrolled in high school or if they are younger than 16 years old, they are served by the K-12 school systems and not eligible for your California Library Literacy Services funded program.



**Language.** California Library Literacy Services funding was established to serve English-speaking adults. Both native and non-native English speakers are welcome for adult literacy services, provided they can communicate proficiently in English. (There are different criteria for ESL learners.) California Library Literacy Services does not specify any single assessment to determine eligibility skill level. Many programs simply require that adults ask for services themselves (either in person or over the phone) and not through someone else, and for adult literacy services, that they comfortably handle the intake interview in English, without translation help.

Many programs set a policy that requires adult learners to request services for themselves. This helps to determine if the adult speaks English well enough to be eligible for the adult literacy program. It also helps to avoid potential motivation problems and learning difficulties that can occur when a third party requests the services, e.g. a parent for an adult child, someone for their spouse, an agency worker for a client, etc.

**Literacy.** California Library Literacy Services adult literacy programs are for adults who have low reading and writing skills, regardless of education level. This is *generally* considered to be less than a 6<sup>th</sup> grade level. (Please note that as an adult literacy professional, you will learn that using a grade level is not an appropriate description of an adult's ability. We use it as a short-hand description to give you the general idea). California Library Literacy Services does not require you to use a specific assessment tool to determine a prospective learner's literacy level. Programs vary greatly in the instruments they use to assess skills and you should consult with staff at other programs to learn what tools they use.

**NOTE:** If your library has other funding sources to serve learners who do not meet program eligibility, then you may serve them in other programs. However, you may not use California Library Literacy Services funds to support those services.

### First Impressions

Your learner intake process sets the tone for the learner's experience. One survey of adult learners revealed that prior to enrolling, learners were most concerned with how *friendly* and *supportive* program staff will be. Learners look for reassurance that they will be successful. Make your first contact as comfortable and friendly as possible. Talk with your staff about how they can go out of their way to make learners feel welcome and want to return.

### Adult Learner Retention (Persistence)

How long learners stay in a program depends on their goals, their starting literacy levels, the amount of time they can put into study, and the types of support they have. Some accomplish their goals in a short period of time, while others remain in a program for years, moving at their own pace toward a bigger long-term goal.



Many, unfortunately, do not remain active in a program long enough to reach any meaningful learning goals. This observation spurred the National Center for the Study of Adult Learning and Literacy (NCSALL) to research the forces that support or discourage an adult's decision to stay in a basic education, English as a Second Language, or secondary education program. We can learn a lot from the 2005 **Adult Student Persistence Study**, which revealed four areas that affect student persistence.

- **Goal Orientation:** Learners who have specific goals for entering programs are more likely to persist in their studies. Think California Library Literacy Services Roles & Goals!
- **Personal Relationships:** Learners with support from family, friends, support groups, church group, etc. are more likely to persist in their studies. Many programs have incorporated group opportunities for learners. This helps learners form personal relationships with one another and cheer each other on.
- **Teachers and Other Students:** Adult learners say their teachers and classmates are important supports to their persistence.
- **Self-efficacy:** Learners say that their ability to believe in themselves--to believe that they can attain their goals--is important to their persistence.

Activities based around these areas of support can increase learner retention and success. For more, see [Program Administrators' Sourcebook: A Resource on NCSALL's Research for Adult Education Program Administrators](#), Section 2, page 36.

An additional study on adult literacy persistence focused specifically on library literacy programs, describes the challenges programs face, and provides some suggestions for improving student participation. For more, see *One Day I Will Make It, a Study of Adult Student Persistence in Library Literacy Programs* by Kristin E Porter, Sondra Cuban, John P Comings with Valerie Chase, 2005. An [Executive Summary](#) is available.

### Stop Out Vs. Drop Out

Adult learner participation research informs us that some learners will "stop out" of a program for a time because of personal life issues but then return. Others are quite intermittent in their attendance, coming in and out frequently. Those ideas have changed our paradigm, so we no longer think of students as dropping out permanently. Often, it is a matter of taking time off, which suggests ideas to consider in determining how to reduce "stop out" events:

- How can we support students through the barriers that keep them from reaching their literacy goals?
- How can we make sure learners know they are welcome to return when they are ready?
- What type of programming and scheduling can be provided to support them?



## Literacy Collection

There are many high interest-low reading level (High/Low or Hi-Low) materials available to support adult literacy instruction and reading practice. You will want to work with your appropriate library staff to order materials to catalog and make available to be checked out. Some ideas for how to find good materials are:

- Look at the list of most used publishers on the resources page and review their catalogs online.
- Ask colleagues for recommendations via the California Library Literacy Services listserv or at regional library literacy network meetings.
- Visit other programs and look at their collections and find what works well for them.

Your materials purchases will also include workbooks and manuals that the tutors may use with their learners. These are consumables, materials that learners will write in and keep. Tutor manuals may be more likely to be returned to the program once the volunteer has finished using them, or you may opt to treat them as consumables and encourage volunteers to keep and write in them.

Online and software programs are also key instructional resources, as well as apps and learning games. Ask your colleagues to suggest those that are the most helpful.

## *Working with Volunteers*

California Library Literacy Services programs are heavily volunteer supported. Volunteers are crucial to learners' successes, and, in return, California Library Literacy Services programs enrich volunteers' lives. One recruitment message from the past states, "Volunteer to help someone learn to read. The life you change may be your own" – a phenomenon reported by many tutors across the state. Keep this idea of growth in mind as you work with volunteers and provide opportunities for them to learn and to become ambassadors for your library.

Volunteer management is a rich and exciting professional field. There is a great deal of literature on the topic. Here are four key areas to consider in overseeing volunteer tutors:

- Recruitment
- Training
- Support
- Recognition

## Volunteer Tutor Recruitment

Volunteer tutors provide the instruction to adult learners and have the most contact with them. They also can be advocates for your program and the library. Many volunteers say they stepped up to volunteer because they were personally asked. This does not guarantee everyone you ask will say yes, but it will increase your chances of recruiting



them. Additionally, surround that *ask* with tried-and-true strategies and introduce new ideas of your own.

Here are the top 10 recruitment strategies reported by program coordinators:

- VolunteerMatch
- Library staff, flyers, postcards, displays
- Word of mouth
- Community presentations and events
- Library website/blog
- Newspaper articles
- Social media
- Banners outside and inside the library
- Radio PSA
- Craigslist

Let's take a closer look at the first three.

- **VolunteerMatch.** VolunteerMatch is an organization that uses the internet to match non-profit organizations with volunteers who are passionate about an organization's cause. The "[California Libraries – VolunteerMatch Tutorial](#)" is a five-minute video will show you how VolunteerMatch works. **NOTE:** VolunteerMatch.org has a new look since this video was made, but it works pretty much the same way. The State Library has a partnership with VolunteerMatch. This statewide volunteer engagement initiative, [Get Involved: Powered by Your Library](#), provides public libraries with VolunteerMatch memberships, supports a community of practice for California libraries who work with volunteers, and provides access to great resources. If you don't know how to access your library's VolunteerMatch account, contact Carla Lehn at [clehn@califa.org](mailto:clehn@califa.org) to get started.
- **Library staff, flyers, postcards, displays.** People who already use your library are likely candidates to be volunteer tutors. Use what you have at hand to get the word to them about your volunteer needs.
- **Word of mouth.** Your tutors know what the California Library Literacy Service experience is all about. Encourage current volunteers to recruit others.

For more ideas, see [Ten Time-Tested Volunteer Recruitment Tips That Still Work](#), Susan J. Ellis, Energize, Inc.

While you're there, check out their other excellent volunteer management information.

### Tutor Training

A teaching background is not required of volunteer tutors, but your program is required to provide your prospective tutors with training. Volunteers enjoy doing what they are good at, being part of a successful program, and knowing that their involvement makes a difference. If training has not prepared them to successfully meet the needs of their



assigned adult learners, not only will learners be let down, but tutors may be as well. This could cause them to leave the program prematurely feeling frustrated or disillusioned. Tutor training also provides an opportunity for you to get to know potential tutors better and determine if they are a good fit for your program. Some things to consider are:

- Whether their skills and attitudes match your program's culture and values
- Whether you feel comfortable matching them with adult learners

Sometimes it is best to refer volunteers to another program or suggest a non-tutoring assignment that may be a better fit for them.

California Library Literacy Services does not prescribe a specific tutor training course. It is the local program's responsibility to understand and provide the appropriate training to meet the needs of their learner population. Some libraries choose to hire contract trainers to provide training. Others support their staff members to learn to conduct the trainings themselves.

San Jose Public Library's **Partners in Reading** and Santa Clara City Library's **Read Santa Clara** programs developed instructional videos to demonstrate research-based effective tutoring strategies. Literacy coordinators have reported these videos are great resources for tutors as part of their initial tutor training, as a support for in-service training, or for brush-up and review. See the CLLS website for [CLLS Tutoring and Tutor Training support](#) and other resources to support your tutor training program.

**NOTE:** If you are new to adult literacy, you will benefit from taking an online tutor training course yourself to get a basic understanding of what tutors need to learn. Visit other programs to observe their training sessions, if possible.

**NOTE:** The Literacy Initiatives Project, funded through Library Services and Technology federal grant funds, may pay for membership in ProLiteracy for all CLLS programs. Please check to see if your ProLiteracy membership is supported this year. Among many other resources, ProLiteracy provides free online tutor training to its members.

### Tutor Support

Tutor support should be ongoing. It is an important piece of your program, whether support is provided by you directly or by other staff or volunteers. Once tutors have been trained and matched with learner(s), you should: stay in contact with them; encourage them; receive reports on the tutoring sessions and learner progress; and provide additional training opportunities. Programs use a variety of support systems such as:

- Regularly scheduled tutor meetings, which often include training segments
- A newsletter which includes program updates and tutoring ideas
- A mentor system in which experienced tutors mentor newer tutors
- Responses to questions and issues notated on tutor reports
- Participation in adult literacy conferences and trainings



- Referral to live and online training opportunities
- Involvement in special committees and task forces to support the program

Be creative and find what works in your community. As always, your colleagues at your regional literacy network will be happy to share their ideas and give you encouragement and support.

*“[My] tutors will tell you that I’m always in touch with them. Always calling to see if they need anything. Have you hit a roadblock? Can I connect you with another tutor? I encourage tutors to get to know each other.”*

*Lucy Sims, former Beaumont Public Library Literacy Coordinator*

### Tutor Recognition

Most programs conduct an annual volunteer recognition event, either for all library volunteers, specifically for adult literacy program volunteers, or both, and adult learners and families may also be included. Events range from potlucks to special ceremonial events to full banquet dinners. The common thread is that the event formally expresses a “thank you” and honors your volunteers’ service.

Beyond the annual event, tutor recognition and appreciation can be expressed in many ways. Not everything has to cost money. Ideas include:

- Greeting volunteers by name and knowing the names of their spouses or children so you can ask about them.
- Sending a personal card to acknowledge a success story shared, your gratitude, or a birthday.
- Highlighting their participation in local media.
- Inviting them to take on additional program tasks, acknowledging their unique talents.
- Thanking them before city council, the library commission or trustees, or other audiences.

Check with your colleagues to find out what has been successful at their libraries—and don’t forget to share your successful events on the California Library Literacy Services listserv.

### Building Community Connections and Partnerships

#### ***... in Your Community***

California Library Literacy Services programs are community focused. Strong library literacy services staff know their communities and develop strong and wide-reaching connections. These connections range from serving on community-wide initiatives, to having a reciprocal process of referring learners, to developing new programs together.



The California Library Literacy Services program was designed for your local community to partner with the California State Library to provide literacy services. It is important that you reach into your community to gain support for your program. Equally, it is important for you to highlight your library's unique role in providing adult literacy instruction. Making connections is necessary to sustain your program.

*"I wish I would have known the importance of the many community connections which have been established over the years. Although personnel may change at these agencies and organizations, it's important to continue to forge connections and re-introduce our services to newcomers. This can be a labor-intensive task, but it's worth the time."*

*Adult literacy coordinator*

Consider your community and what connections make sense for your program. Below are some of the most frequently mentioned connections that programs make. All of them can be active in referring adult learners, and volunteer tutors, to your program. Some may collaborate with you to develop specific programs such as health literacy classes, workplace literacy programs, book drives, fundraisers, etc.

- Adult schools, community colleges, and universities
- K-12 schools
- Preschool and childcare programs
- Places of worship
- Local civic organizations (such as Rotary, Women's Clubs, Kiwanis, and others)
- Social services organizations
- Health clinics
- Chamber of Commerce
- Local Businesses

Explore your community and get to know any groups that connect services and agencies. Get a list of local organizations from city hall, your county offices, or from your library's reference staff and visit organizations to learn about them and their priorities. Request to make presentations to their members and invite them to your special programs.

### ***... in Your Library***

Your public relations and marketing strategies begin with colleagues in your own library. We often devote our efforts to promote our programs outside of the library and neglect the need to promote internally. Look for opportunities to present the California Library Literacy Services program to colleagues and to share the difference it is making in the lives of the adult learners. Ask for opportunities to train staff in how to speak with the public about literacy services and to learn to refer learners and volunteers.





### ***... in the CLLS Network***

One of the best things you can do as a new literacy coordinator is to participate in your [regional literacy network](#). California Library Literacy Services' programs are grouped into seven regional library literacy networks. The networks provide a place for coordinators to exchange information, improve their knowledge and skills and take on leadership roles.

We also encourage you to participate in statewide California Library Literacy Services Zoom meetings/conversations and other professional development opportunities. You will hear about these happenings on the CLLS listserv.



## Additional Resources

### California State Library

- Beverly Schwartzberg  
Library Programs Consultant  
[Beverly.Schwartzberg@library.ca.gov](mailto:Beverly.Schwartzberg@library.ca.gov)
- Allyson Jeffredo  
Literacy & Grants Analyst  
[Allyson.Jeffredo@library.ca.gov](mailto:Allyson.Jeffredo@library.ca.gov)

CLLS Listserv (for literacy coordinators and library directors/supervisors):  
[clls@lists.libraryliteracy.org](mailto:clls@lists.libraryliteracy.org)

CLLS Regional Networks <https://libraryliteracy.org/for-coordinators/networks-and-listservs/>

CLLS Website: [www.libraryliteracy.org](http://www.libraryliteracy.org)

### General Resources

- Adult Education Program (adult school and community college consortia):  
<https://caladulted.org/> (as well as local adult schools in your area)
- California Library Association (CLA) Literacy Section: professional development and support membership organization for California library professionals.  
[www.cla-net.org](http://www.cla-net.org)
- Get Involved: Powered by Your Library / VolunteerMatch: a statewide initiative to expand visibility and skilled volunteers through public libraries. Includes management tools, policies, handbooks, training materials, professional photos, and more. <https://getinvolvedclearinghouse.org>
- National Center for Families Learning: a national organization working to eradicate poverty through education solutions for families, includes professional development and annual conference opportunities. [www.familieslearning.org](http://www.familieslearning.org)
- OTAN (Outreach & Technical Assistance Network): a statewide leadership project funded to support adult education in California. OTAN helps adult educators to incorporate technology into instruction. [www.otan.us](http://www.otan.us)
- ProLiteracy: the largest volunteer adult literacy and basic education membership organization in the nation. Provides professional development and conference opportunities, as well as online tutor training. [www.proliteracy.org](http://www.proliteracy.org)
- Value (Voices of Adult Learners United for Education) USA: national nonprofit organization for adult learners, governed and operated by current and former adult learners across the nation. VALUE has ceased operations but its website is [www.valueusa.org](http://www.valueusa.org)



- VolunteerMatch: Connects organizations with qualified volunteers. A special arrangement between the California State Library and Volunteer Match provides California libraries with a premium VolunteerMatch membership. If you do not know how to access your library's account, contact Carla Lehn at [lehn@plpinfo.org](mailto:lehn@plpinfo.org) [www.volunteermatch.org](http://www.volunteermatch.org)
- World Education: organization provides training and technical assistance in literacy, workplace, health and HIV and AIDS education around the world. [www.worlded.org](http://www.worlded.org)

### Volunteer Management Resources

- Energize, Inc.: [www.energizeinc.com](http://www.energizeinc.com)
- National Association of Volunteer Programs in Local Government (NAVPLG): [www.navplg.org](http://www.navplg.org)

### Adult Education and Literacy Publishers

- Curriculum Associates: [www.curriculumassociates.com](http://www.curriculumassociates.com)
- Grassroots Press: [www.grassrootspublishing.com](http://www.grassrootspublishing.com)
- New Readers Press\*: [www.newreaderspress.com](http://www.newreaderspress.com)  
**Note:** ProLiteracy members receive a discount on New Readers Press materials
- Paxen Publishing: <https://www.paxenpublishing.com/adult-education/>

### Frequently Asked Questions

*How do I send a question or a comment to the CLLS listserv?*

Address your email to [CLLS@lists.libraryliteracy.org](mailto:CLLS@lists.libraryliteracy.org). This listserv is moderated. After your email has been sent, it may take up to 48 hours for your email to be reviewed and approved before it arrives on the listserv.

*Can I use CLLS funding to attend conferences?*

It depends on where the conference is held. CLLS funds cannot be used for out-of-state travel. They can, however, be used for conferences and meetings within California.

*I still have questions. How can I learn about running my library literacy program?*

Your best resource will be your regional literacy network. Attend the meetings. Meet your colleagues. Visit their programs. Ask questions. There are certainly many "moving pieces" to running a library-based literacy program, but know you are surrounded by a literacy family that wants you to succeed and are willing to respond to your inquiries and calls for help.



### *What database can I use to organize my statistics?*

The California State Library does not require programs to use specific software to collect and manage data. Some of the systems used by library literacy programs include: Access (Microsoft Office), [America Learns](#), Excel Spreadsheets (Microsoft Office), [Filemaker Pro](#), [Laces](#), Salesforce. These vary in ease of use and cost. Talk with other program staff to learn more about the pros and cons of what they use.

### *How long do I need to keep program records?*

The California State Library asks programs to retain documents related to the literacy program for five years (not counting the current year). Library literacy staff should also check with their library administration for local requirements.

### *How long does it take for a learner to complete the program?*

There are many variables that affect the answer to this question: what literacy level the learning begins with, how much time they can devote to study, what their goals are, etc. Some can fill in missing pieces from their understanding and learn quickly – in as little as 3-4 months; others will take some years to gain the skills to meet their goals. Many programs ask learners and tutors to participate for at least six months so they can get the hang of tutoring and begin to see progress.

### *Can I charge learners a fee to participate in the program?*

No, services to adult learners are provided free of charge. That said, do keep them in mind if you conduct fundraising events. Learners may want to make donations to the program or be involved in soliciting support.

### *If I have money left over at the end of the year, can I use it the following year?*

No. Any funds that have not been expended or encumbered by June 30 each year must be returned to the state. Please notify state library staff early in the calendar year if you believe you won't be able to spend all your grant funds. We will help to reallocate those funds with other library literacy programs. However, we must receive the funds by the end of March to be able to reallocate them effectively. We strongly prefer that your funds are expended by your program and not returned to the state.

### *Who is eligible to take part in my literacy program?*

Please see the "[Overview of California Library Literacy Services Program](#)" earlier in this manual.