



California Library Literacy Services 2024-2025 Data Collection Overview

Table of Contents

| | |
|---|---|
| Purpose of this Overview | 1 |
| Budget Information | 1 |
| Staff Commitment Information..... | 2 |
| Adult Literacy Services (ALS) Data | 2 |
| ALS General Questions | 2 |
| ALS Activity Information..... | 3 |
| One-on-One Tutoring Information..... | 4 |
| Small Group and Large Class Information..... | 4 |
| Walk-in Tutoring Information..... | 4 |
| English as a Second Language (ESL) Services Data | 4 |
| ESL Services General Questions | 4 |
| ESL Services Activity Information | 6 |
| One-on-One Tutoring Information..... | 6 |
| Small Group and Large Class Information..... | 6 |
| Walk-in Tutoring Information..... | 7 |
| Family Literacy Services (FLS) Data..... | 7 |
| FLS General Questions | 7 |
| FLS Activity Information..... | 7 |
| Family One-on-One Tutoring Information for Enrolled Learners..... | 8 |
| Small Group and Large Class Information for Enrolled Learners..... | 8 |
| Family One-on-One Tutoring Information for Eligible-but-not-yet-enrolled Learners..... | 8 |
| Small Group and Large Class Information for Eligible-but-not-yet-enrolled Learners..... | 8 |
| Volunteer General Information | 9 |
| Outreach Information..... | 9 |

| | |
|-------------------------------------|----|
| Roles & Goals Data..... | 10 |
| Roles & Goals Data Collection | 11 |
| Lifelong Learner..... | 11 |
| Worker | 11 |
| Family Member..... | 11 |
| Community Member/Citizen..... | 12 |

Purpose of this Overview

California Library Literacy Services (CLLS) data collection will change in the 2024-2025 program period. Data collection changes include:

- New budget categories
- Details about learner demographic data
- Details about your CLLS programs
- Details about volunteers
- Details about outreach activities
- Changes to Roles & Goals

This document provides an overview of the data you will report on your 2024-2025 CLLS Final Report. The 2024-2025 CLLS Final Report will be due in fall 2025.

In 2024-2025, we expect to transition to a new reporting platform. In the new platform, the form will look different. However, the information and data collected will be similar to what you currently report. There will be some slight changes, which are reflected in this document. We will explain these small changes in an upcoming information session. Look forward to comprehensive instructions and guidance later this year.

Budget Information

In 2024-2025, CLLS transitioned to the standard California State Library budget categories. These categories were used to complete your 2024-2025 CLLS Continuing Libraries Application budget. The new CLLS budget categories are listed below.

Your library jurisdiction may collect financial information differently than the CLLS budget categories. You will also report local matching costs for each CLLS-funded program (Adult Literacy Services, Family Literacy Services, or ESL Services) in the new budget categories. CLLS local matching funds must follow the CLLS allowable expenses guidelines. Refer to the CLLS Allowable and Unallowable Expenses guidelines for help reporting expenses for your CLLS award *and* local matching funds. This document is available on the [CLLS Manage Your Current Grant](#) page.

The new CLLS budget categories are:

- Salaries & Benefits
- Consultant Fees
- Travel
- Supplies and Materials
- Equipment (\$5,000 or more *per unit*)
- Services
- Indirect Costs (cannot be more than 10% of subtotal)

Staff Commitment Information

For help calculating the Full Time Equivalency (FTE), refer to the Staff Salary Chart on the [CLLS Manage Your Current Grant](#) page.

- Total FTE for each program
 - Adult Literacy Services
 - Family Literacy Services
 - ESL Services

You are also expected to provide a breakdown of the total FTE per staff member for their actual time worked during the program period as well as their name or position.

Adult Literacy Services (ALS) Data

ALS General Questions

This section will resemble your current general ESL Services data collection. The major change in this section is the race and ethnicity categories have been combined. This section reflects the current U.S. Census categories.

- Number of learners who continued from the previous project period
- Number of learners who began during the project period
- Number of learners waiting for services at the end of the project period
- Total learner instructional hours
- Learner race/ethnicity categories
 - American Indian or Alaska Native
 - Asian
 - Chinese
 - Japanese
 - Filipino
 - Korean
 - Vietnamese
 - Indian
 - Laotian
 - Cambodian
 - Other
 - Black or African American
 - Hispanic or Latino
 - Middle Eastern or North African
 - Pacific Islander
 - Hawaiian

- Guamanian
 - Samoan
 - Other
 - White
 - Other
 - Prefer Not to Say
- Learner age categories
 - 16-19
 - 20-29
 - 30-39
 - 40-49
 - 50-59
 - 60-69
 - 70+
 - Prefer not to say
- Learner gender categories
 - Male
 - Female
 - Non-binary
 - Other
 - Prefer not to say
- Learner prior education categories
 - K-3
 - 4-6
 - 7-9
 - 10-12
 - High school graduate
 - Some college
 - College graduate
 - Postcollege
 - No prior education
 - Prefer not to say

ALS Activity Information

Beginning in 2024-2025, libraries will collect information about each CLLS program activity (one-on-one tutoring, small group and large classes, and walk-in tutoring). The type of information that will be reported is below. Comprehensive instructions will be provided at a later date.

One-on-One Tutoring Information

- Format one-on-one tutoring is provided:
 - In-person
 - Virtual
 - Combination of in-person or virtual
- Average length (in hours) of one-on-one tutoring sessions
- Number of one-on-one tutoring sessions
 - For example, if the one-on-one tutoring pair meets one time a week for a full year, that is considered 52 tutoring sessions.

Small Group and Large Class Information

- Format small group and large classes is provided:
 - In-person
 - Virtual
 - Combination of in-person or virtual
- Average length (in hours) of small group and large class sessions
- Number of small group and large class sessions
- Average number in attendance per small group and large class session

Walk-in Tutoring Information

- Format for walk-in tutoring is provided:
 - In-person
 - Virtual
 - Combination of in-person or virtual
- Total number of walk-in tutoring sessions
- Average number of walk-in tutoring sessions per month

English as a Second Language (ESL) Services Data

ESL Services General Questions

This section will resemble your current general ESL Services data collection. The major changes in this section are the race and ethnicity and languages categories have been combined. The race and ethnicity section reflects the current U.S. Census categories.

- Number of ESL learners who continued from the previous project period
- Number of ESL learners who began during the project period
- Number of ESL learners waiting for services at the end of the project period
- Total ESL learner instructional hours
- ESL learner race/ethnicity categories

- American Indian or Alaska Native
- Asian
 - Chinese
 - Japanese
 - Filipino
 - Korean
 - Vietnamese
 - Indian
 - Laotian
 - Cambodian
 - Other
- Black or African American
- Hispanic or Latino
- Middle Eastern or North African
- Pacific Islander
 - Hawaiian
 - Guamanian
 - Samoan
 - Other
- White
- Other
- Prefer Not to Say
- ESL learner age categories
 - 16-19
 - 20-29
 - 30-39
 - 40-49
 - 50-59
 - 60-69
 - 70+
 - Prefer not to say
- ESL learner gender categories
 - Male
 - Female
 - Non-binary
 - Other
 - Prefer not to say
- ESL learner prior education categories
 - K-3
 - 4-6

- 7-9
- 10-12
- High school graduate
- Some college
- College graduate
- Postcollege
- No prior education
- Prefer not to say
- ESL learner home/primary language
 - Spanish
 - Vietnamese
 - Hmong
 - Chinese (Cantonese, Mandarin, and others)
 - Tagalog
 - Korean
 - Other Languages
 - Prefer not to say

ESL Services Activity Information

Beginning in 2024-2025, libraries will collect information about each CLLS program activity (one-on-one tutoring, small group and large classes, and walk-in tutoring). The type of information that will be reported is below. Comprehensive instructions will be provided at a later date.

One-on-One Tutoring Information

- Format one-on-one tutoring is provided:
 - In-person
 - Virtual
 - Combination of in-person or virtual
- Average length (in hours) of one-on-one tutoring sessions
- Number of one-on-one tutoring sessions
 - For example, if the one-on-one tutoring pair meets one time a week for a full year, that is considered 52 tutoring sessions.

Small Group and Large Class Information

- Format small group and large class is provided:
 - In-person
 - Virtual
 - Combination of in-person or virtual
- Average length (in hours) of small group and large class sessions

- Number of small group and large class sessions
- Average number in attendance per small group and large class session

Walk-in Tutoring Information

- Format walk-in tutoring is provided:
 - In-person
 - Virtual
 - Combination of in-person or virtual
- Total number of walk-in tutoring sessions
- Average number of walk-in tutoring sessions per month

Family Literacy Services (FLS) Data

FLS General Questions

This section will resemble your current general Family Literacy Services data collection. The major change in this section is the children's categories have been combined. The total number of participating children will be reported in one category, ages 0-17.

- Number of enrolled learners served this project period
- Number of enrolled adult learner children (0-17 years of age) served this project period
- Number of enrolled adult learner family members 18 years or older served this project period
- Number of eligible-but-not-yet-enrolled learners served this project period
- Number of eligible-but-not-yet-enrolled adult learner children (0-17 years of age) served this project period
- Number of eligible-but-not-yet-enrolled adult learner family members 18 years or older served this project period
- Number of books provided to enrolled or eligible-but-not-yet-enrolled adult learner families
- Number of other items (e.g. kits) provided for at-home learning to enrolled or eligible-but-not-yet-enrolled adult learner families

FLS Activity Information

Beginning in 2024-2025, libraries will collect information about each CLLS program activity (one-on-one tutoring and small group and large classes) for enrolled and eligible-but-not-yet-enrolled adult learners. The type of information that will be reported is below. Comprehensive instructions will be provided at a later date.

Family One-on-One Tutoring Information for Enrolled Learners

- Format one-on-one tutoring is provided:
 - In-person
 - Virtual
 - Combination of in-person or virtual
- Average length (in hours) of one-on-one tutoring sessions
- Number of one-on-one tutoring sessions
 - For example, if the one-on-one tutoring pair meets one time a week for a full year, that is considered 52 tutoring sessions.

Small Group and Large Class Information for Enrolled Learners

- Format small group and large class is provided:
 - In-person
 - Virtual
 - Combination of in-person or virtual
- Average length (in hours) of small group and large class sessions
- Number of small group and large class sessions
- Average number in attendance per small group and large class session

Family One-on-One Tutoring Information for Eligible-but-not-yet-enrolled Learners

- Format one-on-one tutoring is provided:
 - In-person
 - Virtual
 - Combination of in-person or virtual
- Average length (in hours) of one-on-one tutoring sessions
- Number of one-on-one tutoring sessions
 - For example, if the one-on-one tutoring pair meets one time a week for a full year, that is considered 52 tutoring sessions.

Small Group and Large Class Information for Eligible-but-not-yet-enrolled Learners

- Format small group and large classes is provided:
 - In-person
 - Virtual
 - Combination of in-person or virtual
- Average length (in hours) of small group and large class sessions
- Number of small group and large class sessions
- Average number in attendance per small group and large class session

Volunteer General Information

Beginning in 2024-2025, libraries will only collect general information about their volunteers. The major changes in this section include:

- Adult Literacy Services, Family Literacy Services, and ESL Services volunteers and hours will be reported together.
- Volunteer demographic data will no longer be collected.

The type of information that will be reported is below.

- Number of individuals who served as a volunteer during the project period
- Number of volunteer hours
- Length in hours of basic tutor training
- Number of times basic tutor training was offered during the project period
- Did you offer continuing education for tutors (training after they received basic tutor training)?

Outreach Information

Beginning in 2024-2025, libraries will collect information about their CLLS outreach efforts.

Outreach services provide information about CLLS programs to community members. Outreach may recruit learners and volunteers. Outreach may specifically focus on those members of the public who:

- May have low literacy skills
- May rarely or never use the library
- Are traditionally underserved by library or education services

The type of information that will be reported is below.

- Types of outreach events you attended to engage the community in literacy services
 - Community fairs/festivals
 - School/school district, First 5, or other agency literacy events
 - K-12 and preschool school-related events (like back-to-school nights, parent meetings)
 - Adult school/college events
 - Volunteer fair
 - Workforce development events (job fairs) and workplace events or meetings

- Health and human services events or meetings
- Housing agencies
- Jails, prisons and like institutions
- Reporting centers (probation, parole)
- Events at and meetings with community-based and service organizations (i.e. Nonprofits, faith-based institutions, Rotary, Kiwanis)
- Recovery and mental health organizations
- Professional associations and retiree groups
- Financial organizations/banks
- Other
- Number of outreach events attended during the reporting period
- Number of individuals contacted through outreach
- For libraries with FLS programs, the number of books to build home libraries provided at outreach events for eligible-but-not-yet-enrolled families.
- Types of benefits seen from outreach efforts
 - Enrolled new learners
 - Recruited volunteers
 - Received money or in-kind support
 - Formed or strengthened community connection
 - Other

Roles & Goals Data

In 2024-2025, libraries will continue to collect Roles & Goals data. The major changes in this section are:

- The Roles & Goals categories have been simplified
- An “other” goal category has been added to each role

When possible, libraries should report a goal in its closest goal category. If a goal does not fit into a current goal category, only then should the “other” category under the appropriate role be used to report the goal.

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

Roles & Goals Data Collection

For each goal, you will be reporting the following:

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

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

Lifelong Learner

- Learn the alphabet, letters, or sounds
- Read a book, magazine, or news
- Write a letter, poem, story or essay
- Use technology skills
- Use the library
- Get a diploma
- Improve communication skills
- Other (write in a specific goal if the goal cannot be connected to a goal listed above)

Worker

- Get a job or a better job
- Apply for a job
- Perform current job better
- Get a license or certificate for work
- Other (write in a specific goal if the goal cannot be connected to a goal listed above)

Family Member

- Read a book with a family member
- Help a family member with homework and studying
- Read a medicine label (or other health-related documents)
- Improve financial skills
- Build confidence speaking with or for my family
- Other (write in a specific goal if the goal cannot be connected to a goal listed above)

Community Member/Citizen

- Access community resources (such as WIC, Medi-Cal/Medicare, CalFresh, or other services)
- Get involved in the community (such as volunteer at a community organization, school, place of worship, etc.)
- Get a driver's license
- Become a citizen
- Vote
- Other (write in a specific goal if the goal cannot be connected to a goal listed above)