

Section 1: Applicant Information

CLLS 2022-2023 Application Form Instructions

CHAPTER 4.6 CALIFORNIA LIBRARY LITERACY AND ENGLISH ACQUISITION SERVICE PROGRAM

CLLS Mission & Values

1.1 Library Information

* denotes a required field

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

Salinas Public Library
350 Lincoln Avenue
Salinas
93901

1.2 Literacy Program Coordinator's Contact Information

- a. Name*
- b. E-Mail*
- c. Phone
- d. New coordinator since October 2021?
- e. Check here if your program has an additional contact person working with the program

Cathy Andrews
cathleena@ci.salinas.ca.us
(831) 758-7915
No

1.3 Library Director's Contact Information

If the library contracts with another agency to provide library literacy services, please be sure to enter the library director's information here, not the director of the contracted agency.

- a. Library Director's Name*
- b. Library Director's Email*
- c. Library Director's Phone*
- d. New director since October 2021?
- e. For Library Directors: Have you read and do you agree to the program essentials?*

Kristan Lundquist
kristanl@ci.salinas.ca.us
(831) 758-7222
No
Yes

1.4 Authorized Representative Information

This is the person/people authorized to sign financial documents, certification forms and report forms on behalf of the library. For example: The person who would sign the claim form to claim your CLLS award funds.

- a. Authorized Representative's Name
- b. Authorized Representative's Email
- c. Is this individual the correct signatory on any claim forms?
- c.i Authorized Representative's (Signatory on Claims) Name
- c.ii Authorized Representative's (Signatory on Claims) Email

Kristan Lundquist
kristanl@ci.salinas.ca.us
No
Mark Roberts
markr@ci.salinas.ca.us

- d. Is this individual the correct signatory on any certifications? Yes
e. Is this individual the correct signatory on any reports? Yes

Section 2: Program Information

Section 2.1 Basic or institutional information

- a. Program Name **Salinas Public Library Adult Literacy Program**
- b. What year did the program start? **1983-1984**
- c. Year left/returned to program **FedFund 89/90**
- d. How will this program be provided? In-house by the library
- e. Number of main and branch libraries where library literacy services will be provided **3**
- f. Number of community locations where library literacy services will be provided **0**
- g. Total number of locations **3**
- h. Number of main and branch libraries within the library jurisdiction **3**
- i. Percentage of total library outlets where literacy services will be provided **100%**

2.2 Participation in Regional Networks

- a. Regional network name North Central Coast Library Literacy Network (NCCLLN)
- b. Number of library literacy regional **4**

network
meetings that
you or a
representative
from your
library
attended
during the
previous
reporting
period.

c. Number of
Adult
Education
Consortium
meetings that
you or a
representative
from your **10**
library
attended
during the
previous
reporting
period. (Not
required)

Section 3. Financial Report: Adult Literacy Services, Family Literacy Services and English as a Second Language Services

Please complete the following budget for both your CLLS award and local match for your Adult Literacy Services, Family Literacy Services and English as a Second Language Services. Please also include a detailed narrative of projected expenditures in the "Narrative" column for both your projected CLLS award expenditures and projected local match expenditures for each program.

NOTE: If you were not awarded CLLS ESL funds for the January 2022 – June 2022 cycle, you will NOT complete the ESL CLLS or ESL Local sections of the 3.1 Program Budget section below.

3.1 Program Budget

	ALS - CLLS	ALS - Local	FLS - CLLS	FLS - Local	ESL - CLLS	ESL - Local	Total CLLS Funds	Total Local Funds	Grand Totals	Narrative of expenses (required)
Salaries & Benefits	\$57,000	\$218,816	\$33,600	\$17,873			\$90,600	\$236,689	\$327,289	This includes a permanent part time employee, and 3 temps using grant funds, and 2 Full time and 2-3 temps with local funds
Contract Staff										
Operations	\$33,385	\$2,200	\$33,400				\$66,785	\$2,200	\$68,985	This includes programming

Literacy Materials	\$700	\$1,000	\$16,000
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\$16,700	\$1,000	\$17,700
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materials for use with adult learners and family literacy programs, as well as office supplies, printing, and other daily use materials. Also includes performers, databases, and all other programmatic materials.

Includes materials to build the permanent collection, and books for distribution to learners and families.

Small Equipment

\$3,000

\$3,000

\$3,000

Includes digital devices such as Chromebooks and Kindles for use by participants, staff, or volunteers.

Equipment

Subtotal	\$91,085	\$222,016	\$86,000	\$17,873
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\$177,085	\$239,889	\$416,974
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Indirect Costs

Total	\$91,085	\$222,016	\$86,000	\$17,873
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\$177,085	\$239,889	\$416,974
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Adult

Literacy	\$313,101
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Total

Family

Literacy	\$103,873
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Services

Total

ESL Total

Total

budget	\$416,974
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Section 4. Staff Commitment: Adult Literacy Services, Family Literacy Services and English as a Second Language Services

4.1 Library Personnel

FTE	Narrative (required)
Total CLLS	3.45
	Includes 2 Literacy Assistants, 1 PT Literacy Specialist,,1-2 PT Literacy

(adults)			Clerks; Senior Librarian, Community Education Manager
Total CLLS (family)	0.50		Literacy Assistant, and 2 Temp Literacy Clerks, Senior Librarian, Community Education Manager
Total CLLS (ESL)			
Total FTE – library personnel	¹ 3.95	² Filling the FT position that was open last year will raise our FTE	
Library Personnel Salary	\$327,289	³	

4.2 Contract Personnel		
	FTE	Narrative (required)
Total CLLS (adults)		
Total CLLS (family)		
Total CLLS (ESL)		
Total FTE – contracted personnel		
Contract Personnel Salary		

Section 5: Description of Programs and Activities

5.1 Adult Literacy Services	
Please limit descriptions to no more than 300 words.	
a. Adult Literacy Services (ALS)	Yes
b. Please describe your planned programming that explains what you will do, how you will do it, for whom you will do it, and the anticipated benefits. (Max. 300 words.)	<p>We will provide adult basic education tutoring, computer instruction, HSE tutoring, citizenship instruction, and conversation groups using staff and volunteers to work directly with adults to gain skills and knowledge to meet their individual literacy goals as set with the Roles & Goals model. We will provide programs both in-person and virtually, depending on the nature of the program and the needs of the learners. We use platforms including Zoom, Google Meet, Google Classroom, and others to support the virtual learners. Our classes occur on different days and times to accommodate the needs and schedules of the learners and the volunteers. Common goals include getting a better job, helping children with homework, passing the GED, and learning to use digital devices at home and at work. We will loan Chromebooks, tablets, and hotspots to learners to ensure they can access the internet and connect with our virtual programs and services. Our dedicated volunteers are an important part of delivering services, assisting individuals at whatever level</p>

c. Please describe your outreach plans for recruiting learners and tutors to your program. (Max. 300 words.)

d. Please describe how your program will engage learners in program planning and how you will discover learners' aspirations. (Max. 300 words.)

e. Anticipated number of adult learners to be served this year

they start. We create a welcoming and supportive atmosphere so people can concentrate on the hard work of learning, practicing, and deploying new literacy skills. We will continue to monitor developments in new ways to deliver our program, and the best practices for working safely with the ongoing challenge of COVID-19.

We will continue the person-to-person outreach and helping make sure our current learners can spread the word about our program, as we know this is one of the primary ways our learners find out about our programs and services. We will create flyers about all of the individual and small group options, posting them in our library branches and throughout the community. We have seen our eNewsletter and social media platforms increase in importance as a way to reach those needing our services, as well as those who know someone that might benefit from our services. We will continue to share information with our regional Adult Education Consortium. Though we don't receive funding from them, we participate in the monthly meetings, and they are always happy to pass our information on to their students. We anticipate being able to resume our in-person Literacy outreach events, which has been a great way to expose our learners to more resources, to recruit new learners and tutors, and to build relationships with partner organizations that can refer learners to us. We will keep using sites such as VolunteerMatch to recruit volunteers, and will maintain our relationship with CSUMB's Service Learning Center, which has been a good source of volunteers.

Learner's aspirations are at the core of our programs and services, and are part of the interactions with all of our learners, from their initial intake appointment, through each program or service they take part in, and once they have reached the goals we are helping with. We will use surveys, interviews, and conversations to check on individual goals, their ideas about how to improve the programs, and trends in the needs of the community. We recognize this as a key aspect of keeping our program relevant.

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9.2 Family Literacy Services

- a. Family Literacy Services
- b. Family Literacy New / Continuing

Yes

Continuing

Our FLS program focuses on the adult learners with children aged 0-17 in their households. We will assist the adults to gain skills and learn how to help the children improve their literacy skills through individual coaching from their tutors, or through our peer-learning programs. We will offer Family Reading Circles (FRC) at least two times this year, where parents and children come together weekly over a five week period; families read and work together, sharing tips and techniques they use to encourage reading at home. The parents also receive instruction and practice with the staff and volunteers on best-practices to supplement the peer support. We anticipate continuing with a hybrid meeting format, as many of the parents find it easier to participate with the robust virtual offerings, though many are glad to be able to meet in-person for at least some of the sessions. We will be looking at hybrid meetings, virtual-only, and in-person only, and may end up with a mix of types over the course of the year. The FRCs are extremely popular with our parents. We anticipate resuming at least one, and hopefully two of our open houses; the one in the spring would focus on storytelling and music as important components in early literacy development. The second one would focus on family learning; adults and children find out what resources the library and community organizations have that can assist children and their parents. Open houses focus on our FLS families, but are open to the community. This provides an opportunity to do outreach about our adult literacy programs beyond our current families.

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Our standard outreach methods, from flyers to social media, are one of our ways of reaching unserved adults. We have found our open houses as one of the major ways we get the word out to local adults with families about the adult literacy and family literacy services available through the library literacy program. We anticipate leveraging our social media channels as well, as this reaches an expanding audience. We will also make sure our partner

- c. Please describe your planned programming for enrolled adult learners and their families that explains what you will do, how you will do it, for whom you will do it, and the anticipated benefits. (Max. 300 words.)

- d. Anticipated number of enrolled adult learners to be served this year with their families

- e. Please describe your outreach plans and programming plans for adults (with families) who are eligible to be enrolled in your CLLS program but who are not currently enrolled that explains what you will do, how you will do it, for whom you will do it, and th

organizations are up-to-date on our offerings so they are able to make useful referrals. The power of our current participants and word-of-mouth is also very useful for us. We also get referrals from our Read, Grow, Play program. As is our practice in all of our programs, we engage learners around their aspirations and goals from intake, through graduation. We use the Roles & Goals model to identify and track these. Learners are also directly solicited to provide input and feedback to help us design, refine, and expand our program.

f. Please describe how your program will engage learners in planning for your family literacy services and how you will discover learners' aspirations for their families. (Max. 300 words.)

5.3 English as a Second Language Services

This section is ONLY for programs that received Round I CLLS ESL funding for the 2021-2022 cycle.

a. English as a Second Language Services

No

Section 6: Community Partners

Please list the community partners that you anticipate your program will work with this year to deliver California Library Literacy Services in your community. For each community partner, describe how you will work together. Please refer to the examples provided at the end of the instruction document for guidance.

Summary 8

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a) Community Partner

b) Description required (Max. 150 words each description)

Salinas Valley Adult Education Consortium

Our regional consortium. We attend the monthly meetings, and share info on our literacy program and other library programs relevant to the population served.

First 5 Monterey Hartnell College

We receive books and other materials for distribution.

Salinas Adult School

We refer people to their HSEC program for ag workers and their children. We refer learners to their many programs, including ESL, Adult Literacy, and Parenting classes. They refer people to our adult literacy and family literacy program.

Loaves, Fishes, and Computers

Referrals for digital literacy classes go both ways. We host their family computer workshops where parents and children help refurbish a Chromebook while learning about internet safety.

CSUMB-Service Learning Institute

We get college students as volunteers through the SLI; some contribute hours as tutors; others do research or studies for us.

Radio Bilingue

We are invited to the public interest hour on this local radio station to discuss literacy and provide info about our programs. They help us by promoting our events and programs.

Central Coast College

Central Coast provides volunteers, many in the office management or technology program. The volunteers help with learner contact, administrative duties, and with computer literacy classes.

Section 7: Is there anything else you would like to tell us?

Is there anything else you would like to tell us?

Section 8. English Language and Literacy Intensive, Non-CLLS English as a Second Language Services and Other Services

NOTE: If you were NOT awarded CLLS ESL funds between January 2022 – June 2022 and have not applied or do NOT plan to apply for CLLS-funded ESL funds in 2022-2023, please include your projected ESL local match here.

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

ELLI	Non-CLLS ESL	Other Services	Total	Narrative (required)
Salaries & Benefits	\$2,812	\$38,413	\$41,225	This includes part time temps and their supervisor
Contract Staff				
Operations	\$105		\$105	This includes materials for outreach or distribution.
Literacy Materials				
Small Equipment				
Subtotal	\$2,917	\$38,413	\$41,330	
Indirect				
Total	\$2,917	\$38,413	\$41,330	

8.2 Staff Commitment: English Language and Literacy Intensive, Non-CLLS English as a Second Language Services, and Other Services Library Personnel

Library Personnel

	FTE	Narrative
Total ELLI FTE	0.05	Oversight by a Literacy Assistant
Total ESL FTE		
Total Other FTE	0.50	2 Temp PT Literacy Clerks
Total FTE: Library Personnel	⁴ 0.55	⁵ Numbers were down previously because of the pandemic

Contract Personnel

	FTE	Narrative
Total ELLI FTE		
Total ESL FTE		
Total Other Services FTE		
Total FTE: Contracted Personnel		

8.3 English Language and Literacy Intensive

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

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

NOTE: If you were NOT awarded CLLS ESL funds between January 2022 – June 2022 and have not applied or do NOT plan to apply for CLLS-funded ESL funds in 2022-2023, please describe your non-CLLS ESL program here.

a. Non-CLLS English as a Second Language Program (ESL)

Yes

ESL had been scaled back because of the pandemic; we anticipate restarting small group ESL services as well as continuing the individual support via Mango, Rosetta Stone, and HelpNow Brainfuse. We provide an orientation, help people get started, and assistance.

b. Please describe your non-CLLS-funded English as a Second Language Services planned programming that explains what you will do, how you will do it, for whom you will do it, and the anticipated benefits

c. Anticipated number to be served this year ⁶

40

8.5 Other Services

Other Services are defined as literacy services beyond the identified programs and target populations. California Library Literacy Services funds do not support Other Services, including the cost of staff time and other expenditures. However, we appreciate local libraries that have identified other resources to provide such services as Reach Out and Read, tutoring for high school students, and other outreach and educational activities. In an effort to gain a complete picture of local services, we ask you to please tell us about those services.

a. Other Services

Yes

We will continue to provide play groups using the First 5 Read, Grow, Play model. The groups may be in both virtual and in-person formats. Parents/caregivers with children under 5 will participate in weekly sessions over a 20 week period. Adults learn the importance of play in children's early literacy development, and build relationships with other parents to provide support and explore parenting challenges and tips. This is helpful for any parent, and especially younger parents. Funding is from grants, and from the library.

b. Please describe your planned other services programming that explains what you will do, how you will do it, for whom you will do it, and the anticipated benefits. Please tell us how your other services are funded.

¹, We will be filling a full time position that was vacant last year. (0-2022-05-20)

², We will be filling a full time position that was vacant last year. (0-2022-05-19)

³, We will be filling a full time position that was vacant last year. (0-2022-05-19)

⁴, We will be filling a full time position that was vacant last year. (0-2022-05-20)

⁵, We will be filling a full time position that was vacant last year. (0-2022-05-19)

⁶, c. We anticipate serving more people as our staff openings are filled. (0-2022-05-19)