

**California Library Literacy
Services**



**Funding
Sources
Directory**

**By
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**California State Library
Susan Hildreth, State Librarian
Sacramento**

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Table of Contents

Note- Funding sources that must be accessed by community partners rather than by libraries directly are indicated by an asterisk in front of their names.

Funding Sources Listed by Type of Literacy Instruction	4-7
Acknowledgements	8
Introduction	9-10
*California Work Opportunity and Responsibility to Kids (CalWORKS) <i>ALS, ESL</i>	11-12
*Community-Based English Tutoring (CBET) Program <i>ALS, ESL, ELLI, FFL, MLLS</i>	13-14
Community Development Block Grants (CDBG) <i>ALS, ESL, ELLI, FFL, MLLS</i>	15-16
Community Foundations <i>ALS, ESL, ELLI, FFL, MLLS</i>	17-21
County Departments of Health, Human Services, or Alcohol and Drug Services <i>ALS, ESL</i>	22-23
County Housing Authorities and Departments <i>ALS, ESL</i>	24
County Sheriff's Departments or Departments of Corrections <i>ALS, ESL</i>	25-26
*English Language and Acquisition Program <i>ELLI</i>	27-28
*Even Start Family Literacy Program <i>ELLI, FFL, MLLS</i>	29-30
First Five California County Children and Families Commissions (CCFC) <i>FFL, MLLS</i>	31-33
Head Start <i>FFL, MLLS</i>	34-35
*Healthy Start <i>ELLI, FFL, MLLS</i>	36-37

Pro Literacy Worldwide (PLW) <i>ABE, ESL, ELLI, FFL, MLLS</i>	38-39
Reading Is Fundamental (RIF) <i>ELLI, FFL, MLLS</i>	40-41
*Safe Schools Healthy Students Initiative <i>ELLI, FFL, MLLS</i>	42-43
SBC Foundation <i>ALS, ESL, FFL, MLLS, Technology</i>	44-45
*Title III-Immigrant Education Program <i>ELLI</i>	46-47
*Title III-Limited English Proficiency (LEP) Student Program <i>ELLI</i>	48-49
Toys"R"Us Fund <i>FFL, MLLS</i>	50-51
Twenty-First Century Community Learning Centers <i>ELLI</i>	52-54
United Way <i>ALS, ESL, ELLI, FFL, MLLS</i>	55-56
Verizon Foundation <i>ALS, ESL, ELLI, FFL, MLLS, Technology</i>	57-58
Wallace-Reader's Digest Funds <i>ALS, ESL, ELLI, FFL, MLLS</i>	59-60
Workforce Investment Act/Adult Education and Family Literacy Sections 225/231 and English Literacy/Civics Education (EL CIVICS) <i>ALS, ESL, Citizenship</i>	61-63

Funding Sources Listed by Type of Literacy Instruction

Note- Funding sources that must be accessed by community partners rather than by libraries directly are indicated by an asterisk in front of their names.

Adult Literacy Services (ALS)

*California Work Opportunity and Responsibility to Kids (CalWORKS)	11-12
*Community-Based English Tutoring (CBET) Program	13-14
Community Development Block Grants (CDBG)	15-16
Community Foundations	17-21
County Departments of Health, Human Services, or Alcohol and Drug Services	22-23
County Housing Authorities and Departments	24
County Sheriff's Departments or Departments of Corrections	25-26
Pro Literacy Worldwide (PLW)	38-39
SBC Foundation	44-45
United Way	55-56
Verizon Foundation	57-58
Wallace-Reader's Digest Funds	59-60
Workforce Investment Act/Adult Education and Family Literacy Sections 225/231 and English Literacy/Civics Education (EL CIVICS)	61-63

Family Literacy (FFL)

*Community-Based English Tutoring (CBET) Program	13-14
Community Development Block Grants (CDBG)	15-16
Community Foundations	17-21
*Even Start Family Literacy Program	29-30

First Five California County Children and Families Commissions (CCFC)	31-33
Head Start	34-35
*Healthy Start	36-37
Pro Literacy Worldwide (PLW)	38-39
Reading Is Fundamental (RIF)	40-41
*Safe Schools Healthy Students Initiative	42-43
SBC Foundation	44-45
Toys"R"Us Fund	50-51
United Way	55-56
Verizon Foundation	57-58
Wallace-Reader's Digest Funds	59-60

Mobile Library Literacy Services (MLLS)

*Community-Based English Tutoring (CBET) Program	13-14
Community Development Block Grants (CDBG)	15-16
Community Foundations	17-21
*Even Start Family Literacy Program	29-30
First Five California County Children and Families Commissions (CCFC)	31-33
Head Start	34-35
*Healthy Start	36-37
Pro Literacy Worldwide (PLW)	38-39
Reading Is Fundamental (RIF)	40-41
*Safe Schools Healthy Students Initiative	42-43

SBC Foundation	44-45
Toys"R"Us Fund	50-51
United Way	55-56
Verizon Foundation	57-58
Wallace-Reader's Digest Funds	59-60

English Language Literacy Intensive (ELLI)

*Community-Based English Tutoring (CBET) Program	13-14
Community Development Block Grants (CDBG)	15-16
Community Foundations	17-21
*English Language and Acquisition Program	27-28
*Even Start Family Literacy Program	29-30
*Healthy Start	36-37
Pro Literacy Worldwide (PLW)	38-39
Reading Is Fundamental (RIF)	40-41
*Safe Schools Healthy Students Initiative	42-43
SBC Foundation	44-45
*Title III-Immigrant Education Program	46-47
*Title III-Limited English Proficiency (LEP) Student Program	48-49
Twenty-First Century Community Learning Centers	52-54
United Way	55-56
Verizon Foundation	57-58
Wallace-Reader's Digest Funds	59-60

Literacy and Technology

SBC Foundation	44-45
Verizon Foundation	57-58

English as a Second Language (ESL)

*California Work Opportunity and Responsibility to Kids (CalWORKS)	11-12
*Community-Based English Tutoring (CBET) Program	13-14
Community Development Block Grants (CDBG)	15-16
Community Foundations	17-21
County Departments of Health, Human Services, or Alcohol and Drug Services	22-23
County Housing Authorities and Departments	24
County Sheriff's Departments or Departments of Corrections	25-26
Pro Literacy Worldwide (PLW)	38-39
SBC Foundation	44-45
United Way	55-56
Verizon Foundation	57-58
Wallace-Reader's Digest Funds	59-60
Workforce Investment Act/Adult Education and Family Literacy Sections 225/231 and English Literacy/Civics Education (EL CIVICS)	61-63

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Kathy St. John
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Introduction

The California State Library realizes that these are difficult times for libraries and their literacy services. This literacy funding sources directory can help libraries that need to augment their City/County and State Library funding find additional sources from local, state, and federal governments, as well as private sources. The directory lists twenty-four potential funding sources along with descriptions of libraries that have successfully accessed them. The directory draws upon the collective wisdom and experience of diverse library literacy services across the state. The hope is that libraries can learn from each other and begin to create new partnerships to harness resources to help library literacy services thrive in their communities.

The directory of funding sources is arranged alphabetically. The alphabetical Table of Contents also identifies which CLLS literacy component(s) might be eligible applicants for each source, and a separate cross-referenced list appears on pages 4-7.

For each funding source in the directory, there are four brief sections to help you identify if this might be a potential source of support for your literacy services:

- The **Sources of Funds** section tells the origin of the funding and provides contact information for the agency that administers it.
- You can determine whether a funding source is appropriate for a particular service or project in the **Purpose of Funds** section of each entry.
- **Accessing Funds** outlines general eligibility, application, reporting, and funding guidelines. Much of the information was compiled from websites that are constantly being updated. Please refer to these websites for current information.
- **How California Library Literacy Services Use These Funds** gives examples of ways in which libraries have accessed and used these funds independently and in collaboration with their school districts and local community organizations.

Several of the entries in this directory describe funding sources that are not directly accessible by libraries. **Funding sources that must be accessed by community partners rather than by libraries directly are indicated by an asterisk in front of their names.** School districts and community agencies are sometimes mandated to provide their students and clients with educational opportunities like literacy services and they are able to access a wide range of federal and state dollars that libraries cannot. Many libraries have been very successful in collaborating with their local school districts and community agencies to access these funding sources through mutually beneficial partnerships. These collaborations are based on a fair and equitable fees-for-services relationship that benefits both partners, their students and clients and their communities as a whole. **The key fact to remember is that fees for services contracts charge school districts and community agencies, not their students and clients. Library literacy services are always free to these learners.**

The concept of entering into a contractual relationship with another organization to provide literacy services for a fee may be new to some libraries that have traditionally provided their services at no cost, but especially now when resources are very limited for many libraries it may be the perfect time to look at this model of collaboration from a new perspective. That is -all partners enter into an agreement to offer wraparound services to individuals and so all partners are fairly and equitably compensated for those services. Again, libraries with fees for services contracts are not charging learners- they are still receiving free literacy instruction- libraries are charging school districts and agencies with funding from sources that often require these educational opportunities and budgets that allocate often quite generous amounts of money to provide their students and clients with literacy instruction. Many libraries have been able not only to sustain their literacy services but to increase and enhance them enormously because they establish relationships with their community partners using this model.

Examples of how libraries access and use these funds are provided to encourage you to think about the possibilities of developing partnerships with other entities in your community. Consider this fee-for service model of collaboration as you explore new partnerships within your community because once you have established a relationship with a partner in which you provide literacy services at no cost, if you later decide it would be a good idea to receive fair compensation it will much harder to renegotiate the terms of your partnership when agencies have enjoyed your valuable services for free. Although it may be more difficult to transition to a fees for services model with your current partners who are receiving your services at no cost, it is worth considering renegotiating the terms of these partnerships at the next opportunity.

Learners who are served by multiple organizations benefit from the seamless services these organizations offer through their community partnerships. Well-constructed partnerships are ones in which the roles and responsibilities and financial commitments of each partner are clearly defined and solidified by contracts and memoranda of understanding. Both partners are accountable for outcomes and are therefore invested in the success of the collaboration.

***California Work Opportunity and Responsibility to Kids (CalWORKs)**

<http://www.cde.ca.gov/fg/fo/pf/profile.asp?id=266>

Source of Funds

California Department of Education

Wendi Maxwell, Administrator
Adult Education Office
California Department of Education
660 J Street, Suite 400
Sacramento, CA 95814
(916) 324-7115
wmaxwell@cde.ca.gov

Purpose of Funds

The purpose of these funds is to help CalWORKs recipients improve their literacy and career-technical skills through education programs at both Regional Occupational Centers and Programs (ROCPs) and adult schools. Funding provides education and training to: (1) prepare CalWORKs eligible recipients for entry level employment; (2) assist employed recipients receiving subsidies or supportive services to advance toward higher employment and self-sufficiency; and (3) divert CalWORKs eligible recipients into short-term education and training programs leading to employment.

Accessing Funds

Public libraries may not apply directly for CalWORKS funding. Libraries interested in serving CalWORKS recipients and accessing CalWORKS funds must partner with public school adult education programs and Regional Occupational Centers and Programs that serve welfare recipients. The Education Code requires public schools to use only credentialed teachers under the direct supervision of a school administrator for instruction so libraries must be sure to comply with these regulations. Each county submits only one application to the state so all partners must collaborate to access this funding. Funding is allocated to counties based on the number of welfare recipients in each county.

Annually, collaborating partners in each county must prepare a county joint application consistent with the county's most current Instructional and Job Training Plan. The joint application must identify the amount of funding to be allocated to each partner organization. All participating district superintendents or authorized officials within the county must sign the application, and the county Director of Social Services must approve it. The California Department of Education allocates to each county a minimum of \$25,000 for adult education programs and ROCPs to provide instructional and job training support services for CalWORKs eligible recipients.

The joint application is very short and easy to fill out. Applications are normally available in late September and due in late November. Notification is usually in early January. Current information is not available on the California Department of Education website but announcements will be sent to all eligible applicants once the state's annual budget is approved. In order to receive funding in subsequent years, each participating school district and Regional Occupational Centers and Program (ROCP) must submit the required CalWORKS data report.

How California Library Literacy Services Use These Funds

The Calaveras County Library received \$22,000 of CalWORKS funding in FY 2000/2001 and \$44,000 in FY 2001/2002 through a contract with the County Works and Human Services Department. The money came from special incentive funds and paid for staff salaries and general operating expenses for adult literacy services. When incentive funds were no longer available and the requirements for CalWORKS funding changed in FY2002/2003, the Library stopped receiving CalWORKS funds. The Library was disappointed to end its partnership with the County Works and Human Services Department because it had really hoped to reach CalWORKS clients, despite the fact that their complex situations had made serving these clients especially challenging.

The Salinas Public Library received three years of CalWORKS funding from 2000-2003 through a partnership with the Community Action Agency and the Monterey County Department of Social Services. The money paid for salaries for a literacy assistant and coordinator, training materials and recruitment costs to expand the Library's workforce literacy services to 300 unemployed, underemployed, and displaced workers. Library staff provided one-on-one ABE, English and Spanish Literacy, and ESL services to clients at three libraries and a one-stop career center. The funding will end in June 2003 because federal money is decreasing and is not being channeled to the State and County at the same level and for the same purposes as in the past.

*Community-Based English Tutoring (CBET) Program

<http://www.cde.ca.gov/sp/el/cb/>

Source of Funds

California Department of Education (CDE)
Language Policy and Leadership Office

Jorge Gaj
(916) 319-0268
jgaj@cde.ca.gov

Alice Ng
(916) 319-0603
ang@cde.ca.gov

Purpose of Funds

The primary purpose of CBET funds is to provide free or subsidized adult English language instruction to parents or other community members who pledge to provide English language tutoring to California school children with limited English proficiency. English language learners are students with a primary language other than English who are limited-English proficient. Adults may tutor children in their own families who fall within CBET guidelines. There is no tracking of pledged hours and no minimum number of pledged hours required. Adults are not required to tutor within a set timeframe.

Volunteers without teaching credentials may not teach the adults participating in CBET-funded tutorials and classes. Only credentialed staff members may teach adult ESL students. Unlike other CDE programs, CBET **does not** require CASAS testing.

Accessing Funds

Public libraries may not apply directly for CBET funding. Libraries must partner with school districts, county offices of education, or direct funded charter schools, the organizations that are eligible to apply for these funds. These organizations may be interested in partnering with libraries to access CBET funds especially in two circumstances: A) if they do not have an adult education program and could benefit from the library's adult literacy expertise and materials. B) if their adult education program is at capacity and it can benefit from the extra space and materials the library can offer. A simple two-page application and cover letter template is normally available in April for a May deadline.

How California Library Literacy Services Use These Funds

Literacy Volunteers of America/Imperial Valley working with a contract with The Imperial County Library has cultivated a relationship with its County Office of Education and has received CBET money for several years. Approximately forty adults who have pledged to tutor children participate in small group instruction. In FY2003/2004 CBET funds in the amount of \$8,000 cover the overhead costs for this program including salaries, supplies, and equipment. The school district reports to the CDE using data supplied by Literacy Volunteers of America/Imperial Valley.

The Stanislaus County Free Library has worked with two of its school districts to provide evening family literacy services at two elementary schools. Approximately thirty children and thirty adults participate in the program. FY 2003/2004 CBET funds in the amount of \$15,000 pay for childcare, teachers' salaries, and the program's curriculum. The school districts administer the contract and handle the application and reporting processes. One school district has no adult school and approached the library to partner with it. The second school district asked for a class to be offered at one of its schools. The Library and school district agreed that the school district would apply for the CBET money and the Library would run the program. Both these school districts are small and are very open to collaborating with the Library to access CBET funding because the Library maintains all the paperwork and does the year end report.

The San Mateo Public Library receives CBET funding for family literacy services. It funds books and babysitting for the library's tutoring classes for Spanish-speaking mothers. Two or three babysitters care for infants and toddlers while their mothers are in class. The Library has partnered with the San Mateo-Foster City School District for the last five years and in FY2003/2004 the Library received \$10,000 to support its successful program that teaches English and literacy to women who have on average five years of education in their native countries. The classes meet twice a week, helping the parents help their school-aged children with homework and to become more involved with the school. With this preparation, they are able to enter adult school within three years.

Community Development Block Grants (CDBG)

<http://www.hud.gov/offices/cpd/communitydevelopment/programs/index.cfm>

Source of Funds

U.S. Department of Housing and Urban Development (HUD)
451 7th Street S.W.
Washington, DC 20410
(202) 708-1112

Purpose of Funds

CDBG funds improve communities by providing a flexible source of annual grant funds for local governments nationwide. With the participation of local citizens, local governments can devote funds to the activities that best serve their own particular development priorities, provided that these projects either (1) benefit low- and moderate-income persons; (2) prevent or eliminate slums or blight; or (3) meet other urgent community development needs. Grants are intended to revitalize neighborhoods, expand affordable housing and economic opportunities, and/or improve community facilities and services, principally to benefit low- and moderate-income persons. Each local government administers the program and determines deadlines and which local projects receive funding.

Accessing Funds

CDBG funding is designed so that each local government has flexibility in allocating the funds. This process can be political and funding priorities and guidelines vary widely between local jurisdictions. Although there is usually a community advisory committee that provides input into the process, the final funding decisions are most often made by the City or County Administrator and/or Council. Before applying for CDBG funds, it would be wise to research your local government's policies and procedures for allocating these funds. This can be a bit challenging since agencies that administer these funds locally have different names, such as Community Action Agency, depending on each locale.

Contact your local municipal or county officials for information. HUD does not provide CDBG assistance directly to organizations. If your local government officials cannot answer your questions, contact the HUD Field Office that serves your area listed at <http://www.hud.gov/directory/ascdir3.cfm#CA>

How California Library Literacy Services Use These Funds

The Huntington Beach Library has received CDBG money for its FFL services and salaries since 1996. In FY2002/2003, the Library received \$34,000. The Library Administration initiated access to the funding and the Library applies annually. Each year as part of the process, literacy staff give a speech to the Citizen's Participation Advisory Board that provides input into the grantmaking process. The Advisory Board recommends proposals to the City Council and the City Administrator. The City Administrator is very supportive of CDBG funds being used for city-sponsored programs.

The City of Santa Clara allocated nearly \$400,000 in CDBG funds in 2000 to renovate an underused branch library to become a revitalized library/reading center and the headquarters of the Library's literacy services. The building was remodeled to accommodate literacy staff, learners, tutors, and small and large groups. The grant also paid for new furnishings for the public and office areas. The Library Director sought CDBG funding for this project with the support of the city's administration.

The San Bernardino County Library has twenty-nine branches in different cities. Each year, the County Librarian applies for CDBG funds in approximately twenty cities to fund literacy services. Once the application has been accepted, each Branch Manager and Literacy Specialist attends a public hearing to present the Library's literacy services to City Council. These meetings can result in funds awarded to an average of fifteen branches each year. The application process is rigorous and once funded, monthly detailed reporting is required. CDBG money funds the literacy staff's salaries.

The San Luis Obispo City-County Library Literacy Program receives CDBG funding through four of the cities it serves. Grants are for one year and grant applications can be submitted annually. The grant mandates quarterly reporting, which requires a good database to keep track of demographic information. The Library uses the grant to support the general operating expenses of providing adult literacy services.

The Stanislaus County Free Library periodically receives city and county CDBG funding. In this jurisdiction grants cannot fund the same services for more than one year. Projects are only eligible for renewed CDBG funding if services are increased or hours are added. CDBG funds have covered salaries, books, and materials for adult literacy services. Reporting is monthly and requires demographic data but it is brief.

The Monterey Park-Bruggemeyer Memorial Library has received CDBG funding since the late 1990's. In FY2002/2003 it received \$10,000. The city's Economic Development Department administers the funds and does not even require an application from the Library. The Library simply forwards the numbers it is required to report to the city and it receives funds to support salaries and other general operating expenses.

Community Foundations

Source of Funds

Local individual, foundation and corporate donors and grants

League of California Community Foundations
Post Office Box 1638
Rohnert Park, CA 94927
(707) 586-0277
info@lccf.org
<http://www.lccf.org>

Purpose of Funds

Community foundations across California partner with nonprofit organizations to address the most pressing needs in their communities, bringing together donors with similar concerns and directing their gifts in support of specific outcomes. Community foundations usually only fund organizations within a very well-defined geographic area such as a city or county. Different community foundations have different assets and the range of funding can vary from hundreds of dollars to hundreds of thousands of dollars. Many community foundations manage permanent endowments for individual nonprofits or provide these organizations with management assistance to help ensure their ongoing effectiveness. Some community foundations offer workshops, conferences and technical assistance, meeting space and research libraries to local nonprofits.

Many community foundations share the philosophy that local involvement in the use of philanthropic resources is a key tool for effective community-building and problem-solving. Community foundations aim to maximize the use of local philanthropic resources for the greatest common good by providing resources to local nonprofits that their professional staff has determined are assets to the community. In some community foundations the staff helps raise money for the foundations' competitive and invitation- only grant programs as well as making the funding decisions for the foundations' grants programs.

In addition to their grants programs, many community foundations also manage the charitable giving of people who are wealthy enough to donate large amounts of money but don't want to create and manage their own family or private foundation or who want the community foundations' staff to use their professional expertise and knowledge of the community to guide them with their giving. These funds are called donor-advised funds and are managed by community foundations with input from their donors. When organizations submit grant proposals through a community foundation's grantmaking process, their donors can review the proposals and decide about funding them with their donor-advised funds even if the proposal doesn't receive community foundation funding. Community foundation program officers can also match prospective funders with prospective nonprofits based upon their knowledge of the funder's interests and the nonprofit's services.

Accessing Funds

More than two dozen community foundations across the state belong to the League of California Community Foundations. League members will distribute more than \$500 million in 2004 to community-based organizations working across a wide range of focus areas. Some regions have community foundations that are not members of the league and may be found only by local knowledge so be sure to ask other agencies in your area if any exist. Each community foundation establishes its own grantmaking process, guidelines and focus areas to support. Even if the community foundation in your area does not make competitive or invitation-only grants to support literacy per se, it is advisable to get to know its staff and to keep them informed about your services in case the foundation's funding priorities change or its donors wish to support literacy through their donor-advised funds. To find the community foundation(s) in the League of California Community Foundations that serve your region and to learn about available support, visit http://www.lccf.org/members_locate.html or <http://www.forgoodforeverca.org/finder.html>

How California Library Literacy Services Use These Funds

The Humboldt County Library has received several small, but very important, grants from the Humboldt Area Foundation since 1999 for capacity building from the Foundation's Technical Assistance Program. These grants have helped the Library reorganize its literacy services. Grants have paid for an accountant to look at the literacy program's books and for professional advice about board development. The Foundation has funded strategic planning proposals twice. In FY2002/2003, the Foundation granted the Library \$2,000 for help with its fund development planning. The Library enjoys working with the Foundation because the staff makes everything very easy and there is very little reporting required.

The Library's proposals for program grants have not been successful in the past but since children and the environment are the Foundation's focus areas the Library may seek funding for its FFL and Reach Out and Read services in the future. Program grants are competitive and range from \$15,000 to \$20,000. The Library has never received any funding from the Foundation's donor-advised funds.

The Foundation offers its community an excellent library with resources on other funders and grant opportunities. Nonprofit staff, volunteers and board members are invited to participate in staff development opportunities provided by the Foundation and one of the literacy program's board members has participated in every seminar and class that has been offered. The Foundation also makes a room in its new building available to nonprofits for events at no cost.

The South San Francisco Public Library has received funding from the Peninsula Community Foundation for six years. The Foundation supports the literacy program's computer lab. The Foundation funds in three-year cycles and the average grant to the Library has been \$40,000 to cover salaries, hardware, software and other operating expenses. The Library has not received any donor-advised funds but it did receive an additional \$2,000 for technical assistance as part of a grant award. Literacy is one of the Foundation's funding priorities. Most Foundation grants

are in the range of \$30,000 to \$50,000. The Foundation is easy to work with because Library staff can talk to the project officers.

The Marin County Public Library has received funding from the Marin Community Foundation for operating expenses such as staff salaries, materials, food and supplies through its Education and Training: Literacy and Lifelong Learning grants. The Foundation has funded the Library since FY1998/1999 in amounts of \$20,000 - \$38,000 per year. In FY2003/2004, the grant funded \$30,000 for tutor training support and student assessment (\$18,091 for staff salaries, \$750 for office supplies, \$1,330 for student consumables and in-service resource materials and \$9,829 for trainers, tutor orientations and in-services and a student coordinator). The Library has applied every year, with the exception of the year it received a two-year grant. Currently, the Foundation provides funding to the Library for one-year periods. The Foundation was started by a single donation from a Marin resident as part of her will and it received a lot of publicity at the time. The Foundation does a lot of outreach into the community so it is well known among agencies and the general population in Marin. The Library's experience working with the Foundation over the past five years has been great.

The San Diego Public Library contracted with Mountain Health and Community Services to provide FFL services to its clients with support from a grant from the San Diego Community Foundation in 2001. Mountain Health and Community Services was the recipient of the grant for \$25,000. Another \$34,141 was raised from other sources to support the total costs of the FFL project. The Library coordinated the project as an in-kind donation to Mountain Health and Community Services but received \$7,500 from the Community Foundation grant to cover the costs of mileage, supplies, books and refreshments for the program. Mountain Health approached the Library to partner with them as a result of the Library recruiting volunteers and adult learners in the Campo area where Mountain Health and Community Services is located. The Library believes the collaborative nature of the proposal was a key factor in its success.

The San Mateo County Library has received over a million dollars from the Peninsula Community Foundation (PCF) since 1997 through its competitive grant making process, donor advised funds and special gifts facilitated by program officers. The Library's relationship with the Foundation began when its Youth Services Manager applied for a *Books for Babies* project. The proposal was denied but the Foundation's President called the Library to say the Foundation was interested in early literacy but the time to fund a project wasn't right for them. The next year, the Youth Services Manager partnered with the county health department to apply to the Foundation for a grant to support San Mateo County's Prenatal-To-Three initiative and, largely because of its collaborative nature, the project was funded.

The key to the Library's success with PCF is the relationships it has built with the Foundation and with other agencies in the community. The Youth Services Manager participates in many collaborative committees and is known in the community as its early literacy resource person. Through these collaborations the Library has been able to attract hundreds of thousands of dollars of PCF funding for Raising a Reader, an early literacy bookbag program used by daycare and home childcare providers and home health nurses, that has become a showpiece for the Foundation. From 1999-2002, PCF also funded the Library's Reach Out and Read pediatric literacy program. The Library has also received PCF funding for a Spanish literacy program and

about \$30,000 a year for the past three years for its afterschool homework and mentoring program at the East Palo Alto Library. Because the Library, its partners and the Peninsula Community Foundation have worked hard to build their relationship over the years and have experienced many successes the Library looks forward to many years of PCF funding for future projects.

The San Mateo City Library received funding from The Peninsula Community Foundation over a five-year period from FY1996/1997 to FY2000/2001. The grants initially paid for three-fourths of the Literacy Program Director's salary and then as the program grew, the Foundation helped by funding other positions and new programs. The Foundation not only funded the Library's proposals but also gave it infrastructure grants. The Library was able to use those grants to buy the networked version of Literacy Pro and thus improve the literacy program staff's access to its information.

The Contra Costa County Library has received funding from the Pleasant Hill Community Foundation whose mission is to serve the City of Pleasant Hill, which is where the Library's main office is located. The Foundation does fund certain county-wide efforts, like the Library's literacy services, but prefers to fund projects within the city. The Library is on the Foundation's mailing list and every year it sends the Library a request for proposal. The Library's literacy program usually applies every other year so as not to wear out its welcome.

In FY 2002/2003 the Library received Foundation funding in the amount of \$1,000 to publish a book of student writings. The Library invited members of the Foundation's Board of Directors to the recognition event at which it first distributed the book. The board members who attended were very impressed by the students, the event and the book and the Library feels the Foundation really does try to help the literacy program out when it can. In FY2003/2004, the Foundation gave the Library \$500 to produce a tutor training video.

The Glendale Public Library received \$500 from the Glendale Community Foundation in FY2003/2004 to help fund its FFL services. The Library's Literacy Director has been building a relationship with the Foundation since 1996 by participating in community collaborations and citywide coalitions and committees. The Foundation is small but does a great deal of good in the community and the Library feels it is very important to build a good rapport with the Foundation as it thinks about applying for larger grants in the future. In the spring of 2004, the Foundation President asked the Literacy Director if the Library was going to apply for funding for literacy this year. The Library will apply this year and feels that this invitation demonstrates the successful relationship the Literacy Director has cultivated with the Foundation over the years.

The Del Norte County Library District has received three grants from the Humboldt Area Foundation to support literacy services in FY2004/2005. A \$10,000 grant will fund the salary of a professional tutor who will work with learners who have been difficult to serve with volunteer tutors. The Foundation has also donated \$450 for a family reading time for the Library's FFL program and \$450 for its summer program for youth for its Mobile Library Literacy Service (MLLS) vehicle.

Through a partnership with a local 501(c)3 the Library was able for the first time to apply for grants from private foundations such as the Humboldt Area Foundation. The Del Norte Reading

Council is the local chapter of the California Reading Association and the International Reading Association, an organization composed of teachers and librarians that promotes literacy. The Council now acts as the Library's fiscal agent for funding opportunities.

The Santa Clara City Library receives funding each year from the Mission City Community Fund. This small community foundation only funds organizations that serve Santa Clara residents. The Library receives about \$4,000 each year to publish its book of learner writings. Several years ago the Library received a grant from the Community Foundation Silicon Valley, in partnership with **the Santa Clara County Library**, for \$12,500 to establish a learner leadership institute that has now become a statewide initiative.

**County Departments of Health, Human Services,
or Alcohol and Drug Services**

Source of Funds

County Departments of Health, Human Services, or Alcohol and Drug Services from local, state, and federal funding

Proposition 36

Purpose of Funds

A large number of individuals with substance abuse problems also lack literacy skills. Recognizing this correlation, many residential and nonresidential substance abuse programs managed by County Health or Human Services Departments or County Departments of Alcohol and Drug Services contract with community agencies to provide literacy services to their clients. The hope is that increased literacy will improve the self-esteem and skills clients need to live clean and sober lives in the community after their treatment programs.

Accessing Funds

Many libraries contract with County Health or Human Services Departments and Departments of Alcohol and Drug Services to access funds earmarked for literacy services in Proposition 36. This state legislation is intended to offer alcohol and drug offenders rehabilitation and other services to help their substance abuse problems as an alternative to incarceration. The legislation passed in November 2000 allocates \$120 million annually for five and one half years to pay for treatment services.

One of Prop 36's components is literacy and this funding offers libraries opportunities to reach new learners and access a new revenue source. Libraries can provide literacy services to County Departments of Health or Human Services or Alcohol and Drug Services (DADS) on a fee for service basis using a memorandum of understanding. The Library Director or Director of the County Health or Human Services Department or Department of Alcohol and Drug Services can initiate the partnership. After negotiating the terms of the collaboration the library should determine a funding formula that represents fair compensation for the scope of contractual services provided. Cost estimates should be revised each year after evaluating funding levels versus service costs. Contracts should be renegotiated each year.

For more information about Proposition 36 and for lists of county lead agencies and parole and probation contacts in your area visit <http://www.prop36.org/>

How California Library Literacy Services Use These Funds

The Calaveras County Library has received a \$15,000 retainer each year since FY2001/2002 from the County Human Services Department of Alcohol and Drugs Division to serve any of its clients who may need literacy services. The partnership has been maintained with a verbal agreement and funding is not dependent on the number of clients served. Because she has

established strong community connections, the Literacy Director was invited to participate in the County's plans to implement Prop 36's initiatives. Proposition 36 funds pay for the Library's partnership with DADS and the Library expects to maintain this funding source for the foreseeable future. The money pays for salaries, materials, and administration. In FY 2002/2003, Library staff will facilitate several workshops for clients in addition to offering tutoring when requested. So far, attendance has been disappointing but the Library is available to meet potential students' needs and receives funding even if the projected number of clients served isn't reached.

The Sierra County Library received \$5,000 in Prop 36 funds in FY2001/2002 from the County Human Services Department of Alcohol and Drug Services. This money paid for a computer to support literacy services. The Library has a contract with the department for FY2002/2003 to provide literacy services to clients on an as-needed basis. The Library is reimbursed when clients request literacy services. The Library will use these funds to pay tutors \$20 to tutor DADS clients one-on-one at the Library. This funding will also pay for administrative costs. The contract is lengthy and nine months into the second year of the partnership the Library has received no reimbursement funds because there have been no students who have requested literacy tutoring.

The Santa Clara County Library began seeking partnerships with county departments serving clients with limited literacy skills after establishing a successful relationship with the County Department of Corrections in the late 1980's. It began providing volunteer-based one-on-one ABE tutoring to learners at residential substance abuse treatment facilities at which drug offenders were ordered by the court to stay for six to nine months rather than being incarcerated. This collaboration proved very successful but providing services to substance abuse programs became more challenging for the Library in the mid 1990's when mandatory residential substance abuse treatment stays were reduced to forty-five days. It became very difficult to make a connection with learners in such a short time when they were dealing with so many other issues. The Library expanded its services to a perinatal substance abuse program and a methadone clinic at the county clinic in 1995. Although the Library established volunteer and staff supported drop-in classes and tutoring in addition to its one-on-one services at all its partner substance abuse treatment centers, it became increasingly difficult to serve their patients because of the transience and complex and multi-faceted needs of the individuals. Space, scheduling, and funding issues also made these partnerships increasingly problematic and in 2002 the Library ceased to contract with the Department of Alcohol and Drug Services.

County Housing Authorities and Departments

Source of Funds

County Housing Departments from local, state, and federal funding

Purpose of Funds

A number of individuals in low-income housing lack literacy skills. Recognizing this fact, County Housing Authorities and Departments contract with community agencies to provide literacy services to their clients. The hope is that increased literacy will help clients become independent from welfare and their local housing authorities/departments.

Accessing Funds

Libraries can provide literacy services to county housing authorities/departments on a fees for services basis using a memorandum of understanding. The Library Director or Director of the County Housing Authority or Department can initiate the partnership. After negotiating the terms of the collaboration the Library should determine a funding formula that represents fair compensation for the scope of contractual services provided. Cost estimates should be revised each year after evaluating funding levels versus service costs. Contracts should be renegotiated each year.

How California Library Literacy Services Use These Funds

The Contra Costa County Library received funding in the past from the County Housing Authority (CHA). The Housing Authority asked the Library to provide on-site literacy services to its low literacy clients living in a low-income and blighted residential neighborhood. The intent was to help residents become independent from welfare and the CHA by increasing their literacy skills. CHA and Library staff invested a great deal of time and energy in planning the partnership and services to be offered and negotiating each partner's roles and responsibilities. Library staff worked with CHA caseworkers and employment counselors to connect clients with literacy services. Outreach included going door to door with a neighborhood resident to tell residents about the literacy services being offered, attending community picnics, and holding on-site storytimes and book giveaways. The Library sent two staff to the residents' neighborhood center to provide literacy instruction three days a week for two hours. Childcare was provided. For a variety of reasons mainly related to the complexities in clients' lives, the only people who participated in the program were ESL students who attended on-site adult school classes at night. Although assured by the CHA that it had done a community needs assessment and that their clients had requested literacy services, Library staff were not convinced that residents themselves perceived literacy services as a priority. After several months of attempting to make the partnership a success, the Library ended the program.

County Sheriff's Departments or Departments of Corrections

Source of Funds

County Sheriff's Departments or Departments of Corrections with local, state and federal funding

Purpose of Funds

Because an estimated sixty to eighty percent of their clients lack literacy skills, many County Sheriff's Departments and Departments of Corrections contract with partner organizations to provide Adult Basic Education, Adult Secondary Education, and English as a Second Language services to inmates during incarceration. The purpose is to access expert resources from the community to help equip individuals with the educational skills they need to improve their opportunities after release.

Accessing Funds

Libraries can provide literacy services to County Sheriff's Departments and Departments of Corrections on a fees for services basis using a memorandum of understanding. The Library Director, County Sheriff, or Director of the Department of Corrections can initiate the partnership. After negotiating the terms of the collaboration the Library should determine a funding formula that represents fair compensation for the scope of contractual services provided. Cost estimates should be revised each year after evaluating funding levels versus service costs. Contracts should be renegotiated each year.

How California Library Literacy Services Use These Funds

The Woodland Public Library has an ongoing relationship with the Sheriff's Department to provide GED tutoring for inmates. There is a separate coordinator who is located at the detention facility who monitors the program, tutors students, manages the paperwork, and performs all other tasks associated with the service. The only direct involvement the Library's literacy office has is to process orders, record student and tutor data, and bill for hours worked. The Library has an annual contract with the Sheriff's Department. Using a purchase order, all expenses are billed to the Sheriff's Department who then, in turn, pays the library. This program has had sixty-three graduates over six years despite the fact that most inmates who enter the program are not incarcerated long enough to complete the program. Some inmates opt to forgo offered early release dates to complete their GED testing and receive their diploma before they are released.

Years ago, the current Sheriff and the Library agreed to work together to offer literacy services to inmates and the Sheriff continues to be very supportive of the program. The Library receives \$24,000 a year to manage the program and sees no end of service, even through budget cuts, because every educated inmate is one less possible person to re-enter the system. The partners

see the collaboration as an investment in the future of not only the inmate, but also of the community. The Library values the relationship as being a wonderful, worthwhile way to offer the Sheriff's Department valuable professional services that are managed cooperatively with, but independently from, the Library's literacy office. The whole program is completely removed from the Library's literacy office except for paperwork. The on-site Literacy Coordinator takes care of everything and sends the Library's Literacy Director the bills. The Literacy Director attends the graduation ceremonies of students with the Literacy Coordinator, tutor(s) and the Sheriff who hands the GED certificate to the student himself.

The Santa Clara County Library began offering ABE tutoring to inmates at the Elmwood Correctional Facility in the late 1980's. At that time a political struggle resulted in the creation of the Santa Clara County Department of Corrections (DOC) that took over managing the County's incarcerated from the County Sheriff's Department. The County wanted to transition from a traditional jail to a correctional facility that offered inmates the opportunity to increase their educational skills. At that time, the Library's funding from the State Library was decreasing and the Library was looking for community partners to augment funds for literacy services and help it reach new learners. This mutual need and interest was the impetus for a partnership between the Library and the DOC. The DOC contracted with the Library to provide one-on-one volunteer tutoring to the inmates coordinated by on-site literacy staff. The program has grown to include peer tutoring, staff instructed small groups and classes, and a Literacy in Families Together program based on Jane Curtis' F.A.T.H.E.R.S. program. The library also provides literacy services at a day reporting center. This is a successful and growing service. Attendance is stable since the programs have space and are regularly scheduled. For a time the Library also contracted with the DOC to serve clients at a women's residential center.

Each year the Library negotiates a new contract with the DOC. It revises the agreement based on past experience and uses a funding formula to calculate what services are to be offered and how much money and staff will be needed to provide those services rather than on a fee per student basis. Because the inmate population is transient, staff spend a great deal of time assessing a large number of inmates who then receive varying hours of instruction depending upon the length of their sentences. The Library presents a budget to the DOC that estimates the number of inmates to be served and the number of tutoring hours to be provided. The Library received nearly \$279,000 from the DOC in FY2002/2003.

The Sonoma County Library has contracted with the County Sheriff's Department for seven years. The County Sheriff and County Librarian both saw the need for inmates in the county jail to have access to literacy instruction and the Sheriff contacted the Library and offered to pay the Library on a fee for service basis using some of its Title I funding. The Department pays \$9 for every tutoring session in the jail and this funding helps pay for books and supports the Literacy Director's salary.

***English Language Acquisition Program (ELAP)**

<http://www.cde.ca.gov/sp/el/ii/>

<http://www.ed.gov/policy/elsec/leg/esea02/pg40.html>

Source of Funds

California State Budget
Assembly Bill 1616

Miguel Navarrette
Language Policy and Leadership Office
California Department of Education
1430 N Street
Sacramento, CA 95814
(916) 319-0269
mnavarre@cde.ca.gov |

Pam Lucas
Language Policy and Leadership Office
California Department of Education
1430 N Street
Sacramento, CA 95814
(916) 319-0610
plucas@cde.ca.gov

Purpose of Funds

The English Language Acquisition Program (ELAP) provides \$100 per child to assist pupils in grades four through eight to learn English as efficiently and as quickly as possible, as well as progress academically to meet grade-level standards, and promotion and graduation requirements. Funds are to be used to supplement regular school programs that support English language acquisition for English learners in grades four through eight. Funds may be used to provide intersession, before and after school, or summer school instruction. They may also be used for newcomer centers, tutors, mentors, special materials, or any other supplemental activity that meets the objectives of ELAP.

Accessing Funds

This funding is dependent on California's annual budget and requests for applications are sent to all Local Educational Agencies (LEAs) in the state as soon as the state budget is passed and the

allocation for this program is known. Only school districts, county offices of education or charter schools that enrolled one or more English learners in grades four through eight in the previous school year are eligible to apply for funds. Only English learners in grades four through eight are eligible to receive ELAP services. Allocations must be used for the schools selected and may not be distributed to any other school in the district. Among other activities, funds may be used to hire consultants and to provide afterschool programs and fieldtrips. Libraries may contract with LEAs to provide these services and others as part of ELAP.

How California Library Literacy Services Use These Funds

No libraries report accessing this funding in partnership with an LEA as of June 2004.

***Even Start Family Literacy Program**

<http://www.cde.ca.gov/fg/fo/cf/profile.asp?id=456>

<http://www.cde.ca.gov/sp/cd/op/evenstart.asp>

Source of Funds

Funded by the U. S. Department of Education
Administered by the California Department of Education

California Department of Education
Even Start Office
1430 N Street, Suite 3410
Sacramento, CA 95814
(916) 319- 0848

Purpose of Funds

Even Start funds local educational agencies and community-based organizations to plan and coordinate services to help parents gain the skills needed to become full partners in the education of their young children. Even Start integrates early childhood education, adult literacy, adult basic and secondary education and/or English as a Second Language, and parenting education into a unified family literacy program using interactive literacy activities between parents and their children. Even Start supports family literacy services for parents and children, from birth through age seven, and has three related goals:

- * to help parents improve their literacy or basic educational skills;
- * to help parents become full partners in educating their children; and
- * to assist children in reaching their full potential as learners.

Accessing Funds

The U.S. Department of Education awards grants to state educational agencies that, in turn, make competitive grants to local programs. A local education agency (school districts, county offices of education, or direct funded charter schools) must apply jointly with a community-based organization, public agency, institution of higher education, or other nonprofit organization. Nonprofit organizations must have a track record of working in family literacy programs.

Projects are funded for four years, contingent upon adequate annual progress based on performance indicators for adults and children. Each year, the federal portion of the funding decreases by ten percent while the in-kind contributions by the local project increase by ten percent. Funding for additional years is available at reduced amounts. Funding for the 153 projects in California ranges from \$120,000 to \$345,000 annually. Guidelines are generally available in May with applications due in June and decisions made by late June. To find

application deadlines and download the application form, visit <http://www.cde.ca.gov/fg/fo/cf/profile.asp?id=456>

How California Library Literacy Services Use These Funds

The San Luis Obispo City-County Library Literacy Program has a partnership with one school district to provide Even Start family literacy services. The Library provides adult literacy instruction to Even Start parents and it receives \$3,000 a year for three years for materials, tutor training, and staffing expenses. The Library has a memorandum of understanding with the school district. The school district handles the application and reporting process with input from the Library.

The Stanislaus County Free Library received over \$73,000 in FY 2002/2003 to provide teachers for Even Start classes in partnership with one school district.

The Santa Clara City Library began a partnership with its school district in 1999 when the school district sought a new fiscal agent in order to become eligible for a new round of Even Start funding. School district and library staff work collaboratively to manage the grant and the program. They meet regularly to plan, coordinate, and evaluate the program. The Library provides services to Even Start families at the library and at five elementary schools. Eligible Even Start parents are matched with individual volunteer tutors and invited to participate in the Library's FFL services. The Library's bookmobile visits each school once a month for a special storytime led by a children's librarian. Children and parents check out materials from the bookmobile and read with their children during the event. Becoming familiar with library services is a key focus for this partnership and all Even Start families fill out library card applications, learn how to check out books, and participate in a customized tour of the library. Families are also encouraged to participate in the Library's summer reading program. The Even Start grant pays for library staff salaries, materials for the bookmobile, giveaway books, administrative costs and materials and supplies.

**First Five California
County Children and Families Commissions (CCFC)
Prop 10**

<http://www.cafc.ca.gov>

Source of Funds

First Five California Children & Families Commission
Proposition 10
501 J Street, Suite 530
Sacramento, CA 95814
(916) 323-0056

In November 1998, voters passed Proposition 10, a statewide ballot initiative to add a 50 cent-per-pack tax on cigarettes. The state expects approximately \$600 million to be collected each year from the tobacco tax. Eighty percent of the revenues go to the County Children and Families Commissions to fund local programs. The State Commission uses twenty percent for statewide programs and infrastructure.

Purpose of Funds

The California Children and Families Act of 1998 is designed to provide, on a community-by-community basis, all children (regardless of residency or income level) prenatal to five years of age with a comprehensive, integrated system of early childhood development services. Through the integration of health care, quality childcare, parent education, and effective intervention programs for families at risk, children and their parents and caregivers will be provided with the tools necessary to foster secure, healthy and loving attachments. These attachments will lay the emotional, physical, and intellectual foundation for every child to enter school ready to learn and develop the potential to become productive, well-adjusted members of society.

The State Commission is narrowing its focus and investing in a major School Readiness/Preschool for All Initiative in partnership with County Commissions. Consult the webpage, <http://www.cafc.ca.gov/SchoolReady.htm> for information and updates.

Accessing Funds

Programs are funded at the county level to best meet local needs as determined by each community. The Act directs each county to create a strategic plan based on extensive input from communities, including families, service providers, and advocacy groups. The plan outlines how counties can use these new funds to develop comprehensive, integrated systems of support and services.

Some County Commissions have competitive grants processes to which libraries can apply to fund early literacy services for families with children under five, such as FFL and MLLS.

A major initiative that may offer opportunities to library literacy services currently is the School Readiness Initiative (<http://www.ccfc.ca.gov/SchoolReady.htm>). To participate in the School Readiness Initiative, libraries must create or join partnerships with other community and educational organizations to serve young children and families from communities with low performing schools. Libraries should contact their County Children and Families Commissions for information about funding initiatives, funding guidelines, and deadlines within their counties. For more information about these initiatives in your county and for access to your county commission's strategic plan, visit <http://www.ccfc.ca.gov/countyinfo.htm>

How California Library Literacy Services Use These Funds

The San Luis Obispo City-County Library Literacy Program was a successful applicant for Prop. 10 funds. It has been funded for two and one-half years for a total of \$50,000.00. The funds provide family literacy services to CCFC families.

The San Jose Public Library will receive its third year of funding from First Five Santa Clara County in FY2003/2004 to participate in the Early Learning Initiatives of two San Jose school districts. It was initially difficult for the Library to gain access to its First 5 County Commission, but a connection in the Parks, Recreation, and Neighborhood Services Department provided an entree. Involvement in the initiatives has required staff attendance at numerous community partnership meetings during both the planning and implementation stages but this has been streamlined over time. The investment of time has been very beneficial and has provided the Library with substantial funding, increased collaboration with other community agencies, and opened new channels for reaching San Jose's underserved families.

The Library provides family literacy services to qualifying families in the service areas of fourteen targeted schools. Since the neighborhoods the initiatives target are largely populated by immigrants, recruitment of English-speaking students has been a challenge. As a result of more realistic projections for participation and a lack of increased funding to compensate for increased program costs, the numbers the Library serves have been halved. Over the course of a year the Library will now work with fifteen families from three schools in one school district and fifteen families from eleven schools in the other district. The Library and Commission also decided to redefine the mission of the Library's participation in the initiatives in light of rising program costs. Services now focus on outreach rather than literacy instruction and involve family literacy parties in which families engage in storytimes, crafts and parent/child learning activities, book giveaways and presentations on library services. This model has great potential for introducing new families to the library and its services and for attracting some participants into the Library's FFL program.

In the first two years the First Five grants funded a portion of the salaries for family literacy, adult literacy, and technology staff, as well as computer equipment and software, supplies and giveaway books. But now they pay mostly for staff salaries with other program costs being covered by other sources.

The Santa Clara County First Five Commission will fund a new arts enrichment program this year that will emphasize the importance of the arts in early childhood education. The goal will be to incorporate painting, music, drama and related literacy activities into daycare services. The Library sees the potential for inclusion in this initiative with its FFL and "Books for Little Hands" early literacy programs.

The Stockton/San Joaquin County Public Library was able to access First Five funding in part because it had successful relationships with the local health community. Library administration became involved in the SJCFC planning process from the beginning, thus the Commission was very open to including literacy issues in its priorities. The Library and Literacy Foundation received a mini grant for \$10,000 to support pediatric literacy services from 2001 to 2002. It also received two multi-year grants from the School Readiness Initiative to fund the Library's MLLS program, Training Wheels. The foundation submitted letters of support from its community partners (Head Start, school districts, Housing Authority, etc.) whose clients are served by the program. While the lengthy and complex applications were challenging to complete and the quarterly reports cumbersome, the connections the Library has made with other community organizations as a result of working with First Five have proven invaluable. Recently when the Library announced its materials budget cuts the SJCFC asked its participants to collect books to donate to the Library's circulating collections.

The Tuolumne County Free Library received a \$100,000 three-year grant from its First Five Commission in 2001. The funds were to launch and support the library's "Born to Read" initiative that combines parent workshops, reading and library activities, and book giveaways in a comprehensive outreach effort. Through private funding, the library purchased a full service mobile library that has allowed the initiative to reach even more new families in many remote areas of the county. The First Five grant pays for a full-time Senior Library Assistant to coordinate outreach efforts. It also pays for board books, early literacy PR and promotional materials, awards, and special program resources such as guest performers. The final grant application was daunting, but participation in First Five activities has expanded the Library's visibility and allowed the Library to develop valuable new partnerships (WIC, Head Starts, women's shelter etc.) with agencies that had previously not considered or included the Library as a resource for at-risk individuals.

Head Start

<http://www.acf.hhs.gov/programs/hsb/index.htm>

Source of Funds

U.S. Department of Health and Human Services
Administration for Children and Families (ACF)

Region IX
San Francisco

Sharon Fujii- Regional Administrator
50 United Nations Plaza - Room 450
San Francisco, CA 94102
(415) 437-8400

Purpose of Funds

Head Start is a national program that provides a range of individualized services in the areas of education and early childhood development, medical, dental, and mental health and nutrition and parent involvement to low-income children from birth to age five, pregnant women and their families. Head Start services are designed to address developmental goals for children to increase their school readiness, employment and self-sufficiency goals for adults, and support for parents in their work and child-caring roles. There are four special focus areas within Head Start that library literacy services could also address:

Early Head Start serves low-income pregnant women and families with infants and toddlers. It promotes healthy prenatal outcomes, enhances the development of infants and toddlers, and promotes healthy family functioning.

Head Start is designed to foster healthy development in low-income children. Program grantees and delegate agencies deliver a range of services, responsive and appropriate to each child's and each family's heritage and experience, that encompass all aspects of a child's development and learning.

Migrant and Seasonal Program Branch provides consistent and high quality services in support of healthy child development across the nation.

American Indian - Alaska Native Program Branch provides American Indian and Alaska Native children and families with comprehensive health, educational, nutritional, socialization and other developmental services promoting school readiness. These services are directed primarily toward economically disadvantaged preschool children and infants and toddlers.

More information about these programs can be found at <http://www.acf.hhs.gov/programs/hsb/programs/index.htm>

Accessing Funds

The easiest and best way to obtain Head Start funding would be to partner with Head Start programs in your area. To find a local Head Start or Early Head Start program in your area, visit <http://www.acf.hhs.gov/programs/hsb/hsweb/index.jsp>. If you need more help to find a local Head Start program, call the Head Start Information and Publication Center toll-free at: 1-866-763-6481 or send an e-mail to askus@headstartinfo.org. If there are no Head Start programs in your area, you can find information about starting a program at the regional office for California listed above. Head Start and Early Head Start grantees may either be public or private, for-profit or nonprofit organizations or public school systems. The application process is rather lengthy and involved but once granted, funding appears to be very stable.

Unlike most other federal programs for low-income families, state governments do not manage Head Start. Rather, Head Start is a direct federal-to-local program administered by locally based organizations. The Administration for Children and Families Regional Offices and the Head Start Bureau's American Indian and Migrant Program Branches award grants directly to local Head Start programs.

How California Library Literacy Services Use These Funds

The San Rafael/Marin County Free Library has been working with Marin Head Start since 1991. In the beginning, the Library gave Head Start on-site small group literacy instruction for their fairly low level students. This was done gratis because the Library wanted to make the connection to adults in need in the county. However, since 2000 Head Start has given the Library \$1,500 which is used to purchase books that are given to the students. These funds do help support the Library's FFL book budget, but Head Start is reluctant to give the Library more money for any other purpose such as administrative expenses. The Library will be renegotiating with Head Start this year and hopes to convince them to support the Library's literacy services to Head Start families with increased funding.

The Sonoma County Library received \$2,500 of funding from Head Start in FY2002/2003 to provide family literacy services to Head Start families. Tutors are recruited specifically to work with these families and Library staff hold tutor trainings at the Head Start site. The funds pay for an instructional aide to recruit and support participants in the program. The partnership has been a wonderful way for the Library to reach out to other community organizations and new learners.

***Healthy Start**

<http://www.cde.ca.gov/ls/pf/hs/>

<http://www.cde.ca.gov/fg/fo/pf/profile.asp?id=302>

Source of Funds

California Department of Education
School Health Connections/Healthy Start
1430 N Street
Sacramento, CA 95814
(916) 319-0914
Healthystart@cde.ca.gov

Purpose of Funds

Healthy Start grants were established in 1991 by SB-620 and have been awarded annually to establish school-linked learning supports for children, families, and communities.

The goal of Healthy Start is to measurably improve the lives of children, youth, and families by providing culturally appropriate, integrated, accessible, strengths-based educational, health, mental health, social, and other supports and services, located at or near schools. Local initiatives strive for measurable improvements in such areas as school readiness, educational success, physical health, emotional support, and family strength.

Accessing Funds

Healthy Start is a state sponsored and funded program. Because of severe cuts in the State's budget for FY2004/2005, Healthy Start has been in slow down mode for the past two years and its future looks uncertain. Funding for Healthy Start in FY 2003/2004 was reduced to only 10% of the amount allocated for FY2002/2003. California Department of Education staff has no knowledge of future grants as of June 2004. If funding does become available, information will be available at <http://www.cde.ca.gov/fg/fo/> in late fall 2004 at the earliest.

Libraries cannot apply directly for Healthy Start grants. Only schools and school districts may apply in collaboration with community partners. Many of Healthy Start's goals relate to literacy and the program would provide excellent opportunities for libraries to collaborate with local schools if future funding is approved. The Sonoma County Library was the only library to receive Healthy Start funds in 2002.

How California Library Literacy Services Use These Funds

The Sonoma County Library received \$2,000 of Healthy Start funding in 2002 but there are no longer any Healthy Start programs in Sonoma County. The Library worked with Healthy Start families to provide family literacy services and the funding covered an instructional aide's salary, instructional materials, books, and in-services.

Pro Literacy Worldwide (PLW)

<http://www.proliteracy.org>

Source of Funds

ProLiteracy Worldwide (PLW) is a national nonprofit organization that supports literacy. Its funding is derived from membership dues, grants, and donations. PLW was created in 2002 when Laubach Literacy International and Literacy Volunteers of America merged. PLW is currently engaged in strategic planning to determine future priorities. Funding opportunities are currently limited to the National Book Scholarship Fund. Additional funding opportunities, including the Women in Literacy/Women in Action grants that have been offered in the past, may become available in the future. Opportunities for specialized training may also be available periodically in conjunction with California Literacy. Please visit the PLW website (<http://www.proliteracy.org>) periodically for updated information.

Women In Literacy/Women In Action

Jane Hugo (315) 422-9121 ext. 318 - jhugo@proliteracy.org

Note- this grant program is currently inactive

National Book Scholarship Fund

Mara Roberts (315) 422-9121 ext. 345 - mroberts@proliteracy.org

ProLiteracy Worldwide (888) 528-2224 - info@proliteracy.org

Purpose of Funds

Women in Literacy/Women in Action has provided grants in the amount of \$6,000 for training and technical assistance to grassroots organizations providing literacy services to women. Non-renewable grants have gone to organizations to enhance or initiate women-focused programming that enables low-income women to create and/or take advantage of opportunities for basic education in their communities and to use their new literacy skills to improve their lives through action projects in six critical areas: education, health, the environment, human rights, self-reliance, or peace.

The National Book Scholarship Fund (NBSF), a grant program of ProLiteracy Worldwide, provides local literacy programs with books and other educational materials. The NBSF supports family literacy programs that work to improve the literacy skills of parents and their children. NBSF grants are also awarded to English-as-a-second-language projects (ESL), adult basic educational programs, and projects that involve women-focused basic literacy or ESL programming. Educational materials from the NBSF are from New Readers Press, the publishing division of ProLiteracy Worldwide, and are specially designed to meet the unique learning needs of adult literacy students, tutors, teachers and trainers. NBSF grants range from

\$500 to \$8,000, although greater or lesser amounts of funding are considered. Grant requests significantly over the \$8,000 level are not typically funded.

Accessing Funds

Women in Literacy/Women in Action- Applicants or their fiscal agents must be a 501(c)3 tax-exempt organization. If your organization is not a member of PLW, you will be required to join if accepted as a grantee. Application and proposal guidelines and deadlines are expected to be available at www.proliteracy.org when this grant program is reactivated.

National Book Scholarship Fund- Applications are accepted annually from September until December on a first-come, first-served basis. NBSF awards are made until funding for the program has been exhausted. Applicants that focus on family literacy will be given first priority. NBSF grants are also awarded to English-as-a-second-language (ESL) projects, adult basic educational programs, and projects that involve women-focused basic literacy or ESL programming. Organizations that wish to be added to the NBSF database to have a proposal package sent to them via U.S. mail should contact Mara Roberts at ProLiteracy Worldwide (mroberts@proliteracy.org). For application and proposal guidelines visit www.nbsf.org.

How California Library Literacy Services Use These Funds

The San Luis Obispo City-County Library Literacy Program received a WIL/WIA grant in 1999/2000 for a project to help women improve their English language skills and obtain GEDs, driver's licenses, and employment. The funds paid for a computer, staff salaries, books, materials, tutor recruitment and training, assessments, and a graduation celebration. The application and reporting processes were user friendly and literacy staff participated in a special conference for WIL/WIA recipients.

The Santa Clara County Library's Friends of Vision Literacy received a WIL/WIA grant in 2002 for a project working with Latina women living in a low-income apartment complexes. The goal of the project is to introduce women to simple technology that others take for granted. Twenty women attend workshops at the literacy program's office to learn basic computer skills like using the mouse and creating documents. They also take fieldtrips to support learning new skills such as checking books out of the library using self-checkout stations, using computerized gas pumps, and ATM machines. The grant pays for instructors' salaries, books and materials, office supplies and equipment, and food and related expenses.

The Del Norte County Library received \$500 from the NBSF in 1997 for its workplace literacy/ESL program with Hispanic workers at a local wholesale floral farm.

The Nevada County Library received an NBSF grant for \$1,900 in 2002 to buy materials to help support its expansion of services in Truckee to include ESL. The Library received training materials and children's books for its FFL services.

Reading Is Fundamental (RIF)

<http://www.rif.org>

Source of Funds

U.S. Department of Education
Corporations, Foundations, Individual Donors

Reading Is Fundamental, Inc.
1825 Connecticut Ave., NW, Suite 400
Washington, DC 20009
(877) RIF-READ, (877-743-7323) or (202) 673-0020
contactus@rif.org

Purpose of Funds

Reading Is Fundamental has three federally and privately funded grant programs that can help libraries purchase low-cost children's books to support their literacy services. RIF negotiates nationwide discounts and other services from nearly 150 book suppliers (like Scholastic Books) who offer RIF programs price reductions from 20-70%.

The National Book Program is RIF's flagship program. RIF works with the U.S. Department of Education and local organizations to help RIF programs purchase books that help connect children with caring adults who facilitate reading-related activities. Under this program, children of all ages choose and keep two to five free paperback books each year. They also work with volunteers who motivate them to read with a variety of fun activities at special book events.

Shared Beginnings helps young parents improve their own literacy and prepare their infants and toddlers to read. The program includes all of the features of RIF's National Book Program and activities that help young parents develop their children's early language and literacy skills. Parents practice reading aloud to their children and planning early learning experiences that stimulate language development in infants and toddlers. Parents also learn how to choose picture books that their children will enjoy. In order for programs to receive federal funding, parents must be twenty-one years of age and younger.

Family of Readers helps educationally at-risk children from birth through elementary school develop a love of reading, while encouraging parents to take an active role in their family's literacy. This family reading program includes all of the features of RIF's National Book Program and additionally helps parents develop the skills and self-confidence to take a leading role in supporting their children's reading and learning. Over the course of the program, parents learn about children's books, as well as participate in skills workshops on such topics as how to read aloud to children. Parents are asked to apply these newly acquired skills to the planning and execution of a RIF program. Working on committees, and with limited guidance from a staff

advisor, parents select and order children's books, recruit other parents, and plan reading motivation activities for their children.

Accessing Funds

This funding involves a local match to federal dollars under the following guidelines:

- * RIF projects that receive federal matching funds are required to raise at least 25 percent of the total cost of books for the children served. If 100% of the children served are children of seasonal farm workers, the program can be fully funded by federal dollars.
- * Federally funded programs must serve 100 or more children.
- * At least 80% of children in a federally funded program must be "at risk".

Matching funds can be raised in a variety of ways including fundraising events, family literacy grants, and allocations from the State Library. If you are interested in starting a RIF program and think you might meet the eligibility requirements for federal funds, you can download a simple two-page application from the RIF website. Applications are accepted all year. If RIF approves your proposal, the library then enters into an agreement with RIF to operate a 12-month, renewable project. The waiting list for new programs can be one year or longer.

How California Library Literacy Services Use These Funds

The Santa Clara County Library has received RIF funding since the early 1990's to support its literacy services in Gilroy and in its Inmate Literacy Project at Elmwood Correctional Facility. The renewal process has been very easy and the Library has received about \$1,500 each year to divide between the two sites. The Inmate Literacy Project staff distribute books five times a year at weekend visitations at the facility. They engage families in storytimes and related reading activities before giving books to the children. Gilroy literacy staff work with local schools to distribute books to children in need. They give away books at several afterschool book parties at elementary schools attended primarily by Hispanic children, many of whom are from families of farmworkers or migrant laborers.

The Alameda County Library has received \$1,900 of RIF funding for three years. The money buys books for 300 young adults at a juvenile hall at which the Library provides literacy services. Because of RIF's guidelines and required paperwork, and the nature of the juvenile hall, participating in RIF requires a lot of time and energy. However, the young adults enjoy the author visits, book talks, and book giveaways associated with the program. The Library uses money from the State Library matching funds, the Library's book budget, the Probation Department, and foundation grants to match RIF's contribution.

***The Safe Schools/Healthy Students Initiative**

<http://www.sshs.samhsa.gov/>

Source of Funds

U.S. Department of Health and Human Services
Substance Abuse and Mental Health Services Administration
Center for Mental Health Services

P.O. Box 42557
Washington, DC 20015
(800) 790-2647
Maria Young ext. 4704
Ben Coit ext. 4705

Purpose of Funds

The Safe Schools/Healthy Students Initiative is a unique federal grant-making program supported by the U.S. Departments of Education, Health and Human Services, and Justice and designed to prevent violence and substance abuse in youth, schools and communities. This initiative provides financial assistance to Local Educational Agencies (school districts, offices of education and charter schools) to implement an integrated, comprehensive, community-wide plan designed to create safe and drug-free schools and to promote positive social skills and healthy childhood development in youth.

The initiative is designed to develop real-world knowledge about what works best to promote safe and healthy environments in which America's children can learn and develop. During the first three years of the program, grants of \$1 million to \$3 million over a three-year period were awarded to LEAs that have formal partnerships with local mental health, law enforcement, juvenile justice and social service agencies. LEAs use the funds to help communities design and implement comprehensive educational, mental health, social service, law enforcement, juvenile justice and social services for youth. These services are designed to promote healthy childhood development, foster resilience, and prevent youth violence.

The underlying principles of the program are to:

- * Marry security with healthy childhood development.
- * Approach school violence as a public health issue.
- * Offer comprehensive, coordinated services along the path of childhood development.
- * Encourage partnerships among school districts, law enforcement agencies, and local mental health agencies.
- * Replicate services known to work.

Accessing Funds

Only local educational agencies or consortia of LEAs that have not received funds or services under the Safe Schools/Healthy Students Initiative during any previous fiscal year are eligible to apply. School districts must submit comprehensive plans created in partnership with law enforcement, mental health and juvenile justice agencies. Community-based organizations are often also included as partners. Plans must address six elements: a safe school environment, alcohol and other drug and violence prevention and early intervention programs, school and community mental health preventative and treatment intervention services, early childhood psychosocial and emotional development programs, educational reform, and safe school policies. Only twenty new awards are expected to be granted in FY2004/2005. To download applications visit <http://www.sshs.samhsa.gov/apply/kit.aspx>

How California Library Literacy Services Use These Funds

The Salinas Public Library is the only California library providing literacy services to access this funding. The funds will be depleted in June 2003. A number of local organizations in Salinas applied jointly and received a grant for \$1 million. The Library received part of this money to create a homework center, expand Healthy Start services, support a full-time FFL coordinator, and purchase materials on adolescent conflict resolution and parenting for the library's collection. The Library serves over 150 families with resources provided from this grant.

SBC Foundation

<http://www.sbc.com/gen/corporate-citizenship?pid=2560>

Source of Funds

SBC Communications, Inc.
1-800-591-9663

Purpose of Funds

The main funding program for the SBC Foundation is its SBC Excelerator Program. Now in its third year, SBC Excelerator is a competitive grants program for projects that use technology to improve nonprofit organizations and build stronger communities. In 2004, the SBC Foundation will provide \$5 million in SBC Excelerator grants to help nonprofits in its 13-state region fully integrate technology into their ongoing operations and community outreach. SBC Excelerator will provide funds for technology integration to strengthen nonprofit organizations in the areas of education, community development, health and human services, and arts and culture.

Grants range from \$2,500 to \$25,000 and are for one year in length. The majority of grants will be made at the \$5,000 level. Collaborations by two or more organizations will be considered for grants up to \$50,000 for one year. Grant funds may be used for data communications services, hardware, software, technology training, personnel, and application development. A listing of the 2003 SBC Excelerator grant recipients is available at

<http://www.sbc.com/gen/press-room?pid=4800&cdvn=news&newsarticleid=20657>

Accessing Funds

The SBC Foundation prefers to work with 501(c) (3) organizations that have clearly stated objectives, long-range planning, active participation of the governing board and strategies that incorporate diversified sources of support. Organizations and projects that emphasize education qualify for grant funding. SBC Excelerator seeks to fund projects that build the technology infrastructure of nonprofits enabling them to increase their organizational effectiveness and/or service delivery capability. Examples of qualifying projects include the following:

- **Internet Access** – Networked, high-speed access to the Internet and e-mail.
- **Data Networking** – Network connectivity to enable easy sharing of database applications and information systems.
- **Online Outreach** – Interactive web-based applications that support activities such as service delivery, volunteer recruiting, e-fundraising, etc. SBC Excelerator is interested in web-based interactive applications activities only. Static, brochure-type web development projects will not be favorably considered.

- **Staff Technology Capacity** – Technology training programs for nonprofit staff members. Basic, intermediate, and advanced training programs are eligible for consideration.
- **Pooled Technology Resources** - Programs that work to address the technology needs of multiple nonprofits.

You can download an application form from the SBC Foundation website at <http://www.sbc.com/gen/corporate-citizenship?pid=58>. **All proposals must be received in SBC offices by 5 p.m. on August 13, 2004.**

All qualified proposals will be considered by a review panel and evaluated on the criteria defined within the grant RFP. Project funding decisions are made on a state-by-state basis. Funding decisions will be announced in late October/early November.

How California Library Literacy Services Use These Funds

The Santa Clara City Library received a \$25,000 grant from the SBC Foundation in 2002 to promote the use of technology among underserved populations. The library purchased six laptops, a printer, a scanner, three digital voice recorders, a desktop pc, and a laptop security cart to create a technology learning center. It also used the funds to pay the salary for a technology instructor.

The Woodland Public Library has a history of financial support from SBC because SBC provides telecommunications services to this region and supports its local community organizations. The library received \$25,000 in 2002 for technology on its LLABS "Pan y Libros" bus. The monies provided hardware (laptops), software, wiring, supplies, and a digital camera for the bus. These items are used in the FFL, Adult Literacy, and LLABS programs that occur on the bus. Some of the funding also supports salaries for the literacy staff and driver of the bus.

***Title III- Immigrant Education Program**

<http://www.cde.ca.gov/sp/el/t3/immigrant.asp>

Source of Funds

U.S. Department of Education
Administered by the California Department of Education

California Department of Education
Language Policy and Leadership Office
1430 N Street
Sacramento, CA 95814
Dave Dolson
(916) 319-0266
ddolson@cde.ca.gov

Purpose of Funds

The purpose of the Title III- Immigrant Education Program subgrants is to pay for enhanced instructional opportunities to immigrant students and their families. Immigrant Education Program funds are to be specifically targeted to eligible immigrant students and their families through the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students. Funding provides support for the following activities authorized by Title III.

- * Family literacy, parent training, and community outreach
- * Educational personnel, including teacher aides
- * Tutorials, mentoring, and counseling
- * Identification and acquisition of educational materials and technology
- * Basic instructional services
- * Other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States
- * Activities coordinated with community-based organizations, institutions of higher education, or private sector entities that have expertise in working with immigrant students and their families
- * LEAs may assess reasonable administrative costs and the approved indirect cost rate for this program

Accessing Funds

Libraries cannot apply for Title III-Immigrant Education Program funds directly. They must contract with Local Education Agencies (LEAs) -school districts, county offices of education,

direct-funded charter schools, juvenile/hall court schools, and California Department of Youth Authority institutions- to provide literacy services to their students and their families.

State educational agencies are authorized by statute to set aside up to 15 percent of a state's Title III allocation for immigrant education programs. In 2003-04, the California Department of Education awarded subgrants totaling approximately \$13,481,631 to 219 local educational agencies (LEAs) to serve 175,200 eligible immigrant pupils. In addition, 53 private schools participate in programs administered by LEAs. The estimated per pupil allocation for FY2004/2005 is \$75.00.

Under the provisions of Title III, only LEAs that generate a formula sub-grant of \$10,000 or more are eligible for direct funding. LEAs that are scheduled to receive subgrants in an amount that is less than \$10,000 in 2004-2005 are required by Title III statute to apply as a member of a consortium of two or more LEAs. The Title III formula subgrant generated by a consortium must equal or surpass \$10,000.

Applications are usually due in May. Because this is an entitlement program, LEAs do not have to outline how they plan to use this funding in their applications. This means libraries can approach LEAs at any time to discuss partnerships in which LEAs would contract with libraries to provide literacy services to their students and families since the funds may not have been allocated for specific services and they may be available for contracts throughout the year.

For information on the application process and a list of eligible LEAs in your area visit <http://www.cde.ca.gov/fg/fo/r12/imm04rfa.asp>

How California Library Literacy Services Use These Funds

The California Department of Education knows of no LEAS contracting with libraries to access these funds as of July 2004.

***Title III- Limited English Proficiency (LEP) Student Program**

<http://www.cde.ca.gov/sp/el/t3/lep.asp>

Source of Funds

U.S. Department of Education
Administered by the California Department of Education

California Department of Education
Language Policy and Leadership Office
1430 N Street
Sacramento, CA 95814
Dave Dolson
(916) 319-0266
ddolson@cde.ca.gov

Purpose of Funds

The purpose of the Title III - LEP Student Program subgrants is to ensure that all limited-English proficient (LEP) students, referred to as English learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.

Funds must be used for the following supplementary services as part of the language instruction program for LEP students:

- * English language development instruction
- * Enhanced instruction in the core academic subjects
- * High-quality professional development for teachers and other staff

In addition, Title III - LEP student program funds may be used for:

- * Upgrading program objectives and instructional strategies
- * Identifying and improving curricula, materials, and assessments
- * Providing tutorials for academic and/or vocational education
- * Intensifying instruction
- * Acquiring or developing of educational technology
- * Coordinating language instruction programs with other programs and services
- * Providing community participation programs, including family literacy and parent outreach
- * Program administration (limited to 2 percent of subgrant)
- * Approved indirect cost rate
- * Other activities that are consistent with the purposes of the program

Accessing Funds

Libraries cannot apply for Title III-LEP Student Program funds directly. They must contract with Local Education Agencies (LEAs) -school districts, county offices of education, direct-funded charter schools, juvenile/hall court schools, and California Department of Youth Authority institutions- that report the enrollment of one or more LEP students on the R30-Language Census and are eligible to participate in the Title III - LEP Student Program. Subgrants to eligible LEAs are based on the number of LEP students enrolled. In 2003-04, the California Department of Education allocated approximately \$119,282,691 to serve 1,554,172 LEP students enrolled in 839 LEAs. The estimated per pupil allocation for FY2004/2005 is \$ 68.00 to \$75.00.

Under the provisions of Title III, only LEAs that generate a formula sub-grant of \$10,000 or more are eligible for direct funding. LEAs that are scheduled to receive subgrants in an amount that is less than \$10,000 in 2004-2005 are required by Title III statute to apply as a member of a consortium of two or more LEAs. The Title III formula subgrant generated by a consortium must equal or surpass \$10,000.

Applications for direct funding are usually due in June. Applications from consortia are usually due in May. Because this is an entitlement program, LEAs do not have to outline how they plan to use this funding in their applications. This means libraries can approach LEAs at any time to discuss partnerships in which LEAs would contract with libraries to provide literacy services to their students and families since the funds may not have been allocated for specific services and they may be available for contracts throughout the year.

For information on the application process and a list of eligible LEAs in your area visit <http://www.cde.ca.gov/fg/fo/r12/lep04rfa.asp>

How California Library Literacy Services Use These Funds

The California Department of Education knows of no LEAS contracting with libraries to access these funds as of July 2004.

The Toys"R"Us Children's Fund, Inc.

<http://www4.toysrus.com/about/guidelines.cfm>

Source of Funds

The "R"US Family of Companies

The Toys"R"Us Children's Fund, Inc.
One Geoffrey Way
Wayne, NJ 07470-2030

Purpose of Funds

Since it was founded in 1992, The Toys"R"Us Children's Fund has donated millions of dollars every year to organizations and charities that support the health and welfare of children. The Fund's Reading Ready: Preparing Children to be Lifelong Readers Program is a new charitable effort designed to focus on pre-literacy programs for at-risk children ages newborn to five. The goal of this program is to increase children's reading readiness before they enter kindergarten by engaging parents, supporting preschools and increasing access to books and other learning tools.

The Fund's pre-literacy initiative embraces innovative projects on the national, regional and local levels, with a specific focus on low-income communities where the need is greatest. Through Reading Ready, the Fund supports programs that provide direct services to parents of at-risk children to ensure that they are reading ready before they enter kindergarten.

Reading Ready supports children who might not be adequately prepared for school or face other challenges that might preclude them from doing well in school. By engaging parents, supporting innovative pre-school programs, and increasing access to books and other learning tools, Reading Ready supports programs that help at-risk children to develop their reading skills before they enter kindergarten. It is comprised of two initiatives:

Parents are Teachers. The Fund supports nonprofit organizations that provide direct services to parents of at-risk children. The Fund will identify, screen and support programs that focus on young children to help them achieve a higher level of reading readiness. The following organizations are encouraged to apply:

- * Organizations that help parents of at-risk pre-school children to acquire books and other learning tools.
- * Organizations that support new parents by teaching behaviors that are conducive to a young child's early development.
- * Pre-school programs that reach out to parents and other caregivers who successfully prepare at-risk children for kindergarten.

Pre-Kindergarten Initiative. The Fund supports pre-school programs committed to the development of pre-literacy skills of children, newborn to age 5. The following organizations are encouraged to apply:

- * Pre-school programs that target at-risk children in urban, suburban and rural communities that can successfully measure the outcomes of the children enrolled and demonstrate that their intervention can narrow the existing reading and vocabulary gap between children of different socio-economic backgrounds.
- * Organizations that distribute a large volume of needed books and other learning tools to pre-school programs serving at-risk children that will increase the book-to-child ratio, while enhancing the variety and diversity of learning materials.
- * Organizations that provide sophisticated and cutting-edge training opportunities to childcare providers and pre-school teachers to support enriched learning activities that aim to increase the success rate of children attending these programs.

Accessing Funds

Applicants submit a 3-5 page project narrative that describes the proposed project or program, including a detailed statement of need describing the population being served and the specific need of the community served. The Fund will award grants ranging from \$400 to \$100,000 on a competitive basis and target local programs in communities across the country. The Fund also promotes employee-volunteerism among charities supported by the Fund. Deadlines are ongoing. Guidelines are available at <http://www4.toysrus.com/about/guidelines.cfm>
Requests should be sent to:

Toys"R"Us Children's Fund
461 From Road
Paramus, NJ 07652

How California Library Literacy Services Use These Funds

No information is currently available on CLLS libraries that access this funding.

21st Century Community Learning Centers

<http://www.cde.ca.gov/fg/fo/pf/profile.asp?id=360>

Source of Funds

U.S. Department of Education
No Child Left Behind Act
Title IV
Allocated through the California State Budget

Pat Rainey
Administrator
California Department of Education
1430 N Street
Sacramento, CA 95814
(916) 319-0923
prainey@cde.ca.gov

Purpose of Funds

California's 21st Century Community Learning Centers (CCLC) Program provides funding for after-school or before- and after-school programs that serve disadvantaged students in kindergarten through grade twelve at low performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math. The purpose of the California 21st CCLC is to provide incentives for elementary, middle and high schools to establish or expand activities that focus on improved academic achievement, enrichment services that reinforce and complement the academic program, and family literacy and related educational development services. Community Learning Centers also offer opportunities for literacy and related educational development to families of participating students.

Accessing Funds

Agencies eligible to apply for funding in addition to local educational agencies (LEAs) include city and county entities, community-based organizations, public or private entities (including private schools and faith-based organizations), or a consortium of such agencies. Existing California After School Education and Safety (ASES) grantees as well as federally funded 21st CCLC grantees also may apply for these funds.

Programs must include academic assistance and educational enrichment components and must address the family literacy needs of adult family members. The California Department of

Education must restrict grant awards to only those applicants that serve students who attend schools eligible for Title I schoolwide programs or schools that serve a high percentage of students from low-income families. Limited additional funding is available for direct grants to address access and family literacy needs. Priority will be given to applicants serving Title I schoolwide schools in need of improvement and jointly submitting applicants with LEAs and community-based organizations or other public or private entities.

Before applying please be certain to study the Request for Application (RFA) very carefully as there are several restrictions placed on grantees such as certain required hours of operation, a minimum request of \$50,000 per year, including core and direct grants for funding that supplements, rather than supplants, currently existing funds. Although libraries may apply independently for this funding, you may prefer to partner with an LEA in light of some of the program requirements.

There are two separate application processes for elementary and middle school programs and high school programs. At this time neither RFA is available but libraries may keep tabs on current funding opportunities by periodically visiting <http://www.cde.ca.gov/lr/ba> and clicking on "Resources" in the bottom right corner.

How California Library Literacy Services Use These Funds

The Stanislaus County Library has been written into Chico Unified School District's 21st Century proposal. Library literacy staff will act as consultants to help the Chico Unified School District get their new afterschool program off the ground using the ELLI model of providing literacy services to ESL children and their families. The Library hopes to receive \$25,000 to assist with ELLI literacy staff salaries and learning materials if the proposal is accepted.

The Library has benefited by 21st Century funding indirectly through its presence at Sierra Avenue School, a 21st Century campus. Two teachers are provided to assist in ELLI classrooms and buses are provided for several ELLI fieldtrips throughout the year. It is unlikely that this level of support would be available if the school did not receive 21st Century funding for its other afterschool programs. This year the Library hopes to receive a monetary contribution for their services in support of the ELLI program in addition to these in-kind contributions. The ELLI program serves an average of forty-four Hmong 2nd to 5th grade children and their families each semester.

The Library considered applying independently for the 21st Century CLC funding but after looking over the application and program requirements decided it would be better to partner with its local school districts to access this funding.

The National City Public Library partners with the National School District to access this funding to provide the WINGS After School Program to children in grades 1-6 at each of the ten elementary schools in the school district. Previously, the Library provided only literacy services in the ten school libraries. The contract for FY2003/2004 expanded the scope of the Library's services to facilitation of the entire After School Program, which includes both academic and

recreational activities. In classrooms at the schools, WINGS staff instruct students in literacy, math, science, art, and world cultures. Recreational activities include dance, karate, music, and sports. Several special events are held each year, including two citywide literacy celebrations that highlight the children and their achievements.

Funding pays for the salaries of ten Lead Coaches, forty Theme Coaches, and ten Office Aides in the WINGS After School Program. Funding has also paid for a laptop and a printer at each of the ten sites. These are used to track the students' participation in the WINGS Program using a barcode system. Over two thousand children participate in WINGS yearly.

United Way

<http://national.unitedway.org/>

Source of Funds

Local United Ways are part of a nationwide network of nonprofit organizations affiliated with the United Way of America. Each United Way is funded primarily by local individual donors, grants and corporate donations.

United Way of America
701 North Fairfax Street
Alexandria, VA 22314
(703) 836-7112

Purpose of Funds

United Ways across the country bring diverse people and resources together to address the most urgent issues their communities face. United Ways focus their work using community impact agendas. Agendas are set by a broad range of individuals, including those directly affected by the agenda, and community-based organizations all dedicated to making a difference in the lives of children, families, and neighborhoods. Because community impact agendas are determined at the local level, they vary from community to community.

Impact areas that are most universal across the United Way system are: helping children and youth succeed, strengthening and supporting families, promoting self-sufficiency, building vital and safe neighborhoods, and supporting vulnerable and aging populations. Each United Way funds programs and initiatives that are defined by its particular community.

Accessing Funds

United Ways fund nonprofit, tax-exempt charities governed by volunteers that submit to an annual, independent financial audit, provide services at a reasonable cost, and maintain a policy of non-discrimination. Gaining access to United Way funding varies from community to community so you should contact your local or regional agency for specific information. Generally, once approved, organizations are allotted a certain amount of money annually based on the amount of money donors to United Way campaigns earmark for their services and by the amount of general funds allocated by the agency's review board to their organization. Some United Ways enforce blackout dates during which their affiliated programs cannot participate in their own organization-based fundraising activities. You can find your local United Way agency by visiting <http://national.unitedway.org/> and typing in your zip code.

How California Library Literacy Services Use These Funds

Literacy Volunteers of America/Imperial Valley, a nonprofit group that contracts with **The Imperial County Free Library**, receives funding for salaries for staff and tutor trainers each year. Although the application and reporting processes (mid and end-year) are fairly extensive and time consuming, United Way funding represents an important funding source for the Library's literacy services. The same ten proposal questions must be answered and the same supporting documents must be submitted each year for renewed funding. A review board evaluates the proposals. The Library's literacy services have been enhanced with LVA/IV receiving both designated funds and general funds that are allocated by the United Way review board. The United Way conducts occasional site visits to the library. The library received \$3,000 in FY2002/2003.

The Plumas County Library's Plumas-Sierra Literacy Corporation Board has been an official agency of the Plumas County Chapter of United Way for about four years. The process of becoming officially recognized was a slow one. The Library contacted its regional office of United Way to get an application packet. It took a year's wait before the Library got in the funding loop. The funding was pretty small at first since the county did not have a local United Way chapter nor many large employers. The Literacy Director worked at getting a United Way board together and got a great deal of support from the Northern California United Way regional office. Because of strong local efforts, contributions have more than tripled. At present, the Library is receiving about \$2,000 a year. In future years the funding level will be higher due to increased pledges.

The San Luis Obispo City-County Library Literacy Program has been a United Way member agency for many years. Literacy staff attend meetings once a month. United Way agencies have a choice of applying for \$3,000 or less with a simplified application and reporting process or applying for over \$3,000 with more requirements. Historically, the library's literacy program has qualified for funding at the \$2,500 level.

The Stanislaus County Free Library has received United Way funding to provide family literacy services at a school for the last four years. It plans to apply for a higher level of funding for a three-year grant to support a reading lab, literacy staff salaries, and books and materials. So far, the application and mid and end year reporting processes have not required much effort although the Library has had to demonstrate measurable outcomes. One of the Library's literacy advocates serves on the United Way's Impact Council that decides how United Way dollars are allocated. There are black out periods for fundraising activities but the Library has learned to live with them and they do not noticeably affect its plans and activities.

The Verizon Foundation

<http://foundation.verizon.com/index.shtml>

Source of Funds

The Verizon Foundation is the charitable arm of Verizon Wireless.

Purpose of Funds

Basic and computer literacy is one of the foundation's major funding priorities due to its enormous impact on education, health, economic development, and the digital divide. The Foundation offers a wide range of benefits to literacy providers including cash grants, computer equipment and Internet service, technical support, training, volunteers and employee-driven cash donations. You can find more information at <http://foundation.verizon.com/04008.shtml>

The Verizon Foundation funds the general operating expenses of adult, family, and computer literacy services. It also funds special projects. In some cases, a representative from a particular branch of Verizon seeks out local literacy providers for special funding opportunities. Getting to know your local Verizon Community Relations Manager will help you gain access to Verizon's many resources. To contact your local Verizon Community Relations Manager, go to <http://foundation.verizon.com/05001.shtml> and type in your zip code.

Accessing Funds

The Verizon Foundation accepts only electronic proposals through its "Apply Online" process. The application form is four pages long for cash donations and includes questions about demographics and publicity plans. Successfully submitted online proposals receive an electronic notice confirming receipt of the application within seventy-two hours. A final decision is made within ninety days. For "Apply Online" instructions, visit <http://foundation.verizon.com/04007.shtml>

The Verizon Foundation reviews unsolicited proposals on a continuous calendar year basis from January 1st through November 30th. Proposals will be considered from eligible 501(c)(3) organizations. The Verizon Foundation provides one cash grant per calendar year to eligible nonprofit organizations. Organizations that have received a grant from the Verizon Foundation in the last three consecutive years, may reapply after a one-year hiatus.

The Verizon Foundation does not have a range for grant amounts but over the past several years the average grant was between \$5,000 and \$10,000.

How California Library Literacy Services Use These Funds

The Huntington Beach Library's Literacy Volunteers received a Verizon grant for \$20,000 over two years in FY 2001/2002. It used the funds to pay operating expenses for its FFL services.

The San Bernardino County Library received \$75,000 in FY2001/2002 and \$50,000 in FY2002/2003 from Verizon to bring the Vermont Center of the Book's Mother Goose family literacy curriculum to twelve branch libraries throughout its county. The funds pay for materials for the project and for generous book giveaways. The Verizon Community Relations Manager has been a delight to work with and staff recommend applying for Verizon funding. A few of the local literacy coalitions within San Bernardino County have also received Verizon funding.

The San Jose Public Library Foundation has received two grants from Verizon for the library's Partners in Reading program. The first was from Verizon Wireless in 2001 for \$10,000 to publish learner writings. The second grant, received from Verizon SuperPages in 2003, is for \$10,000 to buy equipment and software to support the library's literacy technology projects.

The Santa Paula-Blanchard Community Library requested \$8,000 for general operating expenses to fund its adult, family, parenting, and ESL programs in 2002/2003. To its surprise, it received \$25,000 to use to fund books, supplies, contract services, travel, training, scholarships, instructional resources, printing, and hardware, and software. The library used part of the funds to expand its computer literacy training for ESL students. The Verizon Community Relations Manager has been very easy to work with and the experience has been extremely positive.

The Wallace-Reader's Digest Funds
(formerly the Dewitt Wallace-Reader's Digest Fund
and the Lila Wallace-Reader's Digest Fund)

<http://www.wallacefunds.org>

Source of Funds

Private foundation created by the founders of Reader's Digest

Wallace-Reader's Digest Funds
2 Park Avenue
23rd Floor
New York, New York 10016
(212) 251-9700

Purpose of Funds

During the 1980's and 1990's the Dewitt Wallace and Lila Wallace Reader's Digest Funds supported educational and career development opportunities for young people in low-income communities, and helped build audiences for the arts, improve literacy instruction for adults, and create and enhance urban parks. The two funds have been combined and now operate as a single organization, the Wallace-Reader's Digest Funds. The Funds focus their energy, staffs and resources to make more strategic investments that will help them be more effective and produce more meaningful long-term benefits for society and to create healthier communities that provide ample opportunities for the education and enrichment of children and families.

The Wallace Funds concentrate on three areas: developing effective educational leaders for schools and districts to improve student learning; improving the quality of out-of-school learning opportunities for children and families and promoting learning as a core community value; and creating new standards for arts organizations and their partners to make the arts and culture an active part of people's everyday lives.

Adult literacy ceased to be a funding priority in the area of education for the Wallace-Reader's Digest Funds in 2001. Projects to develop effective educational leaders (primarily principals and superintendents) to improve student learning will be the focus of education grants until 2005.

Current community initiatives focus on projects that provide high-quality informal learning opportunities for children and families in communities. Parents and Communities for Kids (PACK) is a Wallace-Reader's Digest Funds initiative whose goal is to improve learning outcomes for children ages 6 - 10 through activities outside of the traditional school. Learning in Communities is a city-based strategy aimed at ensuring that children have meaningful participation in high quality programs outside school that contribute to their learning achievement and future career success.

Accessing Funds

The Wallace Funds typically make grants to nonprofit, public charitable organizations that are invited to apply for funding, generally as part of initiatives or programs that have far-reaching national, regional or multi-state impact. Because the Funds' programs are carefully focused to achieve certain goals and employ specific strategies, most grants are awarded as part of Wallace Funds-initiated programs. The Wallace Funds usually solicit proposals from grantees identified through a careful screening process. **Unsolicited proposals are rarely funded.**

Nevertheless, organizations wishing to send a one- to two-page letter of inquiry describing the project, your organization, the estimated total for the project and the portion requiring funding should write to:

Wallace-Reader's Digest Funds
General Management
Two Park Avenue,
23rd Floor,
New York, NY 10016,
USA

The Wallace Funds will acknowledge receipt of letters. If more information or a proposal is desired, the Wallace Funds will request it within four weeks.

The Wallace Funds occasionally calls organizations while doing research on future funding initiatives and possible grantees. If you receive a call from someone representing an unidentified New York foundation asking you about your services, it may be the Wallace Funds and this might be your entrée to funding.

How California Library Literacy Services Use These Funds

The Lila Wallace-Reader's Digest Fund funded the following libraries in California as part of its past initiatives to strengthen adult literacy services: Alameda County Public Library, Oakland Public Library, Redwood City Public Library, Richmond Public Library, San Francisco Public Library, San Jose Public Library, Santa Clara County Public Library. Grants helped libraries strengthen curricula and instructional assessment, and enhance the use of technology in adult literacy programs. The literacy initiative concentrated its efforts on supporting programs able to serve large numbers of adults and on helping to advance learning about the most effective practices.

Workforce Investment Act/Adult Education and Family Literacy Sections 225/231 and English Literacy/Civics Education (EL CIVICS)

<http://www.otan.us/wia/0405/login.cfm?fuseaction=login>

Source of Funds

Workforce Investment Act
Title II Sections 225/231 and English Literacy/Civics Education
Funded by the U.S. Department of Education
Administered by the California Department of Education

Adult Education Office
1430 N Street, Suite 4503
Sacramento, CA 95814
(916) 322-2175

Purpose of Funds

The purpose of this funding is to provide instruction to recent immigrants and long-term residents who need basic English, literacy and computation skills to obtain employment and to become self-sufficient. This instruction will help individuals participate effectively in the education, employment and civic opportunities in this country by helping them master English and understand and navigate American institutions and systems, such as government, education, banking and health care.

These grants primarily focus on learners who function at or below National Adult Literacy Survey (NALS) Levels 1 and 2 or score at or below 235 on the Comprehensive Adult Student Assessment System (CASAS) reading and listening tests. A secondary focus is on students attempting to master the civic institutions and citizenship preparation skills necessary to become successful members in our society.

Accessing Funds

Public or private corporations, agencies, education organizations, or associations may submit applications on-line to the California Department of Education. The application for 225/231 and English Literacy/Civics Education (EL Civics) funding is now combined and includes designated program focus areas for which agencies may apply for funding. Section 225 is for correctional education and institutionalized individuals and is limited to program focus areas ABE (including vocational ABE), ESL (including vocational ESL) and ASE/GED. Section 231 program focus areas are ABE, ESL, ASE/GED, vocational literacy (VESL/VABE), Family Literacy (ABE/ESL), ESL-Citizenship, Citizenship Preparation Education and Civic Participation. Agencies may apply for **only one** citizenship preparation program focus area, either Section 231 ESL-Citizenship or EL Civics Citizenship Participation.

This is a pay for performance grant so funding levels are tied to learner performance. Funding will depend upon the successful execution of all grant and performance requirements. Libraries must collect and report on learner information, learner attendance and assessment of learner progress. **CASAS pre and post tests are still required as is the use of TOPSpro for data management and reporting.** A technology plan is required if you are applying for EL Civics. Civic Participation funding requires an additional assessment (of your choice) of learners. Community based organizations are required to attach a "CBO packet" to the application but public libraries are not. Collaborations among different agencies serving the same populations is highly encouraged as is the use of technology in literacy instruction.

A minimum of 20 learners for 225, 231 and Citizenship Preparation in EL Civics is required. A minimum of 40 learners is required for Civic Participation in EL Civics. Learners may only be eligible for "benchmark payment points" if they have participated in 12 hours or more of instruction.

There is no minimum funding level for 225 and 231 funding. The minimum funding level for EL Civics has been reduced by half the amount for FY2003/2004 to \$40,000 (\$15,000 for Citizenship Preparation and \$25,000 for Civic Participation). Resource development mini-grants have also been available to grantees. For more information about the funding formula, please see the guidelines available to download at <http://www.otan.us/wia/0405/login.cfm?fuseaction=login>

If you have already applied for any of this funding, reapplying is very easy. If this is your first time, the 24-page application may look a bit daunting but most of the questions are check boxes and there are relatively few narrative questions. RFPs are generally available in March for an April application deadline. Notification is usually in May or June. For more information, to watch a recorded webcast that gives more information about applying for these funds or to download an application, visit <http://www.otan.us/wia/0405/login.cfm?fuseaction=login>

How California Library Literacy Services Use These Funds

The Chula Vista Public Library has received \$3,500 of 231 funding each year since 2000 to serve 100 students. The funds have paid for an hourly staff aide. In FY2002/2003, the library was pleased to receive a \$4,000 augmentation because of a surplus of WIA funds. It purchased instructional software and resources for the computer lab. This unexpected supplemental funding made the grant especially worthwhile. The mandatory data collection, testing, and quarterly reporting requirements have made the administration of the grant challenging.

The Stanislaus County Free Library received \$3,000 of 231 funding in FY 2002/2003 through a partnership initiated by the County Office of Education and a school district. The Library matches volunteer tutors with ten students nineteen to twenty-one years old. That same year the Library also received \$83,000 in EL Civics funding. It started a stand-alone EL Civics class that

currently has twenty to thirty students participating. The Library also added ESL services to its existing CBET and Even Start classes that currently serve sixty students. The funds pay for teachers' salaries.

The Monterey Park-Bruggemeyer Memorial Library received \$3,500 of 231 funding in FY2002/2003 to pay for salaries, training, and conferences. Twenty-seven of 208 learners made significant learning gains. This qualifies the Library for additional funding in FY 2003/2004. A designated staff member trained in CASAS and TOPSpro handles all the assessments, data entry, and reporting.

The Sonoma County Library partners with Head Start, Kaiser Permanente and the school district to provide EL Civics instruction. Staff teach parents ABE, job skills and kindergarten readiness, and library use at the Library and a Head Start site. Head Start pays for space, food, and childcare. The Library pays for the teacher, books and materials, and administrative costs. Kaiser contributes a nutritionist and the school district assesses the Head Start children. The Library recruited a diverse group of new intermediate ESL students for these classes and matched them with one-on-one tutors to augment instructional hours. The program has required a great deal of planning, preparation, and administration but it has been worth it because students have progressed and two have gained employment.

