

California Library Literacy Services

Funding Sources Directory



by
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California State Library
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Sacramento
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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 at the local, state, and federal levels. The directory lists nineteen 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 lists funding sources alphabetically. For each source, there are four brief sections to help you identify if this might be a potential source for your literacy program:

- 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 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 local community organizations.

The last page of the directory is a feedback form for your input and comments on the directory. Please use it to let us know if this is a helpful tool, and if so, how you would like to see the information maintained and distributed in the future.

California Work Opportunity and Responsibility to Kids (CalWORKs)

<http://www.cde.ca.gov/rocp/calworks/calworks.html>

<http://www.cde.ca.gov/funding/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

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. 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. 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.

The Del Norte County Library District has contracted with Rural Human Services (a nonprofit) to provide literacy services since the 1990's when the Library was going to have to discontinue providing literacy services because of budget constraints. Rural Human Services received CalWORKS funds in FY2002/2003 through a partnership with the County Department of Migrant Education. A CalWORKS recipient began working at Rural Human Services as part of her job-training program with the Department of Migrant Education. The funds pay for the client's training to learn how to become a program coordinator. She is also training to become a tutor trainer and participates in recruitment and community outreach activities. Rural Human Services receives \$20,000 to pay this staff member to work thirty-two hours a week supporting the Library's literacy services.

Community-Based English Tutoring (CBET) Program

<http://www.cde.ca.gov/cilbranch/cbet/>

Source of Funds

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

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

David Dolson
(916) 319-0266
ddolson@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.

How California Library Literacy Services Use These Funds

The Glendale Public Library had a memorandum of understanding with its local school district for three years to provide literacy services to CBET students. The first two years of funding there were no regulations about instructors needing to be certified and the Library was able to use CBET funds to pay staff. It received \$30,000 the first year and \$35,000 the second year of funding. The third year the Library received \$17,000 for its family literacy services but, because of new regulations, could no longer pay for salaries of uncredentialed staff from CBET funds. It used the funds to buy materials, books, and software and to pay for field trips. Due to dwindling CBET funds, the school district no longer has funds to share with the Library. This collaborative funding opportunity came about because of a prior positive and active relationship with the school district. Two hundred adult learners participated at the height of the program. The tracking of tutoring hours pledged by adult English language learners was anecdotal. The school district was responsible for the reporting requirements to the CDE. The Library supplied data for this reporting.

Literacy Volunteers of America/Imperial Valley working with a contract with The Imperial County Library has cultivated a relationship with its school district and has received CBET money for several years. The Library pays credentialed teachers to instruct adult learners in small groups. Approximately forty adults have pledged to tutor children. In FY2002/2003 CBET funds in the amount of \$9,000 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 one of its school districts to provide evening family literacy services at an elementary school for the past three years. Approximately thirty children and thirty adults participate in the program. FY 2002/2003 CBET funds in the amount of \$30,000 pay for childcare, teachers' salaries, and the program's curriculum. The school district administers the contract and handles the application and reporting processes. The school district has no adult school and approached the library to partner with it.

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. In FY2002/2003 the Library received \$10,000 to support its very 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/cdbg.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>.

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.

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. 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.

How California Library Literacy Services Use These Funds

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.

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.

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 fee for service 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 fee for service 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.

The English Literacy and Civics Education Demonstration Grants Program (EL CIVICS)

http://www.cde.ca.gov/adulteducation/supplement_progs/elciv/elcivbackground.html

<http://www.ed.gov/offices/OVAE/AdultEd/ELCIVICS/>

Source of Funds

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

Christine Gordon, Administrator
Adult Education Office
California Department of Education
660 J Street, Suite 400
Sacramento, CA 95814
(916) 322-5027

Purpose of Funds

The purpose of this funding is to provide an integrated program of services that incorporates English literacy and civics education for adult English language learners. By mastering English and being able to understand and navigate key governmental, educational, and workplace systems individuals can participate effectively in the education, work, and civic opportunities of this country.

The English Literacy and Civics Education Demonstration Grants Program (EL/Civics) was designed to help states and communities provide limited English proficient (LEP) adults with expanded access to high quality English literacy (EL) programs linked to civics education. Curriculum topics and activities include expanding English language skills through problem-solving activities, understanding local resources and services, citizen instruction, integrated English language and civics tutoring, computer literacy for immigrants, and curriculum and professional development.

Accessing Funds

Public or private corporations, agencies, organizations, or associations may submit applications on-line to the CDE for EL Civics Education grants. RFPs are generally available in March for an April application deadline. Notification is usually in May. For more information visit <http://www.cde.ca.gov/funding/profile.asp?id=138>. Resource development mini-grants have also been available to grantees.

To receive EL Civics funding, agencies must submit and have approved a set of "Deliverables": a technology plan (Outreach Technical Assistance Network (OTAN) - <http://www.otan.us/login/login.cfm.us> -helps you), a curriculum, learning objectives (model objectives will be available on the website), and alternative assessments (in addition to CASAS-models will also be available on the website).

The minimum funding level for agencies applying to provide citizenship instruction under EL Civics is \$30,000. If students pass benchmarks by demonstrating significant learning gains, passing the citizenship test or passing the government and history test, agencies receive additional funding. The minimum funding level for agencies applying for the civic participation program of EL Civics is \$50,000. Additional funding is available based on the number of students who show gains in "student outcome data sets."

Although agencies must use CASAS and TOPSpro for pre and post testing, the minimum funding level is not based on performance outcomes or attendance hours. Each agency reports students' outcomes using assessment tools of their choice.

How California Library Literacy Services Use These Funds

The Stanislaus County Free Library received \$83,000 in EL Civics funding in FY2002/2003. The Library started a stand-alone EL Civics class that currently has twenty to thirty students participating. It also added ESL services to its existing CBET and Even Start classes that currently serve sixty students. The funds pay for teachers' salaries.

The Del Norte County Library District partners with a nonprofit, Rural Human Services (HRS), to provide literacy services. Through a partnership with the school district, \$75,000 of EL Civics funds helps support a teacher, Spanish and Hmong aides, a computer technologist, the Literacy Director, and other staff. It also pays for materials and administrative and space costs. Although the funding is substantial, administering the program is labor intensive and requires an initial investment to learn how the system works.

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.

Even Start Family Literacy Program

<http://www.cde.ca.gov/iasa/es.html>

<http://www.ed.gov/offices/OESE/SASA/evenstprogresp.html>

Source of Funds

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

Gloria Guzman-Walker, State Coordinator
CA Department of Education
Policy/Program Coordination Office
721 Capitol Mall, 2nd Floor
Sacramento, CA 95814
(916) 657-3034; (916) 657-3700 (office)
gguzman@cde.ca.gov

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, primarily 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 103 projects in California ranges from \$75,000 to \$275,000 annually. Guidelines are generally available in early March with applications due in early April and decisions made by mid June. To find application deadlines and download the application form, visit <http://www.cde.ca.gov/iasa/evenstart/rfa.html>.

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.ccfc.ca.gov>

Source of Funds

First Five California Children & Families Commission
Proposition 10
501 J Street, Suite 530
Sacramento, CA 95814
Phone: (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 Initiative in partnership with County Commissions. The State Commission is also developing a strategy to support Preschool for All. Consult the webpage, www.ccfc.ca.gov, 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 LLABS.

A major initiative that may offer opportunities to library literacy services currently is the School Readiness Initiative. 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 has received funding from First Five Santa Clara County to participate in the Early Learning Initiatives of two San Jose school districts. Participation in the initiatives requires attendance at numerous community partnership meetings during both the planning and implementation stages. The San Jose Public Library provides family literacy services to qualifying families in the service areas of fourteen targeted schools. Over the course of a year, the Library will work with thirty families from three schools in one school district and thirty families from eleven schools in the other district. The First Five grants fund a portion of the salaries for family literacy, adult literacy, and technology staff, as well as computer equipment and software, supplies and giveaway books. 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. Although the initiatives have required a considerable investment of time, they have provided the library with substantial funding, increased collaboration with other community agencies, and opened new channels for reaching San Jose's underserved families.

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 LLABS 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 (p)

Purpose of Funds

Head Start is a national program that provides comprehensive educational, social, medical, dental, nutrition, and mental health services to low-income children from birth to age five. 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.

Head Start Family Literacy Project (HSFLP) provides training and technical assistance to Head Start and Early Head Start grantees so that their capacity to implement and refine family literacy services is enhanced.

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

American Indian - Alaska Native Program Branch (AI-ANPB) 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/healthystart/>

Source of Funds

California Department of Education
Healthy Start and Before and After School Partnerships Programs
P.O. Box 944272
Sacramento, CA 95814
(916) 319-0923

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 FY2003/2004, Healthy Start's future looks uncertain. Funding for Healthy Start in FY 2003/2004 was reduced to only 10% of the amount allocated for FY2002/2003. There is disagreement between the Governor and the Legislature as to future funding for Healthy Start. Without resolution at the state level, applying for this funding for 2003/2004 was very risky. Because the amount of funding has been reduced so drastically, the application process will be extremely competitive for FY 2003/2004. The seventy-four page RFP was due March 3, 2003. Funding prospects for Healthy Start past FY 2003/2004 are unknown but the Legislature has been very supportive of this program and is eager to see it continued in the future.

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 is 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

Pro Literacy Worldwide 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 two grant programs: Women in Literacy/Women in Action and the National Book Scholarship Fund. Additional funding opportunities 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 periodically for updated information.

Women In Literacy/Women In Action

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

National Book Scholarship Fund

Mara Roberts (315) 422-9121 X345 - mroberts@proliteracy.org

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

Purpose of Funds

Women in Literacy/Women in Action provides grants in the amount of \$6,000, training and technical assistance to grassroots organizations providing literacy services to women. Non-renewable grants go 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 provides grants of books and other educational materials to family literacy and English-as-second-language programs. NSBF provides local literacy programs with New Readers Press books and other educational materials essential to begin a new literacy outreach program or to significantly expand an existing effort. NBSF grants have ranged from \$500 to \$7,000, although greater or lesser amounts of funding are considered. Grant requests significantly over the \$7,000 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 available at www.proliteracy.org.

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. English-as-a-Second Language projects followed by adult basic educational programs are also considered for support. 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 Pro Literacy Worldwide. For application and proposal guidelines visit www.nbsf.org in August 2003.

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

Inexpensive Book Distribution Program
U.S. Department of Education

Reading Is Fundamental, Inc.
1825 Connecticut Ave., NW, Suite 400

Washington, DC 20009
(877) RIF-READ (877-743-7323)

Purpose of Funds

Reading Is Fundamental has three federally 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 several 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 teen 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 under eighteen years old and/or enrolled in a high school equivalency program.

Family of Readers helps 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. There is a six to eight month waiting list for new programs.

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.mentalhealth.org/safeschools/default.asp>

Source of Funds

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

200 Independence Avenue, S.W.
Washington, D.C. 20201
(301)-443-8956

Purpose of Funds

Under this program, the U.S. Departments of Education (ED), Health and Human Services (HHS), and Justice (DOJ) will support the enhancement of comprehensive community-wide strategies for creating safe and drug-free schools and promoting healthy childhood development.

The Safe Schools/Healthy Students Initiative is a grant program designed to develop real-world knowledge about what works best to reduce school violence. During the first two years of the program, grants of \$1 million to \$3 million were awarded to local school districts that have formal partnerships with local mental health and law enforcement agencies. School districts use the funds to help communities design and implement comprehensive educational, mental health, social service, law enforcement, and juvenile justice 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

The future of this funding is currently uncertain. Funding is allocated year to year in the U.S. President's budget. New applications will not be accepted for FY2003/2004 but the Substance Abuse and Mental Health Services Administration is optimistic that funding will be available to new applicants for FY2004/2005. If funding is continued, individual or collaborating local educational agencies (school districts, county offices of education, or direct funded charter schools) are eligible to apply for these grants. Call 1-301-443-8956 or visit <http://www.mentalhealth.org/safeschools/default.asp> for updated information regarding application forms and submission deadlines as they become available.

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/corporate_citizenship/sbc_in_our_communities/sbc_foundation/0,5931,7,00.html

Source of Funds

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

Purpose of Funds

To help organizations accelerate their ability to create stronger digital connections with America's underserved, the SBC Foundation launched SBC Excelerator. This is a new \$25 million national initiative aimed at supporting community-based organizations throughout SBC's 13-state service area that are creating programs aimed at improving technology access, education and workforce development.

The first phase of SBC Excelerator includes a competitive grants program and two national initiatives with \$1 million each to focus on Non-Profit Technology Capacity Building and Technology Workforce Development. To learn more about the Non-Profit Technology Capacity Building Initiative, go to www.npower.org. For information about the Technology Workforce Development Initiative, go to www.aacc.nche.edu.

The SBC Foundation's competitive grants program is committed to funding programs that increase access to technology, broaden technology training and professional skills development, and integrate technology to enhance education delivery and community development — especially for underserved populations.

The focus of the 2003 program is on helping nonprofits fully integrate technology into their ongoing operations and community outreach. 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. 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.

Accessing Funds

Organizations and projects that emphasize education qualify for grant funding. They must also address one or more of the following three areas:

* **Technology access** - bringing advanced technologies to the underserved or increasing the organizational effectiveness of a non-profit through the use of advanced technologies such as broadband

* **Technology education** - providing basic Internet and computer application technology training for non-profits or community members served by non-profits

* **Technology workforce development** - providing training that will prepare individuals for today's technology-centric jobs

You can download an application form from the SBC Foundation website at www.sbc.com/corporate_citizenship/0,5931,7,00.html. **All proposals must be received in SBC offices by 5 p.m. on April 22, 2003.**

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 August.

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.

United Way

<http://www.nationalunitedway.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 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 non-profit, 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://www.nationalunitedway.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://foundationverizon.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 and employee-driven cash donations. You can find more information at <http://foundation.verizon.com/06003.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://foundationverizon.com/0500.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 and the Community Affairs Manager handling your request will contact you by e-mail within seventy-two hours. A final decision is made within ninety days. For "Apply Online" instructions, visit <http://foundation.verizon.com/06015.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 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; providing high-quality informal learning opportunities for children and families, especially in low-income communities; and promoting new standards of proven and innovative practice that enable arts and cultural institutions to diversify, broaden and deepen relationships with their audiences.

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 new 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 day and to promote learning as a core community value.

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 (WIA) Adult Education and Family Literacy - Sections 231 and 225

http://www.cde.ca.gov/adulteducation/supplement_progs/indexWIA.html

Source of Funds

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

Kathy Block - Brown, Administrator
Adult Education Office
California Department of Education
660 J Street, Suite 400
Sacramento, CA 95814
(916) 322-2175

Purpose of Funds

The Workforce Investment Act reforms America's job training system so that workers will be able to choose advanced skills training, the chance to earn a high school diploma, or the opportunity to learn to read. The intent of this legislation is to empower individuals, streamline services, enhance accountability, and increase state and local flexibility.

Title II of the WIA is The Adult Education and Family Literacy Act. Its goals are to

- * assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency,
- * assist adults who are parents obtain the educational skills necessary to become full partners in the educational development of their children, and
- * assist adults in the completion of a secondary school education.

The California State Plan for 1999-2004 states that 231/225 funding for adult education programs will be set according to five priorities: Literacy (ESL, ESL-Citizenship, and Adult Basic Education), Workplace Literacy, School-based Literacy, Family Literacy, and Adult Secondary Education. The State Plan calls for programs to serve those most in need within these five priorities through research and competency-based instruction that achieves demonstrable benchmarks to monitor program effectiveness. Benchmarks are:

- * demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills,
- * placement in, retention in, or completion of post-secondary education, training, unsubsidized employment, or career advancement, and
- * receipt of a secondary school diploma or its recognized equivalent

Accessing Funds

Libraries may apply for grants independently or in partnership with other agencies. Eligible agencies must demonstrate past effectiveness in providing Adult Basic Education, ESL (including ESL-Citizenship), or Adult Secondary Education instruction to adults. Agencies must also demonstrate they serve those individuals most in need of literacy services, staff the program with well-trained instructors, counselors, and administrators, and respond to a community need for additional English literacy programs.

All participating agencies must submit entry and update forms, implement CASAS pre and post testing, and use TOPSpro software for collecting student information, including assessment and test results. The minimum funding level is \$7,500. Additional funding is provided as reimbursements based on learner outcomes as measured by CASAS. Students must attend a minimum of twelve hours to be eligible to be counted for reimbursement.

RFPs are generally available in March and due in April. The application is quite time consuming and tedious the first year of each federal funding cycle but funded agencies submit a very abbreviated application in subsequent years. You may download the thirty-five page RFP at <http://www.otan.us/wia/0203/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.

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.

Funding Sources Directory Feedback Form

1. How useful was this directory to you? Please circle answer.

Very Useful Useful Somewhat Useful Not Useful

2. Did you learn about new potential funding sources in this directory?

Yes ___ No ___ If yes, how many? 1-3 ___ 4-6 ___ 7-10 ___ More than 10 ___

3. Directory entries are laid out in the format below. Please check all the sections you found useful and put 3 checks in front of the section you found most useful.

- _____ Source of Funds
- _____ Purpose of Funds
- _____ Accessing Funds
- _____ How California Library Literacy Services Use These Funds

4. Did you gain ideas about potential new partnerships you could form in your community because of information found in this directory? Yes ___ No ___ If yes, could you please share your partnership ideas here? _____

5. What other funding sources should be included in this directory?

6. If you have a funding example that could be included in one of the "How California Library Literacy Services Use These Funds" sections and would be willing to share it, please put your name, e-mail address, and phone number here: _____

7. Would you like to see this directory updated regularly? Yes ___ No ___

8. If the directory were posted on-line, would you access it there? Yes ___ No ___

9. Any other comments about this directory? _____

Please return this form to:
Carla Lehn, Literacy Consultant, California State Library
P.O. Box 942837
Sacramento, CA
FAX: (916) 653-8443 or
clehn@library.ca.gov

NOTE: If you are successful in achieving funding because of something you learned in this directory, please inform Carla at any time.