


DEPARTMENT OF SOCIAL SERVICES

10877 Conductor Blvd. Suite 200, Sutter Creek, CA 95685 PHONE (209) 223-6550



MEMORANDUM

TO: BOS Administrative Committee (Novelli/Oneto)
FROM: James Foley, HHS Director 
SUBJECT: Increase in Petty Cash
DATE: 05/14/14

Social Services is requesting an increase in the amount of petty cash on hand. The current amount of \$250 is inadequate for our needs due to an increased caseload in the welfare-to-work program. Occasionally Social Services needs to purchase clothing and other personal items for clients on short notice. We would like to increase the allowable amount of petty cash to \$500.

The Auditor/Controller requested Social Services receive the Administrative Committee's approval prior to requesting the Board take action.

OFFICE OF


DEPARTMENT OF AGRICULTURE / WEIGHTS AND MEASURES

LOCATION: 12200-B AIRPORT ROAD, MARTELL, CA • PHONE (209) 223-6487 • FAX (209) 223-3312

MAIL: 12200-B AIRPORT ROAD, JACKSON, CA 95642-9527 • email: agriculture@amadorgov.org



TO: Administrative Committee

FROM: Michael Boitano,  Agricultural Commissioner/Sealer

DATE: June 10, 2014

RE: Request for item to be placed on the Administrative Committee meeting agenda for June 16, 2014

Review and possible recommendation relative to a request to advertise and fill the following position:

Agricultural and Standards Inspector I, II or III
See attached job descriptions.

AGRICULTURAL AND STANDARDS INSPECTOR I

DEFINITION

Under immediate supervision, makes inspections and enforce laws and regulations pertaining to the California Food and Agricultural Code, Business and Professionals Code, and the California Code of Regulation; learns and performs pest regulation and pest prevention; inspects and tests weighing and measuring devices; verifies consumer transactions and product quality; and performs related work as required.

DISTINGUISHING CHARACTERISTICS

This is the first working level in the Agricultural and Standards Inspector series. This class is distinguished from the Agricultural and Standards Inspector II by the attainment of less than four of the eight of the Agricultural Inspector and Weights and Measures licenses offered by the state. Once the incumbent has attained (i) four Agricultural Inspector and Weights and Measures licenses; (ii) substantive knowledge of a Department's procedures and policies, and provided performance is at a satisfactory level, subject to management approval, the incumbent may expect to progress to the next higher level of Agricultural and Standards Inspector II.

REPORTS TO

Higher level management or supervisory staff.

CLASSIFICATIONS SUPERVISED

The classification does not exercise supervision over staff.

EXAMPLES OF DUTIES

The following are the duties performed by employees in this classification. However, employees may perform other related duties at an equivalent level. Each individual in the classification does not necessarily perform all the duties listed.

Assists with inspections of fruits, nuts, vegetables, honey, eggs, or other agricultural commodities in markets, packing houses, and storage areas for compliance with regulations related to standards and grades; issues certificates of inspection; may order reconditioning or destruction of produce deemed to be below minimum standards; assists with inspection of nurseries for plant pest and diseases; assists with inspection of incoming plan shipments for evidence of disease, pests, or noxious weed seeds; assists with inspection of transported agricultural commodities to ensure that they are free from injurious insects or plant disease; issues pesticide permits and may inspect pesticide application to crops; assists

AGRICULTURAL AND STANDARDS INSPECTOR I - 2

with the inspection of apiaries; assists with the examination of fields, orchards, roadways, and cultivated areas to determine the location and extent of rodent, weed, bird, insect, predator, and plant disease infestations; assists with the control and eradication of plants, weeds, rodents, birds, and other pests; may certify or specify the treatment of agricultural products as a condition of movement or shipment; assists with inspecting seeds and seed shipments for noxious weed seeds; may operate trucks, spray rigs, and other equipment; may assist with applying herbicides for weed and brush control; assists with inspecting, testing, and sealing commercial weighing and measuring devices; assists with weighing, measuring, and counting the contents of packaged commodities to verify the accuracy of labels; assists with inspecting and investigating weighmaster licenses; collects petroleum product samples for testing to ensure stated qualities; investigates complaints related to consumer transactions; prepares records and reports of inspections and tests conducted; takes appropriate enforcement actions; performs needed maintenance on equipment; provides information to growers and home-owners regarding pest problems; assists with gathering information for annual crop reports; performs administrative tasks requiring the use of office automated systems; and performs related duties as required.

TYPICAL PHYSICAL REQUIREMENTS

Sit for extended periods; frequently stand and walk; walk, stand, or crouch on narrow, slippery, and erratically moving surfaces; stoop, kneel, bend to pick up or move heavy objects; crawl through various areas requiring moving on hands and knees; walk for long distances; walk on sloped ground/floor and uneven surfaces; normal manual dexterity and eye-hand coordination; corrected hearing and vision to normal range; verbal communication; use of office equipment including computers, telephones, calculators, copiers, and fax machines.

TYPICAL WORKING CONDITIONS

Work is performed both in office and outdoor environments; some exposure to controlled and hazardous substances; some exposure to smoke, gases, and fumes; continuous contact with staff and the public.

DESIRABLE QUALIFICATIONS

Knowledge of:

- Basic knowledge and understanding of pertinent State and Federal laws and regulations related to the functions of the County Agricultural Commissioner and the Sealer of Weights and Measures.
- Proper inspection methods and procedures.
- Statistical testing techniques.
- Common agricultural practices of County crops.
- Common pest control methods.
- Operations, services and activities of an office setting.

AGRICULTURAL AND STANDARDS INSPECTOR I - 3

Ability to:

- Assist with the interpretation and enforcement of agricultural and weights and measures laws and regulations.
- Perform field inspections and gather a variety of information and data.
- Assist with gathering and maintaining information concerning County crops.
- Prepare and maintain records and reports.
- Understand and carry out oral and written directions.
- Establish and maintain cooperative working relationships with those contacted in the course of work.

Training and Experience: *Any combination of training which would likely provide the required knowledge and experience is qualifying. A typical way to obtain the required knowledge and abilities would be:*

Education

A high school diploma or GED equivalent plus achievement of advanced educational training in biological and agricultural sciences with courses in mathematics and physics in accordance with requirements for obtaining appropriate licenses.

Experience

Possession of minimum qualifications for admittance to State of California qualifying examinations for County Agricultural Inspector and Weights and Measures licenses.

Special Requirements

An incumbent must obtain at least one County Agricultural Inspector and Weights and Measures license during the probationary period for permanent full-time employees.

Possession of an appropriate, current and valid California Driver's License issued by the California Department of Motor Vehicles.

AGRICULTURAL AND STANDARDS INSPECTOR II

DEFINITION

Under general supervision, makes inspections and enforces laws and regulations pertaining to the California Food and Agricultural Code, Business and Professions Code, and the California Code of Regulation; performs pest regulation and pest prevention; inspects and tests weighing and measuring devices; verifies consumer transactions and product quality; and performs related duties as required.

DISTINGUISHING CHARACTERISTICS

This is second working level classification in the Agricultural and Standards Inspector series. Incumbents within this classification are distinguished from the Agricultural and Standards Inspector I by the attainment of eight Agricultural Inspector and Weights and Measures licenses offered by the state. Once the incumbent has attained (i) eight Agricultural Inspector and Weights and Measures licenses; (ii) substantive knowledge of a Department's procedures and policies, and provided performance is at a satisfactory level subject to management approval, the incumbent may expect to progress to the next higher level of Agricultural and Standards Inspector III.

REPORTS TO

Higher level management or supervisory staff.

CLASSIFICATIONS SUPERVISED

This classification does not exercise supervision over staff.

EXAMPLES OF DUTIES

The following are the duties performed by employees in this classification. However, employees may perform other related duties at an equivalent level. Each individual in the classification does not necessarily perform all the duties listed.

Inspects fruits, nuts, vegetables, honey, eggs, or other agricultural commodities in markets, packing houses, and storage areas for compliance with regulations related to standards and grades; issues certificates of inspection; may order reconditioning or destruction of produce deemed to be below minimum standards; inspects nurseries for plant pest and diseases; inspects incoming plan shipments for evidence of disease, pests, or noxious weed seeds; inspects transported agricultural commodities to ensure that they are free from injurious insects or plant disease; issues pesticide permits and may inspect pesticide application to crops; inspects apiaries; examines fields, orchards, roadways, and cultivated areas to determine the location and extent of rodent, weed, bird, insect, predator, and plant disease infestations; controls and eradicates plants, weeds, rodents, birds, and other pests; may certify or specify the treatment of agricultural products as a condition of movement or shipment; inspects seeds and seed shipments for noxious weed seeds; may operate trucks, spray rigs, and other equipment; may apply herbicides for weed and brush control; inspects, tests, and seals commercial weighing and measuring devices; weighs, measures, and counts the contents of

AGRICULTURAL AND STANDARDS INSPECTOR II - 2

packaged commodities to verify the accuracy of labels; inspects and investigates weighmaster licenses; collects petroleum product samples for testing to ensure stated qualities; investigates complaints related to consumer transactions; prepares records and reports of inspections and tests conducted; takes appropriate enforcement actions; performs needed maintenance on equipment; provides information to growers and home-owners regarding pest problems; gathers information for annual crop reports; may provide training for less experienced staff; performs administrative tasks requiring the use of office automated systems; and performs related duties as required.

TYPICAL PHYSICAL REQUIREMENTS

Sit for extended periods; frequently stand and walk; walk, stand, or crouch on narrow, slippery, and erratically moving surfaces; stoop, kneel, bend to pick up or move heavy objects; crawl through various areas requiring moving on hands and knees; walk for long distances; walk on sloped ground/floor and uneven surfaces; normal manual dexterity and eye-hand coordination; corrected hearing and vision to normal range; verbal communication; use of office equipment including computers, telephones, calculators, copiers, and fax machines.

TYPICAL WORKING CONDITIONS

Work is performed both in office and outdoor environments; some exposure to controlled and hazardous substances; some exposure to smoke, gases, and fumes; continuous contact with staff and the public.

DESIRABLE QUALIFICATIONS

Knowledge of:

- Pertinent State and Federal laws and regulations related to the functions of the County Agricultural Commissioner and the Sealer of Weights and Measures.
- Law enforcement powers, procedures, and policies of the County Agricultural Commissioner and Sealer of Weights and Measures.
- Proper inspection methods and procedures.
- Statistical testing techniques.
- Common agricultural practices of County crops.
- Common pest control methods.
- Operations, services and activities of an office setting, including computers and assigned software.

Ability to:

- Interpret and enforce agricultural and weights and measures laws and regulations.
- Impartially perform field inspections and gather a variety of information and data.
- Gather and maintain information concerning County crops.
- Prepare and maintain records and reports.

AGRICULTURAL AND STANDARDS INSPECTOR II - 3

- Understand and carry out oral and written directions.
- Work independently.
- Communicate effectively, both orally and in writing.
- Establish and maintain cooperative working relationships with those contacted in the course of work.

Training and Experience: *Any combination of training which would likely provide the required knowledge and experience is qualifying. A typical way to obtain the required knowledge and abilities would be:*

Education

A high school diploma or GED equivalent plus achievement of advanced educational training in biological and agricultural sciences with courses in mathematics and physics in accordance with requirements for obtaining appropriate licenses.

Experience

At least one (1) year of inspection and enforcement experience comparable to that of an Agricultural and Standards Inspector I with Amador County.

Special Requirements

Possession of four County Agricultural Inspector and Weights and Measures licenses.

Possession of an appropriate, current and valid California Driver's License issued by the California Department of Motor Vehicles.

AGRICULTURAL AND STANDARDS INSPECTOR III

DEFINITION

Under direction, makes inspections and enforces laws and regulations pertaining to the California Food and Agricultural Code, Business and Professions Code, and the California Code of Regulation; performs pest regulation and pest prevention; inspects and tests weighing and measuring devices; verifies consumer transactions and product quality; performs specialized work assignments; provides training for less experienced staff; and performs related duties as required.

DISTINGUISHING CHARACTERISTICS

The Agricultural and Standards Inspector III is the third and full working journey level in the Agricultural and Standards Inspector series. Positions at this level are distinguished from those in the lower classifications of Agricultural and Standards Inspector I and Agricultural and Standards Inspector II in that incumbents in the Agricultural and Standards Inspector III classification are required to possess eight of the offered Agricultural Inspector and Weights and Measures certification licenses and therefore work in all of the fields requiring State licensing for County agricultural and weights and measures inspection and enforcement.

REPORTS TO

Higher level management or supervisory staff.

CLASSIFICATIONS SUPERVISED

This classification does not exercise supervision over staff.

EXAMPLES OF DUTIES

The following are the duties performed by employees in this classification. However, employees may perform other related duties at an equivalent level. Each individual in the classification does not necessarily perform all the duties listed.

Inspects fruits, nuts, vegetables, honey, eggs, or other agricultural commodities in markets, packing houses, and storage areas for compliance with regulations related to standards and grades; issues certificates of inspection; may order reconditioning or destruction of produce deemed to be below minimum standards; inspects nurseries for plant pest and diseases; inspects incoming plan shipments for evidence of disease, pests, or noxious weed seeds; inspects transported agricultural commodities to insure that they are free from injurious insects or plant disease; issues pesticide permits and may

AGRICULTURAL AND STANDARDS INSPECTOR- 2

inspect pesticide application to crops; inspects apiaries; examines fields, orchards, roadways, and cultivated areas to determine the location and extent of rodent, weed, bird, insect, predator, and plant disease infestations; controls and eradicates plants, weeds, rodents, birds, and other pests; may certify or specify the treatment of agricultural products as a condition of movement or shipment; inspects seeds and seed shipments for noxious weed seeds; may operate trucks, spray rigs, and other equipment; may apply herbicides for weed and brush control; inspects, tests, and seals commercial weighing and measuring devices; weighs, measures, and counts the contents of packaged commodities to verify the accuracy of labels; inspects and investigates weighmaster licenses; collects petroleum product samples for testing to ensure stated qualities; investigates complaints related to consumer transactions; prepares records and reports of inspections and tests conducted; takes appropriate enforcement actions; performs needed maintenance on equipment; provides information to growers and home-owners regarding pest problems; gathers information for annual crop reports; may provide training for less experienced staff; has responsibility for overseeing assigned programs in the department; performs administrative tasks requiring the use of office automated systems; and performs related duties as required

TYPICAL PHYSICAL REQUIREMENTS

Sit for extended periods; frequently stand and walk; walk, stand, or crouch on narrow, slippery, and erratically moving surfaces; stoop, kneel, bend to pick up or move heavy objects; crawl through various areas requiring moving on hands and knees; walk for long distances; walk on sloped ground/floor and uneven surfaces; normal manual dexterity and eye-hand coordination; corrected hearing and vision to normal range; verbal communication; use of office equipment including computers, telephones, calculators, copiers, and fax machine.

TYPICAL WORKING CONDITIONS

Work is performed both in office and outdoor environments; some exposure to controlled and hazardous substances; some exposure to smoke, gases, and fumes; continuous contact with staff and the public.

DESIRABLE QUALIFICATIONS

Knowledge of:

- Pertinent State and Federal laws and regulations related to the functions of the County Agricultural Commissioner and the Sealer of Weights and Measures.
- Law enforcement powers, procedures, and policies of the County Agricultural Commissioner and Sealer of Weights and Measures.
- Proper inspection methods and procedures.
- Statistical testing techniques.
- Treatment and control of plant pests and diseases.
- Agricultural practices of County crops.
- Operations, services and activities of an office setting, including computers and assigned software.

AGRICULTURAL AND STANDARDS INSPECTOR- 3

Ability to:

- Interpret and enforce agricultural and weights and measures laws and regulations.
- Impartially perform field inspections and gather a variety of information and data.
- Work independently.
- Provide training for other staff.
- Perform specialized work assignments.
- Gather and maintain information concerning County crops.
- Prepare and maintain records and reports.
- Understand and carry out oral and written directions and policies.
- Communicate effectively, both orally and in writing.
- Establish and maintain cooperative working relationships with those contacted in the course of work.

Training and Experience: *Any combination of training which would likely provide the required knowledge and experience is qualifying. A typical way to obtain the required knowledge and abilities would be:*

Education

A high school diploma or GED equivalent plus achievement of advanced educational training in biological and agricultural sciences with courses in mathematics and physics in accordance with requirements for obtaining appropriate licenses.

Experience

At least two (2) years of inspection and enforcement experience comparable to that of an Agricultural and Standards Inspector II with Amador County.

Special Requirements

Possession of eight County Agricultural Inspector and Weights and Measures licenses.

Possession of an appropriate, current and valid California Driver's License issued by the California Department of Motor Vehicles.

GENERAL SERVICES ADMINISTRATION

MAIL: 12200-B Airport Road, Jackson, CA 95642

LOCATION: 12200-B Airport Road, Martell, CA

PHONE: (209) 223-6744 FAX: (209) 223-0749 E-MAIL: jhopkins@co.amador.ca.us



MEMORANDUM

TO: Administrative Committee
FROM: Jon Hopkins, GSA Director *hop*
DATE: June 10, 2014
SUBJECT: GSA staffing request

Please place this item on the Administrative Committee agenda scheduled for June 16, 2014.

Attached are various options and information regarding the staffing needs for the Library and the Support Services Divisions of General Services. Due to recent vacancies and incentives for retirement changes in staffing and services are occurring within these GSA divisions.

For Support Services the Finance Assistant II position is retiring and leaves this division below acceptable staffing levels. In an effort to re-organize internally, some duties are shifting from the Director to the Executive Assistant in Support Services which will shift additional duties to the proposed Finance Assistant I position requested to replace the Finance Assistant II position. In addition, functions of this division will also shift duties to departments (see Mari Galino's memo dated June 10, 2014). In order for this to occur, I recommend suspending Municipal Code Title 3 Revenue and Finance Chapter 3.08 Section 3.08.230 which lawfully establishes an internal "Stores Account" until such time as it is determined to be re-established. I would also recommend Departments attend training for their office supply ordering and printing needs to fully understand the contract and procurement responsibilities. Support Services will continue to administer and develop contracts that yield efficiencies.

For the Library system has two employees who have choose to retire, one Library Technician and the library Literacy Coordinator.

Funding for the literacy program from the State for last FY was \$16k. Originally this program started with a State grant and was fully funded; thereafter for 3 to 5 years matching funds from the County was required. Today, the total cost of the program is \$75,986.00, of which the County funds approximately 79%. Funding does fluctuate from year to year and the Probation Department also benefits from the program and may be able to support 25% of its funding. Attached for reference is the Librarians background on the importance of this program and options for replacement of this position.

Also attached for reference is the Librarians request to fill the Library Technician position and options along with a list of duties. The costs to fund any of these positions including various options are included.

Recommendations: Discussion and possible action

cc: Chuck Iley, County Administration Officer
file



AMADOR COUNTY GENERAL SERVICES
12200 Airport Road
Jackson, CA 95642
(209) 223-6375
(209) 223-0749 – Fax

Memo

To: Jon Hopkins, GSA Director

From: Mari Galino, Finance/Admn. Supervisor *MG*

Date: June 10, 2014

Subject: Justification to Replace Finance Asst. II Position

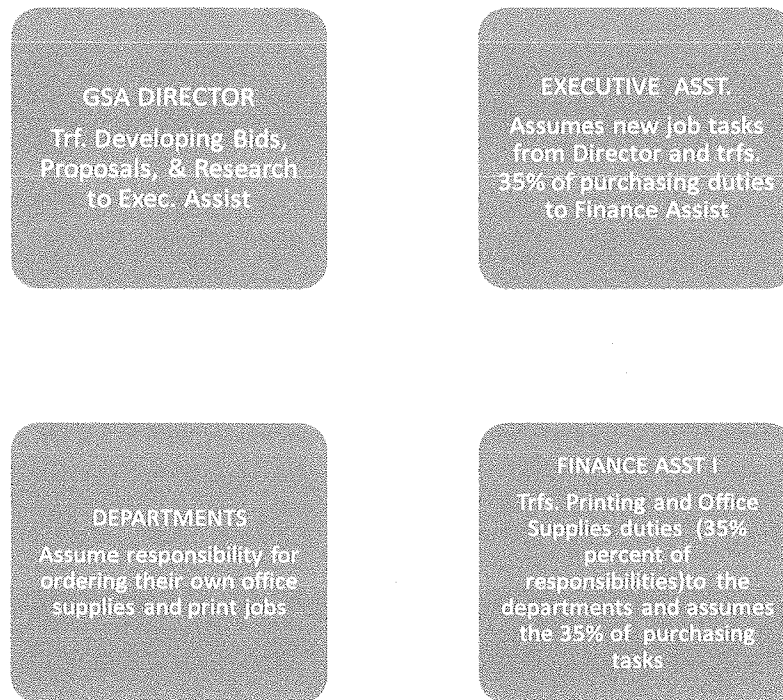
On July 31, 2014 the full time Finance Assistant II for Support Services will be retiring. This vacancy will have an impact on the current services and duties filled by this position. After reviewing the information contained in this memo please consider filling the vacancy.

In the 14/15 fiscal year GSA has changed the Administrative Technician position to an Executive Assistant position to assist the GSA Director with development of Bids, RFQ's, RFP's, working with departments to create scope of work, research laws, policy and regulations. The Administrative Tech is responsible for processing the majority of requisitions for the County. The change in this position will limit the amount of time required to complete the purchasing functions and will require the Finance Assistant take on some of those tasks.

Currently GSA Support Services is responsible for ordering all office supplies and all printing orders. Our recommendation is to transfer these tasks to the County Departments and GSA Support Services will be responsible for administration and continued development of the contracts. Our suggestion to assist in this transition is to provide a workshop for departments and designated staff to learn these processes. (This will take time and GSA staff would remain available to help with this transition.)

The replacement of the Finance Assistant II will be trained to take on the purchasing tasks remaining from the transition of the current Admin Tech. These tasks will take the place of the ones transferred to the various departments. In addition this employee will be required to be fork lift certified, to act as back up for warehouse receiving and loading needs, and assigned duties related to inventory control record keeping. The Finance Asst. also provides immediate back up to the Mail Clerk, understanding all aspects of these job duties. This would be in addition to the current duties outlined in the attached matrix.

The chart below illustrates the transfer of duties:



Recommendation is to replace the F/T Finance Asst. II with F/T Finance Asst. I

Current cost F/T Finance Asst. II - \$61,232.41 (Based on current position step 10 year, Single Ins.)

Cost for F/T Finance Asst. I - \$62,989.68 (Based on 6 mos step A/6 mos step B, Family Ins.)

Pros: Allows GSA to continue to provide services to County departments with some interruptions due to lessor skill set of replacement requiring more training and oversight. Estimated cost savings for single insurance coverage of \$13,425.56, or cost savings for two person coverage of \$5,093.48, resulting in a reduction to the GSA Cost Allocation.

Cons: If replacement opts for family insurance coverage the GSA budget would increase by approximately \$1,757.27 resulting in an increase to the GSA Cost Allocation

Over the past several years GSA has worked with the County to keep costs under control by reducing our staff by the following positions:

- **Part-Time GSA Aide (20 hours per week)**
- **Part-Time GSA Clerk (20 hours per week)**
- **Full-Time Printer (40 hours per week)**
- **Deputy Director (40 hours per week)**

GSA Staff continues to improve processes and will be working on utilizing our current software program Wincams to assist in additional efficiencies.

Cc: file

| SPECIFIC TASKS | PERCENTAGE OF TIME | PURPOSE | KNOWLEDGE/SKILLS | BENEFITS |
|--|--|---|---|---|
| <p>Accounts Payable:</p> <ul style="list-style-type: none"> • Process 25-30 invoices each week relative to GSA Support Services operations . • Reconciles vendor payment history to monthly vendor statements. | <p>10% Approx. 17 hours per month.</p> | <ul style="list-style-type: none"> • Audit invoices for accuracy. • Ensuring vendors are paid in a timely manner. • Reconcile to monthly statements issued by vendors. | <ul style="list-style-type: none"> • Principles and practices of clerical accounting. • Tracking/reconciling information between invoices/statements. • Modern office practices, methods, and procedures including computers, and assigned software. | <ul style="list-style-type: none"> • Reduces claim volume for the Auditor's office by issuing one claim for shared expenses such as utility, alarm & pest control bills, issues one journal to charge all departments who share a building. • Utilize lower level staff to perform this job function eliminates use of higher paid staff. |
| <p>Office Supplies:</p> <ul style="list-style-type: none"> • Responsible for ordering office supplies for all County Depts. weekly. • Verifies orders upon receipt, handles all returns and billing errors. | <p>30% Approx. 52 hours per month</p> | <ul style="list-style-type: none"> • Audits each requisition for accurate information, budget and line items, correct item number and quantity request. • Research items to find the best value. Placing the orders, reconciling orders upon receipt to the order form. • Breaks down shipments for each specific department | <ul style="list-style-type: none"> • Make arithmetic computations with speed and accuracy • Enter data quickly and accurately into automated system. • Operate standard office equipment, computers, copiers, fax machines, calculators. • Establish cooperative working relationships with department personnel. | <ul style="list-style-type: none"> • Reduces department's staff time. Department staff completes the request. the central buyer verifies the order, locates the best value, places, receives, and distributes the order. • GSA staff is experienced in locating the best possible values on orders and has been successful in significant cost savings to the County. |

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| <p>Copier Pool Plan:</p> <ul style="list-style-type: none"> Manages the account contract for Phase I & II for all County Copiers | <p>5% Approx. 8.5 hours per month</p> | <ul style="list-style-type: none"> Audit invoices for copiers verifying that they are consistent with the contracts. Assist departments with issues regarding their copiers, follow up and journaling all departments for their share of costs for leasing and copies. | <ul style="list-style-type: none"> Interpret computer printouts. Principles and practices of clerical accounting Principles and practices of customer service. | <ul style="list-style-type: none"> Contract(s) are managed in one central location, with one person assigned to assisting departments with copier needs. Results in one to two claims per month rather than payment demands being requested by each department . |
| <p>Mail Services:</p> <ul style="list-style-type: none"> Prepares labels and schedules pick-ups for all packages being shipped UPS, Fed Ex, etc. Acts as immediate back up to Mail Clerk, must have knowledge of the mail route, operation of postage machine and of USPS postage regulations. | <p>6% Approx. 10.50 hours per month</p> | <ul style="list-style-type: none"> One central department to receive and distribute all inter-office mail, USPS mail and shipping of all packages via UPS, Fed EX, etc. | <ul style="list-style-type: none"> Knowledge of USPS postage regulations Knowledge of how to reconcile and journal postage, Fed Ex/UPS charges for all departments. Knowledge of the mail route and how to operate the postage machine. Possess a valid CA driver's license. | <ul style="list-style-type: none"> Mail service is a five day a week operation, the mail clerk is entitled to four weeks of vacation. We must have trained personnel to act as back up for planned and unplanned absences such as vacation, sick, and jury duty. During tax time, and election times the mail clerk needs additional help to meet deadline requirements due to significantly increased mail volume. |
| <p>Printing Services</p> | <p>5% Approx. 8.5 hours per month</p> | <ul style="list-style-type: none"> GSA closed the reproduction department last year. Since then GSA receives | <ul style="list-style-type: none"> Understanding printing terminology. Principles and practices of customer service. | <ul style="list-style-type: none"> GSA utilizes lower level staff to perform these duties, eliminating the need for higher level |

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| <p>Monthly Reconciliation to Auditor's General Ledger</p> | <p>20% Approx. 35 hours per month</p> | <p>printing orders from the departments, audits the account information, obtains quotes, proofs the documents, work with requesting department, orders, receives, and inspects print job and submits to department.</p> | <ul style="list-style-type: none"> • Methods and techniques of tracking and reconciling information between documents, accounts and ledgers. | <p>staff within our department or outside departments .</p> <ul style="list-style-type: none"> • While departments could perform these duties it would require review and approval by authorized department staff, who understands purchasing policies in relation to obtaining quotes. |
| | | <ul style="list-style-type: none"> • Monthly reconciling is a necessary function, to make sure that our internal records balance with the County Auditor's Records. We audit for posting errors and verify all expenses and revenues have been properly accounted for and that our month end cash balance agrees with the accounting records maintained by the Auditor Controller. | <ul style="list-style-type: none"> • Maintains financial records. • Makes arithmetical tabulations. Checks data in various documents for accuracy. • Operates software programs to produce spreadsheets and support for charges | <ul style="list-style-type: none"> • Accurate records must be maintained and supplied to internal and external auditors upon request. • Balancing Internal Service Funds on a monthly basis allows for errors to be located and corrected immediately. • Without accurate records staff could not provide factual cost studies and analytical data. • Staff has an understanding of fundamental government accounting requirements possessing the ability to interpret reports from the Auditor's |

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| Warehouse Services: | 6% APPROX. 10.50 hours per month | <ul style="list-style-type: none"> GSA maintains a secured 10,000 sf warehouse for the storage of items for various departments, provides the ability to purchase bulk volumes realizing best value and pricing, adequate space to store surplus items for other departments to select for usage or for GSA staff to sell through our on line auction site. | <ul style="list-style-type: none"> Receive deliveries & inspect packages for damages, report damages. Assist department staff who utilize warehouse for storage, and surplus inventory needs. Maintain inventory control records. Certified to operate forklift | <ul style="list-style-type: none"> Knowledge of principles and practices of purchasing methods. Receives and reviews requisition for accuracy, confers w/requesting dept. obtains quotes, places orders, receives and inspects order | <ul style="list-style-type: none"> Experienced buyers have the skills to obtain the best overall value for products and services for the county realizing cost savings for the County currently amounting \$217,000.00 in costs savings in past 11 mos. Ability to negotiate additional discounts for volume, and shipping charges. | office along with understanding the internal controls of the GSA Internal Service Fund. |
| Assistant Buying Duties: | 15% Approx. 26.00 hours per month. (Additional hours will be necessary when the current buyer begins training for new responsibilities assigned to her) | <ul style="list-style-type: none"> Training this position to assist the current buyer with purchasing duties, specifically processing requisitions for various purchases. This will provide time for the current buyer to learn how to prepare and manage RFP's, ITB's, RFQ's in an attempt to help the Director to have more time to get to other pressing matters. | <ul style="list-style-type: none"> Receive deliveries & inspect packages for damages, report damages. Assist department staff who utilize warehouse for storage, and surplus inventory needs. Maintain inventory control records. Certified to operate forklift | <ul style="list-style-type: none"> Knowledge of principles and practices of purchasing methods. Receives and reviews requisition for accuracy, confers w/requesting dept. obtains quotes, places orders, receives and inspects order | <ul style="list-style-type: none"> Experienced buyers have the skills to obtain the best overall value for products and services for the county realizing cost savings for the County currently amounting \$217,000.00 in costs savings in past 11 mos. Ability to negotiate additional discounts for volume, and shipping charges. | office along with understanding the internal controls of the GSA Internal Service Fund. |

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| Assists General Public | 3% | <ul style="list-style-type: none"> • Provide customer service. | <ul style="list-style-type: none"> • Knowledge of principles and practices of customer service | <ul style="list-style-type: none"> • Greets customer in a pleasant manner assisting with their needs. • GSA has a large amount of phone calls needing departmental information as well as needing contact information for various departments. |
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June 9, 2014

To: Jon Hopkins
From: Laura Einstadter
Re: Library positions

Jon the following narrative describes the need to retain the Library Tech position which is being vacated by Lin Teagle when she retires July 15, 2014.

Month of April: the main library saw: 6,488 people, handled 578 calls, answered: 118 reference questions, checked out: 6,139 items, had 1,327 people use the computers. held 4 story times, with 94 people attending, one book club with 25 attending, and one knitting group with 4 attending. As you can see we are busy eliminating a position will have a detrimental effect on our ability to provide adequate service to the Amador County community members.

OPTION ONE:

1. Leave current Full time Library Tech position in place.
 - A. Library Tech would work 5 days a week filling in once or twice a month on Saturdays.
 - B. Material will continue to be cataloged and processed in a timely manner.
 - C. Magazines will continue to be cataloged and processed in a timely manner.
 - D. The public will continue to be served and questions answered both in person and over the phone.
 - E. Library hours will remain the same. M-F:10-6, Th&Fri: 10-5 and Sat. 12-4
 - F. Additional projects will be able to be assigned and accomplished in a timely fashion.
 - G. May be able to cover for staff absences by adjusting schedule
 - H. **Cost=** \$37,298.63 a savings of \$4,557.90

OPTION TWO:

1. Split current Full time Library Tech position into One Part Time 20 hour Tech and one Part Time Extra Help position.
 - A. Splitting the position would allow for greater flexibility but we would still be short a Full Time position.
 - B. Part Time Library Tech would work 5 days a week and would fill in on Saturdays once a month
 - C. Part time Tech would help with serving patrons at the desk and on the phone.
 - D. Part Time Tech would assist other staff with cataloging, magazine processing,
 - E. Part Time Tech would assist with ongoing projects and assignments.
 - F. May be able to fill in for staff absences.
 - G. Library hours would remain the same: M-W: 10-6, Thu&Fri: 10-5, Sat: 10-4
 - H. Extra Help position would be able to fill in for staff absences at the main library and branches
 - I. Extra Help position would provide staff assistance on an as needed basis.
Cost = P.T. Lib Tech= \$23,841 (if hired outside)
Cost = Extra Help = 960 hours x 17.33 per hour = \$16,636.80 (no benefits)

OPTION THREE:

Elimination of the Library Tech position

1. Loss of full time staff member or the loss of two part time staff members.
2. Remaining staff would have to absorb all adult fiction, non-fiction, children's non-fiction, teen fiction and non-fiction cataloging.
3. Remaining staff would have to absorb all patron requests (holds) processing including running daily reports, pulling corresponding material from the shelves, processing/calling patrons for their holds. All magazine cataloging/processing. Overdue reports, checking shelves for overdues, and mailing overdue letters.
4. Remaining staff would be responsible for covering the front desk 2-3 hours a day instead of the current 1-2 hours a day. Patron calls would also go unanswered due to lack of staff to handle the calls coming in.
5. Librarian would have to take on more of the Tech duties especially desk coverage and long term assignments. This would also have a profound impact on the ability of the librarian to perform ongoing administrative duties of her job.
6. Library Hours would be reduced due to lack of staff coverage and the library would no longer be open Saturdays. The lack of staff coverage would also mean the likelihood of impromptu closures if there weren't enough people to cover on any given day.
7. Branch staff may have to work a regular schedule at the main library thereby closing a branch and denying access to people in the local communities where the branch is located.
8. All outreach services; library participates in community events, school visits, senior center visits, etc would have to be stopped.
9. The annual summer reading program would have to be scaled back and we would no longer be able to provide activities or programming during the summer due to the lack of staff.
10. Children's pre-school story times would be greatly reduced due to the lack of staff available to help volunteers with planning and selection of reading material.
11. All additional programming such as; author visits, children's events, genealogical workshops, ebook training, etc. would no longer be offered due to the lack of staff available to setup and carry out the programs.

LITERACY PROGRAM OPTIONS:

OPTION ONE: Retain the position as it is; Full Time with responsibilities split 80/20; 80% Literacy Services and 20% library services. The library would send notice to the State Library that we will be continuing with the Literacy Program for FY14/15.

- Funding from the state will remain in place continuing the program at the same level or higher depending on the number of individuals served.
 - Individuals would continue to receive assistance with their life skills challenges; reading, writing, resumes building, computer basics, job applications, job interview skill building, etc.
 - The library/literacy program would continue to proctor tests, and provide GED practice exams online and in print.
 - Literacy Volunteers would remain in place and the library would continue to recruit new volunteers.
 - The program would continue to partner with local agencies to provide literacy services to individuals.
 - The library/literacy program coordinator would continue to back up library staff by helping individuals with their information requests and improve their digital literacy.
 - Funding from the program would continue to be utilized for the program as well as assist the library with ongoing program purchases.
 - Outreach in the community would continue.
- Cost = \$65,828.60** (hiring from within at step E) savings of \$10,000

OPTION TWO: Position is changed from Full Time to Part Time. The entire focus would be on the literacy program without little assistance on the library side. The library would alert the State Library that the program would be continuing but would only be a part time position.

- Funding from the state would be cut in half thereby reducing the amount of money available for materials and services.
 - The coordinator would focus primarily on literacy services in the library with no time for outreach in the community.
 - Literacy Volunteers would remain but it would be difficult to recruit new volunteers given the time limitations.
 - There would be longer waits for individuals requesting assistance with GED preparation, test proctoring, resume building, digital literacy, etc.
 - Given the time limitations, the literacy coordinator would no longer be able to assist library staff at the front desk and would provide limited, as needed assistance to library patrons who require computer help.
 - Lack of assistance from the literacy coordinator would mean the library would no longer be able to routinely assist patrons on the computer with printing, word, internet searches, email issues, etc.
 - Although this would be a cost savings, it would be very limited service and would require library staff to take on more of the ongoing computer help assistance.
- Cost = \$33,001.53** savings of \$43,000 but a loss of funding from the state.

OPTION THREE: Position is eliminated. The library would no longer receive funding from the State Library. Once the program is eliminated we cannot get the funding back again.

- The library would lose all funding for the Literacy Program; FY13/14 this amounted to \$15,882.
- Once the program is eliminated the library would be unable to receive funding again for the program. If at a later date the county decided to reinstate the program, the library would have to reapply for funding without any guarantee that money would be available to restart the program.
- All 18 volunteers would no longer receive support from the library, and most likely would stop working for the program.
- Lack of volunteers would mean any learner currently in the program would no longer receive help.
- Since funding would be eliminated so too would all of the additional services the library has been providing.
- The library would no longer offer test proctoring, GED preparation, resume building, help with job applications, unemployment applications, computer basics support, etc.
- Support for digital literacy would also be greatly curtailed due to the inability of staff to assist patrons with their immediate computer needs.
- The literacy lab computers would not be supported and would eventually be surplus due to the lack of funding to maintain them.
- Since 20% of the position helps out at the front desk, answers phones when library staff are unavailable, and fills in for library staff when needed, elimination of the position would also mean a loss of critical staff help and removal of Saturday hours since we would no longer be able to staff the library 6 days a week.

May 19, 2014

Report on Importance of retaining the Literacy Program and Coordinator Position

Background:

“Since 1984, California’s public libraries have provided services to low-literacy adults and their families, helping Californians of all ages reach their literacy goals. Libraries are ideal settings for literacy services. They are easy to access in communities and provide comfortable, information-rich environments where new readers can thrive....” (Report to the California State Legislature June 2009)

CLLS is a state/local partnership and one in which Amador County Library has had in place since 1994 when it applied for grant funding from the State Library to serve adults with low basic literacy skills.

“...Some 32 million –14% of U.S. adults lack basic prose literacy skills—meaning they can’t read a newspaper or the instructions on a bottle of pills—23% of California adults fall into this category...” (Report to the California State Legislature June 2009) Amador County’s program has remained in place for 20 years.

Over the years the focus of literacy services has changed for example; when the economy fell and people lost their jobs, the program saw an uptick in the number of individuals in need of services to improve their literacy skills, whether it was work place literacy, basic literacy, digital literacy, the library literacy program has worked with these individuals to improve their knowledge and skills.

The library literacy program has taken on the role of providing GED practice tests both in print and online as well as tutoring in English and Math. Mother Lode Job Training, Behavioral Health, ATCAA, Public Health, Independence High, Amador County Probation, Sutter Amador Hospital and Amador Community College Foundation, refer clients to the library’s Adult Literacy Program. Additionally the program works with developmentally challenged adults who are at The ARC.

Over the years the program has helped many adults from all walks of life; local agencies, businesses, county employees, elected officials, tribal employees, x-offenders, etc. have all benefited from participating in the library’s literacy program.

In addition to tutoring, the literacy program also promotes the library in the community by attending local events such as; First5 annual Holiday festival, County Fair, Senior Center Fair, Dandelion Days, Rancheria Health Fair, Rotary, Lions, local community group events, to name a few.

Ramifications of eliminating the Literacy Program:

1. The current Literacy Coordinator position is split 80/20 between the Literacy Program and the Library. What does that mean, it means that 80% of the time is spent on literacy program duties and 20% of the time is spent on library duties.
2. The Literacy Coordinator is also the Volunteer Coordinator and therefore if the position is eliminated so goes the volunteer coordinator position as well.
3. Funding from the state library is received annually to be used for literacy services. If the program is eliminated the library loses the funding which for example; FY13/14 is \$15,882. Once the funding is lost we cannot get it back. Currently there is a waiting list for libraries to sign up for literacy service funding.
4. If for example the county wanted to make the current position part time then the program's funding would also be cut in half. Funding varies from year to year depending on the amount allocated to California Library Literacy Services (CLLS) and the number of learners the library has in its program.
5. If the county wanted to continue providing services but didn't want to fill the position the library would also lose the funding currently provided by the state because in order to receive funding the county has to provide a match. In this case the match is the position.
6. Eliminating the program means losing **18** volunteer tutors and would eliminate services to all of the individuals who are currently being assisted by these volunteers. In FY12/13 the program helped **66** individuals.
7. 20% of the time is spent on the library side assisting patrons at the desk, answering phone calls, filling in at the branches, helping patrons locate information.
8. Although there is overlap between some of the library/literacy program duties, a great deal of the time is spent helping patrons apply for unemployment, fill out job applications, take the GED practice exam, proctor tests, set-up email accounts, type resumes, fill out DMV forms, legal forms, documentation, self-help, medical information, Medicare applications, and other informational assistance.
9. If this position was eliminated the library would no longer be able to offer the above services. Since the library is frequently the only location providing this assistance, many individuals would be left without the ability to obtain necessary information.
10. Funding from the literacy program is used to purchase materials, hardware, software, furniture, equipment, etc. for the literacy program as well as the library.
11. Families of literacy program learners would also be left out if the program was eliminated. Parents are the child's first teacher... "Research shows that families play an important role in children's reading success. When parents have the ability to read to their children, they are helping them become better readers, listeners, and students. Reading builds language skills which in turn provide a solid foundation for a child's future in school, career, and life..."(Nina Machado, Director First5 Amador)

Summary: The Amador County Literacy Program is an important and integral part of the library. The program has made it possible for many individuals to make a positive contribution not only in their lives but in the lives of their families. The library is one of the few places which continue to offer free service to all community members and to help them realize their goals and make a positive contribution to Amador County.

The Amador County Library Literacy Program has had a profound impact on the learners as well as the tutors who have participated in the program over the years.

The following letters of support are from tutors, learners, agencies, and library staff, who have been a part of the Literacy Program.

LIBRARY DUTIES

I. CIRCULATION/REFERENCE

1 CHECK BOOKS IN AND OUT

- A. Scan material, check records for overdues, holds, branch material, etc.
- B. Sort material and place on shelf for shelving.

2 ROUTE HOLDS

- A. Place material going to a branch in appropriate branch basket.
- B. Main library holds, call patron and affix slip with date called and pull date on item.

3 PLACE HOLDS

- A. In person, at the desk, over the phone, assist patrons with placing hold at the catalog computer. Look up title, look up patron account, add hold to patron's list.

4. REGISTER BORROWERS

- A. Patron fills out library card application and presents a picture ID with current address. Staff enter information into patron account.
- B. When completed a packet of library information is handed to the patron.

4 RECEIVE FINE PAYMENT

- A. Patron comes to the desk to check out material. Staff indicate that they owe money from previously returned late items or a lost item. Patron pays fines. Staff enter fine payment and place money in money drawer.

5 RESERVE AND MONITOR PUBLIC COMPUTER ACCESS

- A. Patron asks to use computer. Staff assign patron to a computer and give patron an
- B. access number along with the number of the computer.
- C. Patron prints from computer. Printing is placed on the counter, patron pays .010 for each copy and receives copies.

6. EMPTY BOOKDROP

- A. Book drop is emptied throughout the day. Usually 3-4 times an hour.

7. UPDATE BORROWER RECORDS

- A. Staff ensure that we have correct address, name etc. in our files and update patron's record.

8. ANSWER DIRECTIONAL QUESTIONS

- A. Staff answer questions from public. For example: where is the nearest copy center?

9. MONITOR LIBRARY ACTIVITY

- A. Staff at the desk make sure the library is quiet, people are finding what they need, children are not unattended, etc.

10. CHECK-IN AND PROCESS NEWSPAPERS

- A. Remove all inserts from the newspapers.
- B. Stamp paper with Amador County Library stamp.
- C. Check off date received paper in magazine file.
- D. Place newspapers in racks on the main floor of the library.
- 11. **ASSIST PATRONS WITH MICROFILM AND READERS**
 - A. Retrieve microfilm from back room. Assist with loading the machine.
 - B. Explain how to view the film and print.
- 12. **RECEIVE PAYMENT FOR FRIENDS SALES**
 - A. Accept payment for items that are purchased from the Friends shelves.
- 13. **ANSWER REFERENCE AND INFORMATIONAL INQUIRIES**
- 14. **ASSIST PATRONS ON THE PUBLIC COPIER**
 - A. Help with making photo copies, paper jams, change, etc.
- 15. **SHELVE MATERIAL**
- 16. **ASSIST PATRONS WITH LIBRARY CATALOG AND LOCATION OF LIBRARY MATERIAL**
 - A. Help patrons look up material in the online catalog. Explain how to locate material.
 - B. Bring person to the shelves.
- 18. **ASSIST PATRONS WITH USE OF ONLINE RESOURCES**
 - A. Explain how to find and use the library's online resources in the library and remotely from home.
- 19. **DEPOSIT MONEY FROM CASH DRAWER**
 - A. Staff collect money from library transactions, sort, count, fill out deposit slip and Take to treasurers department for deposit.

II. ACQUISITIONS

- 1. **ORDER MATERIAL FOR MAIN LIBRARY AND BRANCHES**
 - A. Review library literature. B. Select material to order. C. Order patron
- 2. **SPEAK WITH VENDORS**
 - A. Set-up library accounts
 - B. Review invoices
 - C. Update standing orders
- 3. **MONITOR MATERIAL ORDERS**
 - A. Ensure material arrives as ordered
 - B. Return damaged or incorrect material
 - C. Track orders that are not received
- 4. **RECEIVE MATERIAL**
 - A. Unbox and check against packing slip
 - B. Route to appropriate staff member

III. CATALOGING/PROCESSING

- 1. CATALOG MATERIAL**
 - A. Search the library utility OCLC for a bibliographic record
 - B. Add library holdings information to the record
 - C. Upload record from OCLC to the library utility SIRSI
 - D. Add item information to the online record
 - E. Assign call number to each item
 - F. Assign barcode number to each item
 - G. Enter item specific information such as; location, format, price, etc.
- 2. MAKE CORRECTIONS TO ITEM RECORD**
 - A. Correct cataloging errors.
 - B. Change location
 - C. Change call # designation
- 3. ADD NEW HOLDS INFORMATION TO ITEM WHEN ORDERED**
 - A. Add new bibliographic record for on-order items.
 - B. Ensure patron's hold is added to on-order record
- 4. STAMP BOOKS WITH HOLDINGS STAMP**
 - A. Add branch designation to those items cataloged for the branches.
- 5. TYPE SPINE LABELS AND POCKETS**
 - A. Type call#, title, author for new material
- 6. AFFIX SPINE LABELS, POCKETS, LOCATION STICKERS ETC. TO ITEMS**
 - A. Cut spine label from typed sheet
 - B. Adhere to book, video, dvd, cd, etc. using appropriate tape
- 7. AFFIX BOOK JACKETS**
 - A. Place book jacket inside plastic cover
 - B. Tape middle of plastic book jacket
 - C. Trim ends
 - D. Fit book jacket to the book
 - E. Tape ends
- 8. MOVE MATERIAL FROM IN-PROCESS TO ON-SHELF STATUS**
 - A. Change the location of the item in the catalog from in-process to on-shelf
- 9. CHECK-IN AND PROCESS ALL MAGAZINES**
 - A. Using cardex check in system, place a check mark next by the date received.
 - B. Place spine label on new magazine
 - C. Place barcode on new magazine
 - D. Add magazine to the appropriate magazine online record in the library catalog.
- 10. SHELVING MATERIAL**
- 11. REMOVE BIBLIOGRAPHIC RECORD WHEN ALL ITEMS HAVE BEEN DELETED**
 - A. Remove bibliographic record from OCLC when all items on the record have been discarded.

IV. INTER-LIBRARY LOANS

1. **CHECK HOLDS REQUEST TO DETERMINE STATUS**
 - A. Search holds in the local library catalog to make sure the library doesn't have a copy.
 - B. If publication year is within the last 3-5 years give to librarian to order.
 - C. Check online through WorldCat or CalCat to determine location of requested items.
 2. **REQUEST MATERIAL VIA OCLC**
 - A. Place request online from appropriate library.
 3. **FILL OUT REQUEST FORMS**
 - A. Enter information for request online.
 - B. Print out request form and attach original request to the form
 - C. File requests
 4. **PROCESS REQUESTS UPON ARRIVAL**
 - A. Pull corresponding paperwork for material request.
 - B. Call patron to indicate material is in the library.
 - C. Place on hold shelf for pickup
 5. **PROCESS REQUESTS FOR MATERIAL FROM OTHER LIBRARIES**
 - A. Search for the material in the library catalog
 - B. Check shelves and pull material to fill request
 - C. Inform requesting library online that the hold is being filled
 - D. Check material out to requesting library
 - E. Prepare material for transport to the requesting library
 6. **RETURN REQUESTS WHEN PATRON IS THROUGH WITH ITEM**
 - A. Pull corresponding paperwork for item that is returned
 - B. Prepare material for transport to the lending library
- V. HOLDS PROCESSING**
1. **PATRON REQUESTS ITEM**
 - A. Request is placed in the library, online from home or with staff assistance
 2. **ITEM ARRIVES**
 - A. Staff determine the item has a hold on it when they check the book in.
 - B. Receipt is placed in the book and routed to the pickup library.
 - C. Main library pickup, patron is called.
 - D. Call date, pickup date and patron's name are written on the hold slip.
 - E. Slip is attached to the spine of the material and placed in alpha order by last name on the hold shelf.
 3. **PATRON PICKS UP ITEM**
 - A. Patron comes to the front desk and indicates they have a hold to pick-up.
 - B. Staff asks last name and pulls corresponding hold.
 - C. Staff checks item out to the patron.
 4. **PATRON DOESN'T PICK UP ITEM**
 - A. Item on the hold shelf is not picked up within the allotted time.
 - B. Staff remove hold from patrons record and send to next person in line for item or return to the shelf if there are no other holds.
- VI. BRANCH DELIVERY**

- 1. MATERIAL IS SORTED AND PLACED IN THE APPROPRIATE BRANCH BASKET FOR DELIVERY**
 - A. When material is returned to the library but belongs to another location a receipt prints to indicate where the material is in-transit to.
 - B. The material is then placed in the appropriate branch basket for weekly delivery.
 - C. As material is cataloged for a branch it too is sorted and placed in the corresponding branch basket.

- 2. BASKETS ARE TRANSPORTED ONCE A WEEK FROM MAIN LIBRARY TO BRANCHES**
 - A. The delivery volunteer picks up the baskets for delivery from the main library on Tuesdays.
 - B. Staff assist with loading the baskets for delivery.
 - C. Delivery is made to Pine Grove on Tuesdays and material coming back to the main library and other branches is picked up from Pine Grove.
 - D. The remainder of the branch deliveries are made on Wednesday.

- 3. BASKETS ARE PICKED UP AT EACH BRANCH AND TRANSPORTED BACK TO MAIN LIBRARY**
 - A. When the delivery arrives from the branches on Wednesday, staff sort the material between holds, other branches, main library, Inter-Library Loans, material donations for cataloging, etc.

- 4. MATERIAL RECEIVED AT THE BRANCHES IS CHECKED IN AT THE BRANCH**
 - A. Material is checked in, placed on the sorting shelves for re-shelving.
 - B. Material with holds are given to a staff member to call and place on the hold shelf for pick-up.

VII. PROGRAMMING AND EXHIBITS

- 1. ONCE A MONTH BOOK CLUBS ARE HELD AT THE MAIN LIBRARY, PIONEER AND PLYMOUTH BRANCHES**
 - A. Staff head up the groups.
- 2. MATERIAL FOR THE BOOK CLUBS IS RECEIVED, PROCESSED AND DISTRIBUTED**
 - A. Each book club selects titles from a list of books provided by 4/99.
 - B. Numbers of copies ordered are determined by the number of people that sign-up to attend.
 - C. Books come in a box which includes a discussion guide as well as the books.
- 3. EACH BOOK CLUB HOST DETERMINES THE BOOKS AND DISCUSSION FOR THE FOLLOWING MONTH**
 - A. Titles to be read are selected several months in advance by members of the club.
- 4. JUST KNITS MEETS ONCE A MONTH AT THE MAIN LIBRARY**
 - A. This group is comprised of people who like to knit.
 - B. The group members share their knitting projects, obtain help with stitches and exchange patterns.
- 5. CHILDREN'S PICTURE BOOK TIME AND CRAFT IS HELD ONCE A WEEK AT THE MAIN LIBRARY, PLYMOUTH AND IONE BRANCHES**
 - A. Books and crafts are selected by staff and volunteers.
 - B. Programs are usually themed based for example; Spring, Valentine's Day, Easter, etc.
- 6. ON-GOING ADULT PROGRAMS ARE PLANNED IN ADVANCE EACH MONTH**
 - A. Staff choose programs that will appeal to the community and cover a wide range of topics. Such as; bee keeping, fly fishing, recycling, gardening, etc.
 - B. Local authors are also encouraged to talk about their latest book.
 - C. Staff contact local people who might be interested in presenting a topic at the library.
 - D. Staff create flyers to advertise the event, post the event on the library website, and send information to the Ledger, TSPN, Hometown Radio, Upcountry news, Gold County Times, etc.
 - E. All events are free and open to a broad range of people.
- 7. EXHIBITS ARE SET-UP IN ADVANCE AND CHANGE MONTHLY THROUGHOUT THE YEAR**
 - A. Staff contact the folks who would like to exhibit at the library.
 - B. Exhibit space can be used in the two glass enclosed cases as well as the wall space throughout the library.
 - C. The exhibit coordinator contacts the exhibitor, sets the date, theme, set-up and take down times and handles the advertising.

VIII. SUMMER READING PROGRAM

1. EACH YEAR THE STATE LIBRARY DETERMINES THE THEME FOR THE SUMMER READING PROGRAM.

- A. A committee of members from various libraries throughout the state meet and determine the theme for the following year's program.
- B. Information is emailed to all summer reading coordinators/library directors in the fall of the year prior to the next program.
- C. The children's technician selects material, programs and events around the theme.
- D. A budget is drawn up and presented to the Friends for funding.
- E. Programs are booked and confirmed.
- F. Reading logs, reading incentives(prizes) are ordered.
- G. Flyers are made for the events.
- H. Rules for the program are put in place and gone over with all staff.
- I. Reading logs, incentives, etc. are sent to the branches that are participating.
- J. Advertising is sent out to local library contacts as well as the schools
- K. School visits are made to present the program and encourage annual participation.
- L. Statistics are gathered of participation in the program, program attendance, etc.
- M. Stats are sent to the State Library Summer Reading Program Coordinator.

IX. LITERACY AND VOLUNTEERS

- A. The adult literacy program provides free tutoring to adults who are 16 years of age or above and no longer in school.
- B. Literacy learners contact the Literacy Coordinator to set-up an appointment to discuss their needs.
- C. Goals are established between the learner and Literacy Coordinator.
- D. A volunteer tutor is then assigned to the learner and works with that individual until they have completed their goals.
- E. The library advertises for literacy volunteers.
- F. Person applies for a volunteer position.
Fill out an application, go through the vetting process.
- G. Once their application is approved the person is contacted, times are set-up for tutor training and assignment to a learner.

2. VOLUNTEERS AND LIBRARY SERVICE

- A. An individual interested in volunteering at the library or branches goes through the same vetting process.
- B. Once their application has been approved they are contacted and matched with an open volunteer position.
- C. Current volunteers assist with book delivery, processing, storytimes, Friends, shelving, computer training, etc.

X. ADMINISTRATION

- 1. OVERSEE DAILY OPERATIONS OF THE MAIN LIBRARY AND BRANCHES**
 - A. Responsible for all staff scheduling, reporting, building issues, IT issues, safety, etc. of the libraries.
- 2. SUPERVISE STAFF AND ASSIGN DAILY TASKS**
 - A. Meet with staff to go over new procedures, policies, county information.
 - B. Coordinate work assignments, assign special projects, tasks, etc.
- 3. EVALUATE STAFF PERFORMANCES**
 - A. Meet with individual staff to go over performance.
 - B. Set goals and monitor goals for completion.
- 4. SCHEDULE STAFF**
 - A. Weekly attendance schedule
 - B. Daily desk schedule
- 5. PROCESS CLAIMS FOR PAYMENT**
 - A. Enter claim on claim form.
 - B. Print claims
 - C. Sign and send to auditor office.
 - D. Enter expenditures on spreadsheet
 - E. File copy of claims
- 6. PROCESS REQUISITIONS FOR ORDERS**
 - A. Enter Req. on requisition form
 - B. Sign and send to GSA
- 7. ATTEND QUARTERLY LIBRARY CONSORTIA MEETINGS**
 - A. Participate in 49/99 meetings.
 - B. Act as one of three signatories for 49/99.
- 8. ATTEND OTHER OUTSIDE MEETINGS AS NEEDED**
 - A. Attend monthly Isolated Seniors meetings.
 - B. Other meetings as needed such as Sutter Creek Woman's Org., Rotary, etc.
 - C. Attend online meetings for CLA committees, 49/99, webinars, etc.
- 9. HANDLE ALL MAINTENANCE REQUESTS**
 - A. Send all requests to facilities and monitor same.
- 10. HANDLE ALL IT REQUESTS**
 - A. Send requests to the helpdesk and monitor same.
- 11. LIBRARY LIAISON FOR FRIENDS GROUP**
 - A. Attend monthly Friends meetings.
- 12. ORDER ALL LIBRARY MATERIAL**
- 13. ORDER ALL LIBRARY SUPPLIES**
- 14. WORK WITH STOCKTON TO ENSURE SIRSI SYSTEM IS FUNCTIONING PROPERLY**
 - A. Contact Stockton Library IT when issues arise.
 - B. Meet quarterly with Lodi and Stockton to go over Sirsi issues.

15. WRITE MONTHLY REPORTS

- A. Compose a monthly report for the director of GSA.
- B. Email report.

16. PROCESS TIME SHEETS

- A. Print monthly time sheets.
- B. Check for accuracy.
- C. Track use of vacation, sick and holiday time.

17. KEEP LIBRARY STATISTICS

- A. Keep monthly circulation, patron, electronic resources, reference questions, computer use, program attendance stats for branch and main library.
- B. Compile quarterly and annual stats for State Library.
- C. Provide annual Law Library stats to the State Library.

20. ATTEND ANNUAL LIBRARY ASSOCIATION EVENTS

- A. California Library Association Annual Conference
- B. Association of Rural and Small Libraries (when local)
- C. American Library Association (when local)

21. STAY ABREAST OF LIBRARY TRENDS AND GRANT OPPORTUNITIES

- A. Participate in various library committees and task forces.
- B. Review various library grant opportunities offered through the state library, local and national agencies.
- C. Attend appropriate training to improve library skills.

XI. LAW LIBRARY

1. LAW LIBRARY IS HOUSED IN THE MAIN LIBRARY AND PROVIDES LEGAL RESOURCES AND INFORMATION TO THE AMADOR COMMUNITY

- A. Staff receive law library mail and resource updates
- B. Staff remove outdated information and replace with updated material
- C. Enter, sign and send claims to auditor
- D. Staff update
- E. Assist patrons with their informational and reference questions
- F. Assist patrons with using WestLaw
- G. Locate legal forms for patrons

2. MEET MONTHLY WITH LAW LIBRARY BOARD

- A. County Librarian schedules and meets with committee
- B. Responsible for meeting agenda and minutes
- C. Sending email reminders of meetings.
- D. Track annual subscription renewals.

Jon:

Attached are letters of support for the Literacy Program.

They are from library staff, tutors, learners and agencies the program partners with.

Laura

Libraries Change Lives...

Becky Roach, Library Tech

What is Literacy?

Why should we continue Amador County's Literacy program?

I recently learned that Connie Murdock will be retiring from the Library Literacy Department. I am concerned about her vacant position and what impact it is going to have on the library and our community.

Multiple constituencies from our community come to the library for assistance including continued education, technology training, legal assistance/research, job resource/training, and basic literacy skills.

Many of these people are referred to the library from multiple departments of the County.

Literacy defined: "the ability to read and write, reading/writing proficiency, competence or knowledge in a specific area"

In today's world, technology training has changed this definition. Now individuals need to put those skills to work to reshape the course of their lives for a more sustainable future. Literacy skills will assist them with economics, health and the ability to contribute to society.

Secondly the economic impact to the Library in general could be "jaw-dropping". The Library's inability to maintain the "Literacy" status with the State of California could be lost indefinitely and so will the State Funding, These funds are greatly needed with the budget constraints we have to operate. The Library needs this opportunity through the Literacy Program to provide the community with electronic content, technology and research. It enables people to become responsible literate participants in our society and fosters lifelong learning.

Skills and training currently being provided by Connie and the "Literacy Program" for people who are disabled, technologically challenged or illiterate, elderly, and recently released incarcerated:

- Retraining for adults with disabilities, brain injuries, and strokes or impaired.
- English language: reading, writing, communications
- Computer training: self-guided software, one-to-one training, and tutors
- Job skills: resumes, cover letters, interviewing techniques/preparation
- Elderly technology training: SSI, SSS, Medicare, Medical help sites
- Legal assistance: Forms, documentation and how to find self-help
- GED: (new, all computer based 2014) provide written materials/textbooks, coaching, proctoring tests, computer skills, pre-tests to final exam day
- Math skills for economic development
- Mentally or physically challenged with daily living skills
- Social services: prior incarcerated individuals with referrals to HHS and counselors, living accommodations, economic suggestions and applications for SSI/SSS, computer training, job training and placement.

Other duties, skills, training, funding provided by Literacy Department:

- Coordinates Community Events and Literacy Promotion individually and with Laura (i.e. 1st Five, Chamber of Commerce, Jackson Rancheria, Library events)
- Tutors and Library Volunteers: Prepares/assists with application, coordinates and manages time. Assesses skill level for proper placement
- Library staff: Assists at the front desk interacting with Library Patrons to assist Laura with staff shortages, vacations, illness and Saturday coverage
- Prepares “Technology Training” seminars with Library staff on Saturdays for elderly and adult hands-on training of eBook devices, computers, printers, hardware, software, Wi-Fi, and library card catalog. She arranges volunteer tutor’s schedules to assist.
- Purchasing: computer technology for the Literacy Department and other additional materials (i.e. hardware/software) for the Library public usage.
- Purchasing: a separate collection of literacy based patron audiobooks, textbooks, DVDs, and children’s selection of the same.
- Purchasing: Summer Reading Program awards, materials, rewards, school supplies and promotional material that the Library does not have adequate funds to purchase to promote Youth Literacy (other materials are also provided by Friends of Amador County Library, 1st Five, and community donations)
- Assisting and promoting Summer Reading Program in coordination with Laura
- Purchasing: Software/Hardware for self-help tutorials, real-time job searching, “How-to” programs and other applications with continuing software upgrades
- Promotional materials: Creates, designs and prints “Literacy” brochures, business cards, tri-folds, Volunteer Awards, Achievement Certificates, flyer, poster, and banners. Mostly for distribution & benefit of the community
- Purchasing: Skill set games and materials for physical and mental development training.
- Assists Library patrons with technology/public computers when the staff is unable to assist all of their requirements.
- Other: too numerous to mention (successful job placements long term)
- State Funding & Literacy status too important to lose

Libraries should engage and design services for all members of the community in order that they can become literate participants in our society.

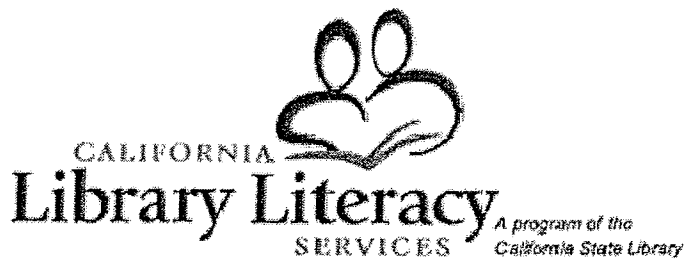
By fostering lifelong learning, our Library can transform lives.

Attached are some statistics regarding illiterate effects on our society...

“Whether it is the words of a language, the symbols in a mathematical system, or images posted to the Internet—literacy can transform lives”, renowned educator Paulo Freire who helped open the door to a broader understanding of the term “LITERACY”

Do You Know the Facts About Literacy? *(answers)*

1. According to the estimates by the United States Department of Labor, literacy problems cost the United States businesses about \$225 billion a year in lost productivity.
2. 50% of American adults are unable to read a book at the eight-grade level. *(Jonathan Kozol, Illiterate America, United Nations)*
3. Ohio Governor, Bob Taft, officially designated September 2001, as "Ohio Adult Literacy Month".
4. A high school dropout has less than a 1 in 3 chance of finding a job. *(Scholastic update, January 14, 1994).*
5. \$5 billion a year in taxes goes to support people receiving public assistance that are unemployable due to illiteracy. *(Laubach Literacy Action)*
6. The 1991 Adult Literacy Act, defines literacy as "An individual's ability to read, write and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals and develop one's knowledge and potential."
7. 2.2 million people each year (44,000 people each week) are added to the adult illiterate population in the United States. *(U.S. Department of Education)*
8. The cost of illiteracy to businesses and taxpayers is estimated at \$20 billion annually. *(Illiteracy: A National Crisis, United Way of America)*
9. In Ohio, 24% of all people over the age of 18 do not have their high school diplomas. *(Ohio's Future at Work)*
10. An estimated 5 million adults holding jobs are considered functionally illiterate. *(Nation's Business)*
11. Functional illiteracy is defined as a person who can read between a fourth-grade and sixth grade level.
12. 13% of all 17 year olds are functionally illiterate. *(National Commission on Excellence in Education)*
13. According to the National Adult Literacy Survey, approximately 44 million people in the United States cannot read well enough to fill out an application, read a food label, or read a simple story to a child.



Adult Literacy Services (ALS)

For almost thirty years Adult Literacy Services have been readily available through California's public libraries. These critical services help English-speaking adults improve their reading and writing skills so they can reach their potential as workers, parents, community members and life-long learners.

The key to the success of California Library Literacy Services is that instruction is provided in a one-to-one or small group setting by trained volunteers. As a result, a customized approach can be taken with each adult. This individualization means that adults learn what they need to learn, at their own pace, and are able to directly apply their new skills to their lives. Libraries may also provide additional family literacy services to their adult learners with children under age 5.

Library literacy staff members provide outreach and support services such as recruitment, initial and ongoing training, and coordination of volunteer tutors and learners.

Adult Literacy Services represent a partnership between the California State Library and local city and county library systems, a partnership working to improve the literacy skills of nearly 20,000 Californians annually. Adult Literacy Services are available in over 800 library branches and other outlets statewide.

As "the people's university," public libraries are ideal settings for Adult Literacy Services. They're easily accessed in most communities and provide a congenial, information-rich environment in which adult learners can thrive.

California Library Literacy Services (CLLS)
is a statewide program of the California State Library

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May 24, 2014

Laura Einstadter, Librarian
Amador County Library
530 Sutter Street
Jackson, CA 95642

To Whom It May Concern:

For the past 15 years I have volunteered at the Amador County Library, with 5 years tutoring in the Adult Literacy Program. This program is an essential service to our community. We offer assistance in so many ways, focusing on the needs and goals of the individual(s).

Besides reading and writing we also teach and assist in the following:

- Basic computer skills
- English as a second language
- Studying for the citizenship exam
- Job searching/job applications/resumes
- Studying for exams (citizenship, GED, contractor licenses, etc)

Following are some of my personal accomplishments in the Literacy Program:


- Tutored a young man in preparing for his GED. He successfully passed the GED exam.
- Tutored a fellow who worked as a trash pick-up man at the Rancheria. In developing his reading and writing skills he also developed more confidence in himself. He applied for and was promoted to a job working on the development of the Rancheria RV Park. He has received further promotions since then.
- Tutored a young father to read so he could read to his son.
- Tutored a man in studying for the exam for his contractors license.
- Tutored a woman in English as a second language.
- Connie and I tutored 2 women at the Rancheria in word processing on the computer to improve their job skills.

---At the request of the Administration at the Sutter Amador Hospital in Jackson, Connie and I tutored the housekeeping staff in their responsibilities in responding to the various emergency codes in the hospital.

Many diverse activities are developed, directed, and carried out by Connie Murdock, the Director of the Literacy Program, including:

- Reading and writing**
- English as a second language**
- Study for citizenship**
- GED completion**
- Tutoring at the Amador County jail**
- Working with ARC of Amador**
- Daily tutoring in her office**
- Tutoring at the request of other organizations/services (ie, Sutter Amador Hospital, Rancheria)**
- Developed a Literacy Corner in the library for study, computer use, and tutor assistance.**

Our community needs the Adult Literacy Program.


Lois C. Leffingwell
Retired RN, MSN

Our Amador County Library Literacy Program

When I began working as Coordinator in the Literacy Program in 1996 there were just a handful of learners so I began recruiting tutors and advertising the program in the county. Before long, we had a large group of people that wanted to receive help with reaching their learning goals and we had tutors who by volunteering their time were excited to assist them in doing so. Our program has consistently grown and evolved over the past 18 years into the "go to" place in our county where you can get assistance with a variety of different needs. We offer services to adults in Amador County which are learner-centered (individually tailored to their personal needs), goal-oriented (focusing on helping the individual meet their personal goals), and family-oriented (actively supporting the parents' role as their child's most important teacher). Volunteer tutors offer expert instruction in a variety of different ways. Here are just some of the services we offer and subjects being taught in our library:

- Computer Basics; learning to type, to use Microsoft Word/Microsoft Excel, e-mail, the Internet, using the mouse, using computer devices e.g., laptop, ipad, iphone, etc.
- Job Search; creating a resume, applying for a job, interviewing skills, online applications, making business cards, flyers advertising for work, etc.
- Test Preparation; high school exit exam, GED, ASVAB, vocational study books e.g., NCLEX nursing exam, medical assistant review, medical terminology, cosmetology, passing the driver's test, passing the commercial driving test, etc.
- Test Proctoring; coordination with colleges or vocational schools, health and sanitation certification, teaching credentials, HVAC /EPA certification exams, etc.
- Outreach Services; Individual or group tutoring in the workplace, day schools, Welfare to Work programs, developmentally disabled, etc.
- Partnering with local agencies; ex-offenders, probationers, foster youth, etc.
- Basic reading, writing, spelling and math instruction long and short term tutoring, assistance for those needing help with writing letters to family and friends, reading stories to children, helping children with their homework, learn how to vote, reading the newspaper, reading a book for the first time, studying for the citizenship test, reading about personal recovery, e.g., AA, NA, self-esteem building, codependency, depression, etc.
- Online services for seniors and the disabled; filing for disability, permanent disability, social security, unemployment, Caljobs, etc.
- Internet and Information Search; personal wellness, financial awareness, planning nutrition meals, learning about fitness, reading medicine labels, registering and applying for college and vocational courses online, etc.
- Daily Walk-In patrons; Literacy Coordinator assists patrons with immediate needs, e.g., patrons say, "help me, I'm computer illiterate" – they need help with printing out documents, filling out job applications, understanding their email, e.g., help with unsubscribing to mass emails they are receiving, they want to write a letter to the president of the United States but need help and many, many other requests such as these on a daily basis.

The needs of our community members are countless and their requests in our library are endless. The number of people we see needing help continues to grow. We are proud to serve our patrons but without a literacy program those needing individual help will be turned away. **The more people we can help improve their literacy level, the more our county will prosper.** The Amador County Library Literacy Program is an integral part of the library and it is vital in meeting the needs of our community.

AMADOR COUNTY
DEPARTMENT OF SOCIAL SERVICES

10877 Conductor Blvd. Suite 200
Sutter Creek, CA 95685
Telephone: 209-223-6550
FAX 209-257-0242



May 29, 2014

Connie Murdock
Program Coordinator
Amador County Library Literacy Program
530 Sutter Street
Jackson, CA 95642

Dear Connie:

Thank you for speaking at our Job Search Workshop. Our clients are always surprised to hear about all of the programs you offer through the library. I am afraid that without your outreach, they would continue to be uninformed.

During the past year that I have been in the Welfare to Work Department, you have helped four of our clients pursue their GED through tutoring. You have helped several others receive basic computer skills so they can effectively apply online for jobs. Please note that not even our local one-stop career center offers help to teach clients how to navigate job search sites.

Lastly, you have provided our clients with books and other information on how to pursue the jobs they are most passionate about. Several of the clients that your program purchased books for were so excited to receive a book that they would have not been able to afford to purchase themselves. It further ignited their interest and has helped them take that next step in furthering their careers with college or work experience.

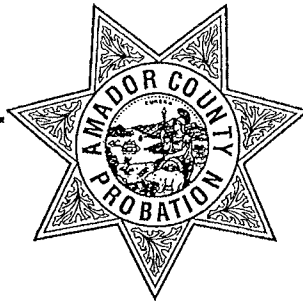
Thanks again Connie for all you have done.

Sincerely,


Anna Shrode

Employment & Training Case Manager

MARK J. BONINI
Chief Probation Officer



DEBBIE SEGALE
Deputy Chief Probation Officer

May 28, 2014

Amador County Library
C/O Connie Murdock
530 Sutter St.
Jackson, CA. 95642

RE: Literacy Program

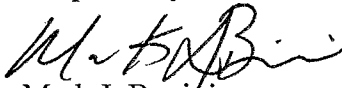
To Whom It May Concern;

This letter is to affirm the importance of the Literacy Program offered by the Amador County Library. Ms. Murdock works with my Officers and those offenders referred to the program in an attempt to coordinate services with regard to their rehabilitation.

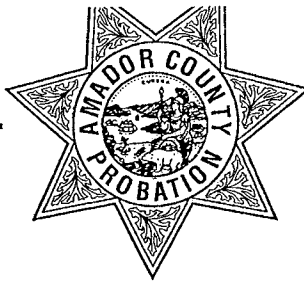
Many offenders Probation Officers supervise have issues with literacy. Some cannot read and/or write while others have not graduated from high school and/or completed their GED. Ms. Murdock offers programing to offenders to better the odds they will find a productive place in society.

I hear success stories from my Officers and offenders regarding this program. It is my hope the Literacy Program offered by Ms. Murdock will continue to be provided to not only the offenders my department is charged with supervising, but for all citizens of Amador County.

Respectfully,


Mark J. Bonini
Chief Probation Officer

MARK J. BONINI
Chief Probation Officer



DEBBIE SEGALE
Deputy Chief Probation Officer

May 22, 2014

Josh Huggett
Deputy Probation Officer II
Amador County Probation Department

RE: G.E.D. & Literacy Program at the Amador County Library in Jackson

To Whom it May Concern,

I would like to first extend my thanks to Connie Murdock for facilitating these education programs at the Amador County Library. Continuing education resources for adults in Amador County are scarce, and undoubtedly require dedication, patience and leadership.

I have been employed as a probation officer in Amador County since 2007, and have come to realize that a lack of education, crime and recidivism share a strong correlation. I have referred numerous probationers to Connie for special tutoring and GED preparation, including two current probationers who meet weekly with Connie for GED test preparation. Thanks to her, both are working toward a goal they may never have even considered possible.

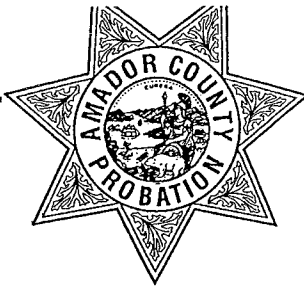
In our small county it is so important to have educational programs for adults who desire to continue and complete their education. The loss of this resource would have a detrimental impact on not only the probation population, but any adult motivated to change their life. Amador County needs to maintain its integrity as a community motivated by progress and growth.

Thank You,

A handwritten signature in black ink, appearing to read "J Huggett", with a stylized flourish at the end.

Josh Huggett
Deputy Probation Officer
209-223-6568
jhuggett@amadorgov.org

MARK J. BONINI
Chief Probation Officer



DEBBIE SEGALE
Deputy Chief Probation Officer

May 27, 2014

Amador County Library
c/o Connie Murdock
530 Sutter Street
Jackson, CA 95642

RE: Literacy Program

To Whom It May Concern:

I am writing this letter in regards to the Literacy Program run by the Amador County Public Library. The probation department as a whole has referred many people to the program in the past. As an example, I currently have a person under my supervision in this program. He placed his education level around the seventh grade and had always hated school. To him, working in a large classroom environment was extremely stressful therefore he put off going back to get his GED. He has now been in the program for a few months and looks forward to his sessions with Ms. Murdock. Getting his GED is goal he feels is completely attainable due to the non-stressful environment and excellent tutoring.

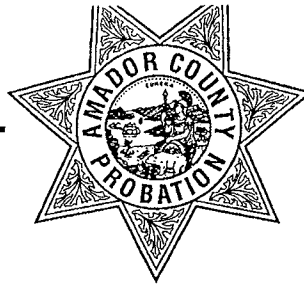
I would like to take the opportunity to express my appreciation for the great program run by the library and Connie Murdock's dedication to this program. It is our hope the program will continue to be funded and provide the much needed help many members of our community need. Thank you for your time.

Sincerely,

A handwritten signature in black ink, appearing to read "Lisa J. Schnepfle", written over a horizontal line.

Lisa J. Schnepfle
Deputy Probation Officer III

MARK J. BONINI
Chief Probation Officer



DEBBIE SEGALE
Deputy Chief Probation Officer

May 28, 2014

TO: To Whom This May Concern

FROM: Janet Shaw
Deputy Probation Officer

RE: Literacy Program

I have appreciated your literacy program throughout the years and have referred many people for help. There is a percentage of people who come into contact with the Probation Department we find have a limited education and have difficulty reading. If they cannot read, most are unable to find and keep employment. An inability to read causes other problems other than just their lack of employment. Their confidence level is low. Often they have a difficult time helping their children with basic school work and this problem continues with another generation.

Thank you for this most important service in the County and without it, we would all suffer.

Janet Shaw
DPO



Amador and Calaveras

Amador Campus
75 Academy Drive
Sutter Creek, CA 95685

• Calaveras Campus
153 Bellview
San Andreas, CA 95249

• Supported Living
218 Water Street
Jackson, CA 95642

• Supported Employment
75 Academy Drive
Sutter Creek, CA 95685

May 28, 2014

Amador County Library
Connie Murdock
530 Sutter St
Jackson CA 95642

Dear Mrs. Murdock,

I thought I would write you a letter to let you know how important the Amador County Library Literacy Program is to the people we serve. In addition to increased reading and writing skills, the staff and I have noticed an enormous growth of confidence and self esteem from those that have been able to participate in the weekly Amador County Library Literacy Program.

The Arc makes a point of taking part in activities that enable people with intellectual disabilities to improve their quality of life and integrate into their local community. One of the treasured opportunities we have been involved in is the Amador County Library Literacy program. Skills learned through this program assist people in their goals to obtain employment and be active members of our community. Tutors from the AC Library Literacy Program come to our Amador campus every Friday to give instruction to 12 eager-to-learn participants. Reading and writing are skills that may come easy to some; for many people with intellectual disabilities it takes several years to develop these skills and maintain them. The local library literacy program has been a topic of pride at many annual service planning meetings with Valley Mountain Regional Center service coordinators, as people we serve talk about working with the literacy program tutors and their accomplishments in this class.

Many of our programs have already been cut and as you can imagine, we are near the top of the chopping block during any fiscal crisis. We ask that you continue to support people with intellectual disabilities and programs that offer positive outcomes for them.

We thank you for the many years of dedication to the intellectually disabled population through The Amador County Library Literacy program. The T.G.I.F. Arc Amador County Library Literacy Reading Class has benefitted countless people over the years. It is a utilized and appreciated resource that would be difficult to replace. We truly appreciate every effort that is made to keep this valuable program running.

Sincerely,

Karyn Gregorius
Director of Services, Amador

Achieve with us.®

www.arcofamadador.org

Services

E-Mail

- Assist in creating e-mail account using various free e-mail services including Yahoo Mail, Gmail, Outlook and others.
- Teach the various ways to use e-mail including adding contacts.

Web Browsers

- Teach the usage of the various web browsers including Internet Explorer, Firefox, Google Chrome and Safari.
- Teach the use of tabs.
- Teach the use of bookmarks and favorites.
- Teach the use of copy and paste between all computer programs
- Teach how to perform a search using various search engines include Google.
- Teach how to search for air reservations.
- Teach how to make on-line purchases.

Photos

- Teach how to transfer digital photographs from a camera or iPhone to the computer.
- Teach how to manage photos using various programs including iPhoto and Picasa

Book Reader

- Transfer digital books to Nook, Kindle and other devices

Computer/Device

- Teach the use various digital devices including:
- Personal Computers - Desktop/Laptop - Windows XP, Windows 7 and Windows 8
- Apple Computers/Devices - Laptop, iPad, iPhone, iPod

Benefits

- Local community members are taught by local community members creating local harmony
- Rural community members are able to navigate on the global community level
- Community members gain greater confidence in their personal abilities and possibilities
- Individual has the confidence their community has their best interest in mind in this life-skills offering

Victor

May 22, 2014
P.O. Box 160
Sutter Creek, CA 95685
Phone 209-267-5186
Email jeannehess07@gmail.com

Laura Einstadter
Connie Murdock
Amador County Library
530 Sutter St.
Jackson, CA 95642

RE: Literacy Program

As a volunteer tutor with the Amador County Library Literacy Services since 1995, I believe that the program is vital to those in our community who are committed to a higher level of education, but have no other resources or support. Many men and women reach adulthood before they realize how important their educational background is in order to be successful in their chosen career. Young parents may only realize their lack of reading skills when their children first ask to be read a goodnight story. An engaged couple may find that improved literacy skills are important to their relationship. Incarcerated prisoners may find confidence and encouragement with each visit of a literacy tutor.

For more than ten years, I was a volunteer tutor with Developmentally Challenged Adults at ARC of Amador County. I am absolutely convinced that one to one tutoring or group sessions can bring out artistic and literary skills that could not be recognized in any other way.

Sincerely,
Jeanne Hess RN,BSN

Before I retired in the Bay Area, I had been involved in the Oakland library literacy program as a tutor off and on for several years. When I moved to Amador County ten years ago, one of the first things I did was to contact Connie Murdock and volunteer as a tutor at the library here. I had no concept of how small a county this is and how limited the resources.

As I worked with various students I gained an understanding of the obstacles facing those residents who for one reason or another had not completed their traditional education. A few of my students wanted to continue their education for their own personal self esteem. But many of them wanted to pursue a GED diploma, not only for personal satisfaction, but also to obtain a job or to move ahead in their current job. These people had few or no options to find assistance to meet their goals. The library literacy program was a lifeline for them.

My students have been varied: a young man wanting to pass the exam to enter the Marines; an elderly Korean gentleman who wanted to learn to improve his reading in English; a woman in a dead end minimum wage job who needed her GED to advance to a supervisory position; two women who were starting their own small business and realized that they needed to improve their reading and writing of English. These are just a few of the students who came to the library and found the help they needed.

The literacy program is critical in our county. By the time some people realize that they wasted an opportunity in their high school years for whatever reason, many of them are overwhelmed and not in a position to rectify the loss. Then they find the library and they find their second chance. Many of them have short term goals or their life experiences force them to drop out of the program. But every one of them LEARNS SOMETHING while they are in the program. Each student comes to their weekly session hopeful and ready to work, and leaves on a much more positive note than when they arrive. They, without exception, look forward to their sessions, even when it is difficult to find the time.

I have enjoyed working with my students. If my students were not learning, I would never leave each session with such a feeling of accomplishment. And it is inspiring to recognize that each student leaves each session with their own feeling of accomplishment!

Kathy Scott

May 18, 2014

To Whom It May Concern

Subj: The Amador County Library Literacy Program

This letter is intended to express our strong support for the Literacy Program under the aegis of the Amador County Library.

When we moved to Amador County 13 years ago, I soon contacted the library to express my interest in volunteering. Staff member Connie Murdock responded to my inquiry and asked if I would be willing to work as a tutor at the Amador ARC, part of the library's literacy program. So began my 10 years working with the ARC's "TGIF" tutoring group of eight to ten individuals. Leaving behind my work at ARC when we moved to Washington earlier this year was difficult, and I miss the work very much.

Over the years I had the opportunity to see the extraordinary results of the literacy program at both the ARC and in the library itself. People eager to learn were given the opportunity to expand their skills, their knowledge, and their view of the world. For some, it meant access to a job, or a better job. For some, like the group at ARC, it meant increased vocabulary, writing skills, and increased confidence and self-esteem. I saw individuals improve their reading and writing skills over time, and it's fair to say that the volunteers, myself included, learned a great deal from the group.

It is difficult to gauge the success of such a program in terms of numbers. While we can count the number of books checked out, and the number of computer users, we cannot count the value to the community of improving the literacy of its members. Without the literacy program, it is unlikely that the TGIF group's members would have read (with help) the entire *Wizard of Oz*, *Charlotte's Web*, and dozens of other classic books. We also learned about the world, geography, history, and cultural anthropology.

A community's character and success is gauged not just by economic factors but by the community's efforts to serve those most in need. This includes the need to improve overall literacy.

I hope that the library's success will be measured not just by numbers but by its contribution to the heightened level of literacy achieved through the work of volunteers and a small fiscal expenditure. It would be shortsighted to reduce or eliminate the program, including its staff of one.

Please do not eliminate Amador County Library's outstanding and valuable literacy program.

Kati Corsaut
1026B SW Kimball Drive
Oak Harbor, WA 98277
Corsaue6323@comcast.net

14955 Ponderosa Way
Pine Grove, CA 95665
May 21, 2014

Librarian
Amador County Library
Jackson, CA 95642

Dear Laura Einstadter,

I have been a volunteer for the Adult Literacy Program since my retirement as a Special Education Teacher. I was very impressed with the program and have really enjoyed my years as a tutor there. Connie has been able to provide necessary resources and I feel that this program fills a definite need in Amador County.

I have had the privilege of working with a variety of students. One student decided in middle age to begin college classes to advance her career, but had been out of the academic environment so long she needed some support and confidence. Another student was on parole and wanted to upgrade his skills to be able to support his family of five with a higher-paying job. Another student wanted to enter a training program in order to pursue a career opportunity she had long considered, so she could be a good example for her children and grandchildren.

Many adults who seek our program did not receive a high school diploma for a variety of reasons. Later in life, they would like to remedy this situation by completing classes for a diploma or would like to obtain a GED. These individuals did not succeed in the standard academic environment and are not likely to attempt to join an established institution of higher learning, as their prior experiences were by-and-large negative and intimidating. If they can participate in an individualized program such as that offered by the library's Adult Literacy Program, they may gain the confidence to move forward with their academic goals.

All of these aspiring students have my admiration for being willing to put out the effort to better themselves. Many will be able to obtain jobs to get them out of the welfare system or to remain law-abiding citizens and stay out of the legal system. This is a great contribution to Amador County and in the long run saves money that would be spent to support these people in our public programs.

I have a great deal of admiration for the individuals who are willing to work so hard to improve their circumstances. If you were paying me for my efforts, I'd be making thousands of dollars a month. But I enjoy teaching these motivated students and am proud to be a volunteer. The result is better social and economic well-being for all of us.

I hope you will consider these factors in your decisions about funding this wonderful community resource at the library.

Thank you,
Lyn Edick
Lyn Edick, M.A.

**Nancy Chadwick
P.O. Box 1742
Sutter Creek, CA 95685**

To whom it may concern:

The last five years I have been a volunteer tutor at the Arc of Amador for the literacy program that is sponsored by the Amador county library. The goal of this literacy program is to keep the students interested and participating in skills needed for daily living.

The students are always excited about coming to class and eager to participate in the program that is presented by us as classroom teachers. Because of their wide-range of abilities some need more assistance than others with their class work but our continued goal is to get all the students involved. I am always amazed at their eagerness to participate and for their appreciation to their teachers for the time we spend helping them. I often leave feeling I have received more than I have given.

I personally appreciate the opportunity to be a volunteer teacher and for the leadership given to me through this program and I hope it continues so that I can be of future help to this lovely group of students.

Sincerely,
Nancy Chadwick

Adult Literacy in Amador County

Over a number of years, the Amador County Library has created and maintained a very successful adult literacy program. As a volunteer tutor over the last few years both for GED preparation and life skills in the county jail, I can attest, without reservation, to the value of the program. It offers opportunities not only to older adults who want or need to learn how to read, to younger residents who want to improve their skills and advance their schooling toward employment, to those who are serving time in the county jail. Typical learner goals are improving basic keyboarding skills, improving grammar and spelling, and getting a job.

Many of our residents are people who have fallen through the cracks, who have experienced failure with regard to their learning situation, their living environment, or their use of drugs. Learning-centered literacy supports adult learners and their families in their major life roles as community members, workers, family members, and life-long learners.

I sincerely hope that the county can find a way to support this incredibly valuable program.

Marge Chisholm

May 2014

To Whom It May Concern,

I wanted to write this letter on behalf of all your staff at the Amador County Literacy Program. The program itself has been instrumental in helping me achieve goals long sought after. When I was first introduced to the program I was in jail and all I wanted was a book to read, an escape from my reality. What I found was a woman named Connie Murdock. Not only did she bring me books, she also helped me to enroll in school while in jail. I had already gotten a G.E.D. In order to join the military, but always felt as if it was unfinished business. I needed 40 units in order to graduate. I was able to get 20 units done while in county jail. Connie told me when I got out to look her up and the program would help me achieve my goal. I took her up on her offer and she helped me enroll in Independence High School in Martell where I was able to meet many champions of my cause. Cort, my teacher, was there for me every chance he had. As was Connie, who found a tutor for me, and supplied me with materials I needed. Upon graduating, I'm happy to say, I was challenged by Connie to take the next step, college. I felt overwhelmed at just the thought, but excited to have another loftier goal. She spent literally hours helping me to obtain a Pell grant and by the following semester I was a student attending American River College.

This program not only helped me with my goals, it showed me that someone out there really cares about people's education, and I think that's the most important thing anyone can give anybody. You can give a man a fish, and he'll eat dinner that night. But if you teach him to fish, he'll eat for the rest of his life. Everyone there in the program is motivating, involved, and necessary. My hopes would be that people like me will be able to benefit from this program as did I. Thank you for your time.

Sincerely,

Gregory Christopher Danner

Connor

1400 W Marlette St spc 117
Ione, CA 95640
May 21, 2014

Connie Murdock
Amador County Library
Jackson, CA

Dear Connie:

I just wanted to tell you how much I have enjoyed the past four years in Amador County's Library Literacy program. Kevin Tremelling was an excellent tutor.

I have learned so much in the past four years.

When I started my tutoring classes there, I could barely read, even though I am in my 60's. I had had great difficulties in grade school learning to read. But I always wanted to.

I really had tried to teach myself to read and could read, somewhat, but just one word at a time -very choppy sounding.

But after my years of working with Kevin, I can now read much better - a sentence at a time - and it is much smoother reading. I have even read scripture in public at my church, which is a tremendous accomplishment.

I just cannot tell you how much I appreciate all that Kevin and the program has done for me. Thank you so very much.

Sincerely,



Steven Correa

Kevin

1400 W Marlette St spc 117
Ione, CA 95640
May 21, 2014

Connie Murdock
Amador County Library
Jackson, CA

Dear Connie:

I, too, wanted to express my appreciation for Amador County's Library Literacy program. My husband, Steve Correa, has been tutored by Kevin Tremelling for four years. The difference in his reading is like night and day!

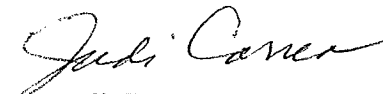
When Steve started the program, he could hardly read. He had struggled so in school trying to learn to read, but was not successful. And when he would try to read, it was one word at time, adding words that weren't there, and mispronouncing words that he should have been able to pronounce!

But in the years since he started, the reading has consistently gotten better and better. He reads smoothly now, doesn't add so many extra words. He still struggles with some of the larger words, but then most of us do!

I would recommend this program HIGHLY to anyone who struggles with reading. Kevin was a wonderful tutor and the teacher/pupil relationship became a friendship that neither of us will ever forget.

Thank you again.

Sincerely yours,


Judi Correa

cleaner

March 21 2014

Dear Connie:

I wanted to let you know how thankful I am for all of the wonderful help that I received from you. As a Medical Assistant I wanted to keep my knowledge sharp while I was looking for a job, and the Amador County Library is a great resource for all the community to use and to enjoy all the many benefits that it offers. I personally feel very lucky for the privilege to have people like you, working so patiently and with a lot of respect, dedication, and being proud of all the improvements we were obtaining with our weekly sessions. I not only received help with my writing and reading, but also with my computer skills using the lesson materials you lent me for practice. And also for the great books you picked for me to use as reading and studying material. So Connie all that hard work paid off, I got a great job offer that I accepted, thanks to you and all the resources from our Amador County Library.

I hope our Library will always give to our Community great tutors and excellent programs for many generations to come and to anybody that is thirsty for knowledge and a better future.

Thank you so much,


Patricia Westerman (MA,CNA)

leanna