Category and Target Audience	Class	Total Served	Total Surveyed	Target Achievement	Actual Achievement
Basic Internet and Computer Use (560)	**Basic Computer Skills**	14	10	67%	**100% demonstrate successful basic computer skills. 90% report increased knowledge. 100% report satisfaction with services and instruction.**
	Basic Internet Skills	5	3	67%	**100% demonstrate successful basic search skills. 100% report increased knowledge. 100% report satisfaction with services and instruction.**
	Email Skills	0	0	67%	**0%**
	Internet Safety	15	14	67%	**100% demonstrate successful internet safety knowledge. 93% report increased knowledge. 100% report satisfaction with services and instruction.**
	Senior Citizen Class	117	100	75%	**94% demonstrate successful basic computer and/or internet skills. 99% report increased knowledge. 94% report satisfaction with services and instruction.**
	Introduction to Facebook	2	2	67%	**100% demonstrate successful basics of Facebook. 100% report increased knowledge. 100% report satisfaction with services and instruction.**
	Introduction to Skype	0	0	67%	**0%**
Total Assisted for Year: 457	**Genealogy: Navigating genealogy websites**	22	10	67%	**100% demonstrate successful genealogy website navigation. 70% report increased knowledge. 60% report satisfaction with services and instruction.**
Total ssisted for June-December 2011: 214	**Career and Computer Service Hours**	39	32	80%	**97% demonstrate successful web, computer, and email skills. 100% report satisfaction with services and instruction.**

Outcome One: PCC/E-Mobile Unit Users Gain Digital Literacy Skills

I. Basic Computer Skills Summary:

Our basic computer skills courses have been designed to help our students master the rudimentary skills and vocabulary for desktop navigation, e-mail, internet security, software access and social networking. We use a variety of tools such as power points, handouts and activities to promote understanding and mastery. Also, we work hands on with our students both in the classroom and individually. The hands on assistance and relaxed environment make it easy for our students to master the basics.

When we first opened our doors in November 2010, we estimated 560 people would be serviced for basic computer skills at the Carthage Free Library Public Computing Center and as of December 2011, we have already serviced 457 people with various basic computer classes. However, this report will focus on the people serviced from June 2011- through December 2011. In the last 6 months, we have assisted 214 people with our basic computer classes. We will surpass our targeted goal by the end of the grant.

Overall, 98.7% of our students successfully have demonstrated mastery of at least two digital literacy skills in our classes and individual assistance, 92% have reported an increase in knowledge and 93% have reported satisfaction with the trainer and class instruction. The results indicate that students are successful when attending our classes and that we provide a targeted and well designed curriculum that successfully assists them in obtaining their digital literacy skills.

II. Basic Computer Skills Narrative for Classes

For the Basic Computer Skills class we focus on turning off and on the computer, mouse control, basic computer vocabulary, accessing the CD drive, searching for a document, opening and closing a program, and saving a document. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two basic computer skills from our class. We estimated that 67% of all students taking the Basic Computer class would demonstrate mastery and of those surveyed, 67% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills in our Basic Computer class. In addition, 90% of those surveyed reported increased knowledge in their basic computer skills. 100% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 33% for those who demonstrated mastery of basic computer skills and those satisfied with our trainer and instruction, and we exceeded our target goal for those reporting an increase in knowledge by 23%.

For the Basic Internet Skills class we focus on desktop navigation, mouse control, basic internet vocabulary, accessing the internet through Explorer or Firefox, basic search skills, navigating to and through a website and scrolling. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two basic computer skills from our class. We estimated that 67% of all students taking the Basic Computer class would demonstrate mastery and of those surveyed, 67% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills in our Basic Internet Skills class. In addition, 100% of those surveyed reported increased knowledge in their Basic Internet Skills. 100% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 33% for those who demonstrated mastery of basic internet skills, those satisfied with our trainer and instruction, and those reporting an increase in knowledge.

For the Email Skills class we focus on creating an email, learning how to use the inbox, composing an email, attaching a file, creating a folder and deleting emails. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two basic email skills from our class. We estimated that 67% of all students taking the Email Skills class would demonstrate mastery and of those surveyed, 67% would report increased

knowledge and satisfaction with the trainer and instruction. For the months of June to December, 0% of our students have successfully demonstrated mastery for at least two skills in our Email Skills class. In addition, 0% of those surveyed reported increased knowledge in their email skills. 0% of those surveyed reported satisfaction with the trainer and instruction. We offered Email Skills classes at the beginning of our grant and even though it was a popular class, we found it difficult to create and set up several different email accounts in one class period. We tried adjusting the class by assisting individuals with their own email account and this was very successful, but again very difficult to do in a class setting. After reassessing the limited success or our Email Skills class, we decided it would be better to assist people individually with their various email skills individually. We assist quite a few people with e-mail, but these numbers are now included in our Career and Computer Service Hours, which will be discussed later in this narration, because they have been designed to help individuals with basic computer, email, internet, software or job readiness related questions.

For the Internet Safety class we focus on security settings for Explorer and Windows 2007 operating system, basic tips on internet safety, internet safety vocabulary, search engines designed to check for malware, spyware, etc., email safety tips, and the difference between a secure website and an unsecure website. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two basic internet safety skills from our class. We estimated that 67% of all students taking the Internet Safety class would demonstrate mastery and of those surveyed, 67% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills in our Internet Safety class. In addition, 93% of those surveyed reported increased knowledge in their internet safety skills. 100% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 33% for those who demonstrated mastery of internet safety skills and those satisfied with our trainer and instruction; and we exceeded our target goal by 26% for those reporting an increase in knowledge.

For the Introduction to Facebook class we focus on creating a Facebook account, searching for friends, creating a Facebook picture for individual homepages, how to adjust security settings, and how to send messages, post to your wall and upload photos. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two Facebook navigation skills from our class. We estimated that 67% of all students taking the Introduction to Facebook class would demonstrate mastery and of those surveyed, 67% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills in our Introduction to Facebook class. In addition, 100% of those surveyed reported increased knowledge in their Facebook navigation Skills. 100% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 33% for those who demonstrated mastery of Facebook navigation skills, those satisfied with our trainer and instruction, and those reporting an increase in knowledge.

For the Introduction to Skype class we focus on creating a Skype account, placing a call, accessing Facebook through Skype, how to use the Skype task bar during a call, how to send an Instant Message, share documents and photos and share the desktop. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two skyping skills from our class. We estimated that 67% of all students taking the Introduction to Skype class would demonstrate mastery and of those surveyed, 67% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, we did not offer any Introduction to Skype classes, so there is not statistical data to report.

For the Genealogy: Navigating Genealogy Websites classes we focus on desktop navigation, accessing the internet, searching the website and archives, and navigating to and through various genealogy websites and scrolling through the websites as well. Also, we have covered accessing the library website and archives housed within the library itself, and

preserving various documents, textiles, and materials using archival standards and materials. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two internet navigation/archival skills from our classes. We estimated that 67% of all students taking the Genealogy classes would demonstrate mastery and of those surveyed, 67% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills in our Basic Internet Skills class. In addition, 70% of those surveyed reported increased knowledge in their Basic Internet Skills. 60% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 33% for those who demonstrated mastery of basic internet skills. We exceeded our target goal by 7% for those reporting an increase in knowledge. However, we failed to meet our target goal for those satisfied with instruction and services by 7%. We believe that the decrease in reported knowledge and satisfaction with services provided for our genealogy classes is due to a combination of issues. First, we believe for future classes we need to create a survey designed for our genealogy classes to avoid confusion and better assess acquired skills. Not all of the information presented and learned in our classes is internet or computer related. Some of the skills are industry related such as how to archive documents and textiles based on archival standards. Secondly, quite a few people taking our classes are actually genealogists and local historians and our classes, while they assist them with learning about different websites and assist them with learning about navigating through specific websites, are designed with the basic computer user in mind. Many of these people are quite comfortable with web navigation and using a computer. They take the class for the convenience quickly learning the ins and outs of new websites. Finally, we did have one instructor that did not present the class material she promised to deliver and she was not very knowledgeable about the website she presented to class participants. In the future we will not be partnering with this individual for classes. We believe that this combination of issues has led to such a discrepancy in our statistical data for the genealogy classes.

For the Senior Citizen class we focus on a variety of basic computer skills, internet navigation and safety skills, social networking skills, software application skills, email skills and other digital multimedia skills. This class is offered every week with a different topic focus offered monthly. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two basic computer skills from our class. We estimated that 75% of all students taking the Senior Citizen class would demonstrate mastery and of those surveyed, 75% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 94% of our students have successfully demonstrated mastery for at least two skills in our Senior Citizen class. In addition, 99% of those surveyed reported increased knowledge in their basic computer skills. 94% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 19% for those who demonstrated mastery of basic internet skills and those satisfied with our trainer and instruction. We exceeded our target goal by 24% for those reporting an increase in knowledge. This is our most popular class. We offer this course at the library every Wednesday and at a variety of outreach sites in Carthage and Lowville. Many of our students who attend our outreach sites cannot attend the class at the library since we do not currently have handicap accessibility. Many of our students enjoy our classes because of the hands on instruction and the relaxed environment we provide. Some of our students have even taken accredited programs designed for professionals and others in the workforce and not been successful because of the fast paced curriculum. Our senior citizen curriculum is designed specifically to meet their needs. We have students from not only Carthage, but Harrisville, Copenhagen, Croghan and Black River that attend our senior citizen class. Many want to learn the basics so they can communicate with children and grandchildren and utilize computer software for personal use such as creating labels for Christmas cards or taking notes at board meeting.

For career and computer service hours we focus on basic computer, email, internet, software and job readiness related questions such as resumes, online applications, and online job searches. For the purposes of goal one, assessing whether or not users gain digital literacy skills, we will focus solely on the basic computer, email, and internet totals obtained during Career and Computer Service Hours. We use a trainer checklist and our student surveys to determine

the number of students who have successfully mastered at least two basic computer, internet and/ or email skills from our individual assistance. We estimated that 80% of all students utilizing Career and Computer Service Hours would demonstrate mastery and of those surveyed, 80% would report satisfaction with the trainer and instruction. For the months of June to December, 97% of our students have successfully demonstrated mastery for at least two skills in basic computer, internet and/or email. In addition, 100% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 17% for those who demonstrated mastery of basic compute, internet and/or email skills; and we exceeded our target goal by 20% for those satisfied with our trainer and instruction.

Overall, 98.7% of our students successfully have demonstrated mastery of at least two digital literacy skills in our classes and individual assistance, 92% have reported an increase in knowledge and 93% have reported satisfaction with the trainer and class instruction. The results indicate that students are successful when attending our classes and that we provide a targeted and well designed curriculum that successfully assists them in obtaining their digital literacy skills.

Office Skills

Category and Target Audience	Class	Total Served	Total Surveyed	Target Achievement	Actual Achievement
Office Skills (101)	**Introduction to MS Word I & II**	**47**	**35**	**67%**	**100% demonstrate successful word processing skills. 87% report increased knowledge. 100% report satisfaction with trainer and instruction.**
	Introduction to Excel	**7**	**2**	**67%**	**100% demonstrate successful spreadsheet skills. 100% report increased knowledge. 100% report satisfaction with trainer and instruction.**
	Introduction to Publisher	**37**	**28**	**67%**	**100% demonstrate successful publishing skills. 96% report increased knowledge of basic publishing skills. 100% report satisfaction with trainer and instruction.**
	Introduction to PowerPoint	**3**	**1**	**67%**	**100% demonstrate successful presentation skills. 100% report increased knowledge of basic publishing skills. 100% report satisfaction with trainer and instruction.**
Total Assisted For Year: 158	**Career and Computer Service Hours**	**3**	**3**	**80%**	**100% demonstrate new/improved office application skills. 100% report satisfaction with trainer and instruction.**
Total Assisted for June-December: 102	**Digital Scrapbooking**	**5**	**5**	**60%**	**100% demonstrate how to use MS Publisher to create a scrapbook. 80% report increased knowledge in digital scrapbooking using Publisher. 100% report satisfaction with**

					trainer and instruction.

I. Office Skills Summary

Our office skills courses have been designed to help our students master the basics of word processing, spreadsheets, presentations and publications using Microsoft 2007 productivity software. We use a variety of tools such as power points, handouts and activities designed using the Microsoft 2007 productivity software to promote understanding and mastery. Also, we work hands on with our students both in the classroom and individually. The hands on assistance and relaxed environment make it easy for our students to master the basics.

When we first opened our doors in November 2010, we estimated 101 people would be serviced by our Office Skills classes at the Carthage Free Library Public Computing Center and as of December 2011, we have already serviced 158 people with various Office Skills courses. However, this report will focus on the people serviced from June 2011- through December 2011. In the last 6 months, we have assisted 102 people with our Office Skills classes. We have already surpassed our goal and we still have 10 months remaining before our grant completion.

Overall, 100% of our students successfully have demonstrated mastery of at least two digital literacy skills in our classes and individual assistance, 94% have reported an increase in knowledge and 100% have reported satisfaction with the trainer and class instruction. The results indicate that students are successful when attending our classes and that we provide a targeted and well designed curriculum that successfully assists them in obtaining their digital literacy skills.

II. Office Skills Narrative for Classes

For our Microsoft Word I & II classes, we focus on page layout, formatting text and paragraphs, inserting photos & clip art, formatting pictures and clip art, creating and saving a document, printing and accessing print preview, inserting and formatting a textbox and wordart and inserting tables using MS Word 2007. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two word processing skills from our class. We estimated that 67% of all students taking the MS Word classes would demonstrate mastery and of those surveyed, 67% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills in our MS Word classes. In addition, 87% of those surveyed reported increased knowledge in their MS Word Skills and 100% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 33% for those who demonstrated mastery of MS Word skills and those satisfied with our trainer and instruction. We exceeded our target goal for those reporting an increase in knowledge by 13%. Microsoft Word is one of our most popular classes for those in the workforce, unemployed or in our senior citizens class. More or our students access Microsoft Word for their jobs and personal life than all the other Microsoft products combined, so we offer a variety of classes and projects using Microsoft Word. Also, students who purchase MS Suite 2007 do not always purchase a version with Publisher and PowerPoint. Usually they have Excel and MS Word. To meet their needs, projects we would offer in Publisher, we try to offer in MS Word as well so they can use the software they have to accomplish similar results.

For the Introduction to Excel class we focus on creating and formatting a basic spreadsheet, formatting the cells and the font, inserting graphs and using basic formulas. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two Excel spreadsheet skills from our class. We estimated that 67% of all students taking the Introduction to Excel class would demonstrate mastery and of those surveyed, 67% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills in our Introduction to Excel class. In addition, 100% of those surveyed reported increased knowledge in their Excel spreadsheet skills. 100% of

those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 33% for those who demonstrated mastery of Facebook navigation skills, those satisfied with our trainer and instruction, and those reporting an increase in knowledge.

For the Introduction to Publisher class we focus on creating and formatting a variety of items such as calendars and flyers, inserting shapes, clip art, wordart and photos, formatting and cropping photos, inserting and formatting textbox and font, and using templates. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two publishing skills from our class. We estimated that 67% of all students taking the Introduction to Publisher class would demonstrate mastery and of those surveyed, 67% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills in our Introduction to Publisher class. In addition, 100% of those surveyed reported increased knowledge in their publishing skills. 100% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 33% for those who demonstrated mastery of publishing skills and those satisfied with our trainer and instruction. We exceeded our target goal by 29% for those reporting an increase in knowledge. We have used Publisher 2007 not only for professional development courses, but a variety of "fun" courses as well. We craft projects like calendars and holiday cards using Publisher 2007 and we have a variety of people sign up because the project is fun and interesting to them. Not everyone has Publisher and these classes serve two purposes. First it exposes people who might not have Publisher to the software, and secondly these classes attract people who might not usually attend. Since all basic computer skills are transferable, this exposes a variety of people to skills they can use at home or on the job as well. Also, people comfortable with MS Word learn to appreciate how easy it is to layer objects using Publisher. We believe the creative projects we use Publisher for have made this one of our more popular classes.

For the Introduction to PowerPoint class we focus on creating a basic presentation, inserting photos, clip art, text boxes, etc, formatting shapes, text, photos, etc, adding, deleting and moving slides, and adding sound and transitions. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two presentation skills from our class. We estimated that 67% of all students taking the introduction to PowerPoint would demonstrate mastery and of those surveyed, 67% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills in our Introduction to PowerPoint class. In addition, 100% of those surveyed reported increased knowledge in their presentation skills. 100% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 33% for those who demonstrated mastery of presentation skills, those satisfied with our trainer and instruction, and those reporting an increase in knowledge. We have found this to be our least popular Office class. Often, we assist people with PowerPoint individually instead of in a class. When the class is offered, not many people choose to sign up for it. However, the ones who have been assisted individually did need the training for their job or class.

For the Introduction to Scrapbooking class we focus on creating digital scrapbook pages and using free online downloads to craft the pages. Finally, we use some basic scrapbooking guidelines to make eye catching pages. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two digital scrapbooking skills from our class. We estimated that 60% of all students taking the digital Scrapbooking class would demonstrate mastery and of those surveyed, 60% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills in our Digital Scrapbooking class. In addition, 80% of those surveyed reported increased knowledge in their digital scrapbooking skills. 100% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 40% for those who demonstrated mastery of digital scrapbooking skills,

those satisfied with our trainer and instruction. We exceeded our target goal by 20% for those reporting an increase in knowledge. While this is a fun course to offer, it is an intermediate course and it is difficult for a beginner to grasp all the steps necessary for the digital scrapbooking. Also, there on online websites with easier software such as Mixbook, that streamlines the scrapbooking experience. We try to introduce a few of these online sites into the class so that people have digital scrapbooking options. We did try to offer this class on a monthly basis and we found people would attend one or two classes, but after they received the free websites and learned to manipulate the software, they did not want to make the time commitment for coming to class once a month due to other obligations. Now we offer the course, with a different topic each time, every couple of months. Like the calendars and cards we do, people prefer short term commitments.

For Career and Computer Service Hours we focus on individual assistance for the Microsoft 2007 productivity products. People who can't make our scheduled class times or who need extra reinforcement will schedule individual appointments with us. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two productivity skills from our individual assistance. We estimated that 80% of all students receiving individual assistance would demonstrate mastery and of those surveyed, 80% would report satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills during our Career and Computer Service Hours. In addition, 100% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 20% for those who demonstrated mastery of productivity skills and those satisfied with our trainer and instruction. Both the classroom setting and our individual service produce excellent results when we are teaching the productivity suite for Microsoft 2007. Our classroom setting and individual assistance allows for flexible accommodations for various students, it meets a variety of learning styles and it allows time for individual reinforcement of concepts.

Overall, 100% of our students successfully have demonstrated mastery of at least two digital literacy skills in our classes and individual assistance, 94% have reported an increase in knowledge and 100% have reported satisfaction with the trainer and class instruction. The results indicate that students are successful when attending our classes and that we provide a targeted and well designed curriculum that successfully assists them in obtaining their digital literacy skills.

Multimedia

Category & Target Audience	Class	Total Served	Total Surveyed	Target Achievement	Actual Achievement
Multimedia (78)	**Ebooks and Audiobooks Workshop**	7	5	50%	**100% demonstrate successful skills on downloading ebook/audiobook. 100% report satisfaction with trainer and instruction.**
	Uploading Digital Photos	10	9	60%	**100% demonstrate successful skills on uploading digital photos. 89% report increased knowledge. 100% report satisfaction with trainer and instruction.**
Total Assisted for Year: 83	**Archiving Digital Photos**	4	4	60%	**100% demonstrate successful skills on uploading or archiving digital photos. 75% report increased knowledge. 100% report satisfaction with trainer and instruction.**
Total Assisted for	**Introduction to**	0	0	67%	**0% demonstrate successful move**

June-December: 21	**Moviemaker**				**maker skills. 0% report increased knowledge. 0% report satisfaction with trainer and instruction.**

I. Multimedia Summary:

Most of our Multimedia courses have been designed to help our students master the basics of downloading ebooks, audiobooks, digital photos and saving them to a cd, flashdrive, computer, tablet or ebook reader. We use a variety of tools such as power points, handouts and activities designed using PowerPoint, online photo archives and Movie Maker software to promote understanding and mastery. Also, we work hands on with our students both in the classroom and individually. The hands on assistance and relaxed environment make it easy for our students to master the basics.

When we first opened our doors in November 2010, we estimated 78 people would be serviced by our Multimedia classes at the Carthage Free Library Public Computing Center and as of December 2011, we have already serviced 83 people with various Multimedia courses. However, this report will focus on the people serviced from June 2011-through December 2011. In the last 6 months, we have assisted 21 people with our multimedia classes. We have already surpassed our goal and we still have 10 months remaining before our grant completion.

Overall, 100% of our students successfully have demonstrated mastery of at least two digital literacy skills in our classes and individual assistance, 82% have reported an increase in knowledge and 100% have reported satisfaction with the trainer and class instruction. The results indicate that students are successful when attending our classes and that we provide a targeted and well designed curriculum that successfully assists them in obtaining their digital literacy skills.

II. Multimedia Narrative for Classes

When we first opened our doors in November 2010, we estimated 78 people would be serviced by our Multimedia classes at the Carthage Free Library Public Computing Center and as of December 2011, we have already serviced 83 people with various multimedia courses. However, this report will focus on the people serviced from June 2011-through December 2011. In the last 6 months, we have assisted 21 people with our Multimedia classes. We have already surpassed our goal and we still have 10 months remaining before our grant completion.

For the Ebooks and Audiobooks workshops we focus on installing overdrive, accessing our local library through overdrive and reserving or downloading Ebooks and audiobooks, and using various tablets and ereaders to read ebooks and listen to audiobooks. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two ereader skills from our class. We estimated that 50% of all students taking the Ebooks and audiobooks workshops would demonstrate mastery and of those surveyed, 50% would report satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills in our Ebooks and Audiobooks Workshops. In addition, 100% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 50% for those who demonstrated mastery of ereader skills and those satisfied with our trainer and instruction. Due to the number of ereaders and tablets, we were unsure if we would be able to successfully assist people with every type of ereader or tablet device, so we estimated that at least 50% of our students would definitely learn something about their device before leaving our library. However, we have two gentlemen from North Country Library System offer assistance with such devices and with the various devices personally owned amongst the staff here at the library, we have been successful in helping anyone who walks in the door. With each person we assist, it increases our knowledge on ereaders

and tablets as well. What is most appreciative is that staff will work together to figure out how a new device operates. Sometimes the combined knowledge helps us reach our goal.

For the Uploading Digital Photos class we focus on downloading and accessing digital photos using a USB cord and/or SD card from a digital camera, and saving them to cds, computers and flashdrives. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two digital photo skills from our class. We estimated that 60% of all students taking the Uploading Digital Photos class would demonstrate mastery and of those surveyed, 60% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery of at least two skills in our Uploading Digital Photos class. In addition, 89% of those surveyed reported increased knowledge in their digital photo skills. 90% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 40% for those who demonstrated mastery of digital photo skills and those satisfied with our trainer and instruction. We exceeded our target goal by 29% for those reporting an increase in knowledge. This has been a very popular class among our senior citizens. They have digital cameras and some have computers, but they constantly have to go to Kinney's, Rite Aid, or Wal-mart to download their digital photos to CD. This class teaches them how to be self sufficient and selective about the photos they take to be printed. We teach them the best practices for saving photos to CD and introduce them to different saving devices as well. Once they know how to download them, some send the photos as email attachments, upload them to Facebook, create cards, or create a CD of the photos to send to other family members. Others can remove photos from their computer to free up space on their hard drive. This is a great example of how people are combining technologies to meet their personal needs and wants, but in order to reap the benefits, they have to understand how the combined technologies work together. We find this to be an intermediate class and our students take some basic computer and/or internet classes in addition to this one in order to reap the full benefits of their technologies.

For the Archiving Digital Photos class we focus on using Shutterfly and Facebook to archive photos online and we introduce them to Mixbook, Shape Collage and Smilebox so they have additional/fun ideas of what to do with their photos. These downloadable software and web archives have been prescreened by our staff for safety and we promote the use of the free versions. For the software that has a component to purchase, we advise our students to play with the software and archives for a while before purchasing subscriptions. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two archival/photo software skills from our class. We estimated that 60% of all students taking the Archiving Digital Photos class would demonstrate mastery and of those surveyed, 60% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills in our Archiving Digital Photos class. In addition, 75% of those surveyed reported increased knowledge in their archiving/photo software skills. 100% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 40% for those who demonstrated mastery of archiving/photo software skills, those satisfied with our trainer and instruction. We exceeded our target goal by 15% for those reporting an increase in knowledge. Even students who do not intend to use the web archives or software introduced in class appreciate the material presented. Most are surprised at the variety of material you have available to you on the web. Also, they appreciate being introduced to new ideas of what they can do with their photos. This class serves as an eye opening experience for most.

For the Introduction to MovieMaker class we focus on creating a basic movie using a flip camera or photos, editing the movie, adding text, and adding music. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two movie editing skills from our class. We estimated that 67% of all students taking the Introduction to MovieMaker class would demonstrate mastery and of those surveyed, 67% would

report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 0% of our students have successfully demonstrated mastery for at least two skills in our Introduction to MovieMaker class. In addition, 0% of those surveyed reported increased knowledge in their movie editing skills. 0% of those surveyed reported satisfaction with the trainer and instruction. We created this class because a variety of people were asking about using MovieMaker, but when we offered the course, no one signed up for the classes. We have not offered the class in the last 6 months which is why we have no statistical data to report. We are thinking of offering this course as part of our digital photos workshop in the future.

Overall, 100% of our students successfully have demonstrated mastery of at least two digital literacy skills in our classes and individual assistance, 82% have reported an increase in knowledge and 100% have reported satisfaction with the trainer and class instruction. The results indicate that students are successful when attending our classes and that we provide a targeted and well designed curriculum that successfully assists them in obtaining their digital literacy skills.

E-government Services

Category & Target Audience	Classes	Total Served	Total Surveyed	Target Achievement	Actual Achievement
E-government Services: (38)	**NCPPC: Medicare Information and Website Navigation**	10	7	75%	**100% demonstrate successful web navigation skills. 100% report increased knowledge. 100% report satisfaction with trainer and instruction.**
Total Assisted for Year: 26	**NCPCC: Medicaid Information and Website Navigation**	10	7	67%	**100% demonstrate successful skills. 100% report increased knowledge. 100% report satisfaction with trainer and instruction.**
Total Assisted for June-December: 26	**Unemployment Navigation**	6	5	80%	**100% demonstrate successful skills on uploading digital photos. 100% report increased knowledge. 100% report satisfaction with trainer and instruction.**

I. E-Government Summary

Our E-government courses and individual assistance have been designed to help students master the basics of navigating various E-government and/or related websites to find the information they need for medical assistance and unemployment. We use a variety of tools such as power points, handouts and activities, websites, and outside instructors to promote understanding and mastery. Also, we work hands on with our students both in the classroom and individually. The hands on assistance and relaxed environment make it easy for our students to master the basics.

When we first opened our doors in November 2010, we estimated 38 people would be serviced by our E-Government classes and assistance at the Carthage Free Library Public Computing Center and as of December 2011, we have already serviced 26 people with E-Government assistance. However, this report will focus on the people serviced from June 2011- through December 2011. In the last 6 months, we have assisted 26 people with our E-Government assistance. We started our E-government assistance later than our other classes because we were learning the websites and

focusing on other curriculum development, but we believe we will meet our target audience before the close of the grant in 10 months remaining before our grant completion.

Overall, 100% of our students successfully have demonstrated mastery of at least two digital literacy skills in our classes and individual assistance, 100% have reported an increase in knowledge and 100% have reported satisfaction with the trainer and instruction. The results indicate that students are successful when attending our classes and that we provide a targeted and well designed curriculum that successfully assists them in obtaining their digital literacy skills.

II. E-Government Narrative for Classes

When we first opened our doors in November 2010, we estimated 38 people would be serviced by our E-government Services classes and assistance at the Carthage Free Library Public Computing Center and as of December 2011, we have already serviced 26 people. However, this report will focus on the people serviced from June 2011- through December 2011 and these 26 people have been assisted within the last 6 months via our e-government assistance. We limit our assistance to experts who instruct the various e-government classes, refer people to the unemployment phone number for questions about unemployment and only assist people with navigating the unemployment website.

For the NCPPC: Medicare Information and Website Navigation a representative from NCPPC showed students how to navigate through various Medicare websites, answered questions about the changes in the upcoming laws for medical insurance and showed students how to navigate through various prescription plan websites. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two web navigation skills from our class. We estimated that 75% of all students taking the NCPPC: Medicare Information and Website Navigation class would demonstrate mastery and of those surveyed, 75% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills in our NCPPC: Medicare Information and Website Navigation class. In addition, 100% of those surveyed reported increased knowledge in their web navigation skills. 100% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 25% for those who demonstrated mastery of web navigation skills, those satisfied with our trainer and instruction, and those reporting an increase in knowledge. This was a successful partnership. Many of the students had questions about Medicare and prescription related questions that the representative was able to answer in addition to showing our students the various websites.

For the NCPPC: Medicaid Information and Website Navigation a representative from NCPPC showed students how to navigate through various Medicaid websites, answered questions about the changes in the upcoming laws for medical insurance and showed students how to navigate through various prescription plan websites. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two web navigation skills from our class. We estimated that 67% of all students taking the NCPCC: Medicaid Information and Website Navigation class would demonstrate mastery and of those surveyed, 67% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills in our NCPPC: Medicaid Information and Website class. In addition, 100% of those surveyed reported increased knowledge in their web navigation skills. 100% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 33% for those who demonstrated mastery of web navigation skills, those satisfied with our trainer and instruction, and those reporting an increase in knowledge. This was a successful partnership. Many of the students had questions about Medicaid and prescription related questions that the representative was able to answer in addition to showing our students the various websites.

For the Unemployment Navigation assistance we show students how to navigate through the unemployment website, access the Frequently Asked Questions page and show them where to navigate to obtain a phone number to speak with a person. All unemployment related questions not related to website navigation are directed to the unemployment officials. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two web navigation skills from our assistance. We estimated that 80% of all students receiving unemployment navigation assistance would demonstrate mastery and of those surveyed, 80% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills with our Unemployment Navigation Assistance. In addition, 100% of those surveyed reported increased knowledge in their web navigation skills. 100% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 20% for those who demonstrated mastery of web navigation skills, those satisfied with our trainer and instruction, and those reporting an increase in knowledge. This is a necessary service for those who are feeling overwhelmed by the unemployment process or who have never been unemployed before. Sometimes showing individuals how to navigate the unemployment website helps the individual "take control" of his/her situation and it helps them obtain much needed finances until a job can be acquired. Often we direct students who receive this type of assistance to other resources online or DSS.

Overall, 100% of our students successfully have demonstrated mastery of at least two digital literacy skills in our classes and individual assistance, 100% have reported an increase in knowledge and 100% have reported satisfaction with the trainer and class instruction. The results indicate that students are successful when attending our classes and that we provide a targeted and well designed curriculum that successfully assists them in obtaining their digital literacy skills.

General Outcome #2: PCC/E-Mobile Unit users are better prepared for the workforce.

Workforce Development

Category & Target Audience	Classes	Total Served	Total Surveyed	Target Achievement	Actual Achievement
Workforce Development: 500	**Workforce Readiness Series**	13	13	75%/50%	**100% demonstrate successful computer skills and resume development to prep for workforce.** **70% successfully search for jobs online.** **100% report increased knowledge in basic computer skills and resume development.** **70% report increased knowledge in online search skills.** **100% report satisfaction with trainer and instruction.**
	DOL Resume Assistance	135	2	75%/15%	**95% demonstrate successful resume and/or cover letter knowledge by participating in developing resume/cover letter.** **25% demonstrate new/improved online job searching skills.** **15% learn new interview skill tips.** **79% report satisfaction with trainer**

					and instruction.
	Career and Computer Service Hours	42	42	80%/15%	**72% demonstrate successful resume and/or cover letter knowledge by participating in developing resume/cover letter.** **19% demonstrate applying for a job online.** **60% demonstrate new/improved online job searching skills.** **15% learn new interview skill tips.** **88% report satisfaction with trainer and instruction.**
	MS Office Workforce Development	26	24	60%	**100% demonstrate knowledge in MSOffice Software and application.** **96% report increased knowledge.** **96% report satisfaction with trainer and instruction.**
	QuickBooks	5	5	60%	**100% demonstrate knowledge in QuickBooks.** **100% report increased knowledge.** **80% report satisfaction with trainer and instruction.**
	How to Start and Market Your Small Business	9	4	67%	**100% demonstrate knowledge on how to start and market their small business.** **100% report increased knowledge.** **100% report satisfaction with trainer and instruction.**
	Professional Development "Open Source" Series	6	5	50%	**100% demonstrate knowledge in Open Source software and application.** **100% report increased knowledge.** **100% report satisfaction with trainer and instruction.**
	Professional Training: Oral Histories Project	6	4	60%	**100% demonstrate knowledge by successfully using recorders.** **100% report increased knowledge.** **100% report satisfaction with trainer and instruction.**
	Introduction to Resumix: Navigating the Fort Drum On-Line Application System	13	11	67%	**85% successfully demonstrate knowledge of the website.** **85% demonstrate successful web navigation skills for Resumix site.** **100% report increased knowledge.** **100% report satisfaction with trainer and instruction.**
Total Assisted for Year: 393	**Job Express with Lowville DOL**	43	43	80%	**100% demonstrate successful web navigation and testing software skills.** **100% report increased knowledge.** **100% report satisfaction with**

					trainer and instruction.
Total Assisted for June-December: 378	**Professional Development Cemetery Series**	100	82	75%	**100% demonstrate knowledge about cleaning and stone repair. 100% demonstrate knowledge about the rural cemetery movement and/ gravestone symbolism. 100% report increased knowledge. 100% report satisfaction with trainer and instruction.**
Reported Job Offers for June-December 2011	**Post Survey and Oral Reports for DOL Resume Assistance and Career & Computer Svc. Hrs.**	9 Report Job Offer	7	2%	**5% of those serviced report job offer.**
Reported Interviews for June-December 2011	**Post Survey and Oral Reports for DOL Resume Assistance and Career & Computer Svc. Hrs**	3 Report Interview	3	2%	**1.7% of those serviced report job interview.**

I. Workforce Development Summary

Our Workforce Development courses and assistance have been designed to help our students master basic Office skills, desktop navigation, e-mail, internet security, software access, web design and social networking. There are a variety of classes and individual assistance we offer to those in the work force or those seeking a job in the work force. All classes are designed to help professionals, not for profits, small businesses and the unemployed with computer skills necessary to retain employment, improve knowledge for their current position, or gain basic skills necessary to seek employment. Our Workforce Development courses and assistance also help people with resumes, cover letters, interview skills, Resumix, online job searches and online applications. Without a strong resume, the ability to check email and to apply for jobs online, some people are unable to gain employment in today's job market. Our classes and individual assistance are designed to assist them with getting started with the employment process by assisting them with a resume/cover letter or helping them obtain the skills necessary to seek employment. We use a variety of tools such as power points, handouts and activities to promote understanding and mastery. Also, we work hands on with our students both in the classroom and individually. The hands on assistance and relaxed environment make it easy for our students to master the basics.

When we first opened our doors in November 2010, we estimated 500 people would be serviced by our Workforce Development classes and assistance at the Carthage Free Library Public Computing Center and through our outreach service programs. As of December 2011, we have already serviced 393 people with various Workforce Development assistance and outreach programs. However, this report will focus on the people serviced from June 2011- through December 2011. In the last 6 months, we have assisted 373 people. A majority of the assistance we offered at the opening of our PCC was basic computer and internet related classes, but in the last six months we have established our outreach programs and honed our workforce development classes offered here at the library. We are more than half way to our target audience and we still have 10 months remaining before our grant completion. We are confident we will reach our target goal before the grant's closing.

Overall, 96% of our students successfully have demonstrated mastery of at least two workforce development skills in our classes and individual assistance, 88% have reported an increase in knowledge and 95% have reported satisfaction with the trainer and class instruction. The results indicate that students are successful when attending our classes and that we provide a targeted and well designed curriculum as well as individual assistance for resumes and job searches that successfully assist people in obtaining employment or increase their professional development skills for current employment. In almost every instance, our class trainer and instructor have exceeded the target achievement goals.

As part of our workforce development preparation data, we decided to send out surveys to those we have helped at the WorkPlace in Watertown and Lowville and those we have assisted during Career and Computer Services Hours here at the library. We estimated that 2% of the people we sent surveys to would respond with a job report offer. 5% of those we sent surveys report a job offer as a direct result of our services. We estimated that 2% of the people we sent surveys to would report an interview as a direct result of our services. 1.7% of those we sent surveys to reported a job interview as a direct result of our services. We did not include those received jobs in this estimate, even though we can assume that if they got the job they also received an interview as a result of our services. Overall, we exceeded our goal for those reporting obtaining a job because of our services by 3%.

II. Workforce Development Narrative for Classes

For the Workforce Readiness Series we introduce students to Microsoft Word basics to develop their resume and we introduce them to basic internet navigation skills for job searches so they can apply online. Many of the sites used are recommended by the WorkPlaces in Lowville and Watertown. Students who go to the WorkPlaces can utilize our services if they need additional assistance. The WorkPlace is unable to assist people with these skills on a regular basis so we provide a much needed service. Not all students who take the Workforce Readiness Series receive the basic internet navigation skills for job searches so we estimated that a lower percentage would acquire this skill. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least software, resume or internet navigation skill from our class. We estimated that 75% of all students taking the Workforce Readiness Series would demonstrate mastery of Microsoft Word basic skills or resume development and 50% would demonstrate mastery of internet navigation skills for job searches and of those surveyed, 75% would report increased knowledge and satisfaction with the trainer and instruction for Microsoft Word basics and resume development and 50% would report increased knowledge and satisfaction with the trainer and instruction for internet basic skills for job searches. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills for Microsoft Word basics and resume development and 70% of our students have successfully demonstrated mastery of at least two skills for internet navigation while job searching. In addition, 100% of those surveyed reported increased knowledge in their Microsoft Word basics and resume skills and 70% surveyed reported increased knowledge in internet navigation while job searching. 100% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 25% for those who demonstrated mastery of Microsoft Word basics and resume skills 20% for those who demonstrated mastery of internet navigation while job searching. We exceeded our target goal by 25% for those reporting an increase in knowledge in Microsoft Word basics and resume skills and we exceeded our target goal by 20% for those reporting an increase in knowledge of internet navigation skills while job searching. 100% of our students reported satisfaction with the trainer and instructor. Students taking this series do not always take both parts and class speed was adjusted to accommodate students learning styles and knowledge base. The main goal of the class was to have students produce a quality resume. If they did not get to the internet navigation because students had very little basic computer skills in a particular class, we rearranged the class to

accommodate their knowledge and speed. We feel that mastery is more important than covering all content in a class and since the main goal of the classes is to assist in obtaining a job, we felt a working resume for job searching was the most important piece to this series. Students taking this class usually want to learn to edit and create their own resume so this assists them with their confidence and ability to complete this task on their own in the future.

For the DOL Resume Assistance our primary focus is working with patrons to create working resumes and cover letters for their employment searches. Also, we assist people with online search skills and interview tips when necessary. Patrons who attend the WorkPlaces utilize our services if they need additional assistance with resumes and cover letters. The WorkPlace is unable to assist people with resumes on a regular basis so we provide a much needed service. Not all patrons who receive DOL Resume Assistance need help with online job searches and/or interview tips so we estimated that a lower percentage would acquire this skill. We use a trainer checklist to determine the number of students who have successfully mastered at least two resume, cover letter, job search and/or resume skills. We estimated that 75% of all patrons receiving resume/cover letter help would demonstrate mastery by participating in developing a resume and/or cover letter, 15% would demonstrate new/improved online job searching skills, 15% would learn new interview skill tips and 75% would report satisfaction with the trainer and instruction. For the months of June to December, 95% of our patrons have successfully demonstrated mastery for at least two skills in resume and cover letter development by participating in developing either a resume and/or cover letter, 25% demonstrate new/improved online job searching skills, 15% learn new interview skill tips and 79% report satisfaction with trainer and instructor. We exceeded our target goal by 20% for those who demonstrated mastery of resume and/or cover letter skills, by 10% for those who demonstrated mastery of online job searching skills, and 4% for those satisfied with our trainer and instruction. We were right on target for those who received interview tips. Every person who receives DOL resume assistance leaves with a professional resume for job searching. Anyone with an email account has it sent to their email to access at a later time and we send it to a WorkPlace representative to add the resume to the WorkPlace server so that the patrons can call the WorkPlace and/or email us at a later date and time for assistance. If they have questions about online searches and interview tips, we take care of that before we end our session with them.

For Career and Computer Service Hours we focus on developing resume and/or cover letters, applying for online jobs, searching for jobs, and learning new interview tips. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two job readiness skills. We estimated that 80% of all students would demonstrate mastery of resume and/or cover letters, 15% would demonstrate improved knowledge of applying online and/or searching for jobs online and 80% report satisfaction with the trainer and instruction. For the months of June to December, 72% of our students have successfully demonstrated mastery in resume and/or cover letter development, 19 % demonstrate improved skills applying for a job online, 60% demonstrated mastery in searching for jobs, 15 % learn new interview skill tips and 88% report satisfaction with the trainer and instruction. We missed our target goal by 8% for those who would master resume or cover letter skills. We believe the demand for resume and cover letter assistance is high, but not as in demand as at the WorkPlace. We overestimated those who would need resume/cover letter help and underestimated those who would need assistance searching for jobs online. For those who mastered new interview skills, we met our goal of 15%. We exceeded our target goal by 45% for those who demonstrated mastery searching for online jobs, by 4% for those demonstrating mastery applying online and by 8% for those satisfied with our trainer and instruction. At the library we have more time to assist people with job searches and online applications than we do at the WorkPlace. This is essential for those who need extra assistance with the job search process. Often, people will receive assistance with a resume and then we will work with them on searching for and/or applying for a job online. Some students will return for further assistance with the online job searching. The multiple sessions expand on their digital literacy and allow them to confidently search for jobs with little to no assistance in the future. Also, there is a significant increase in satisfaction with trainer and instructor, we believe, because of the

extended services we can provide at the library vs. the WorkPlace where our time is limited to 45 min. to an hour with each individual.

For MS Office Workforce Development we focus on training employees in the use of Microsoft Word, Excel, PowerPoint and Publisher for their current positions. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two basic computer or software skills. We estimated that 60% of all students taking the MS Office Workforce Development series would demonstrate mastery and of those surveyed, 60% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills in our MS Office Workforce Development series. In addition, 96% of those surveyed reported increased knowledge in their basic computer and software skills. 96% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 40% for those who demonstrated mastery of basic computer or software skills and by 36% for those who reported an increase in knowledge and those satisfied with our trainer and instruction. Students received on the job training in MS Office software applicable to their profession and job duties. The skills learned were used in daily operations of the not for profit companies. The series lasted a few weeks during the summer and covered a variety of people from different departments within the not for profit companies.

For the Quickbooks class we focus on Quickbook basics and answering questions pertinent to various companies/organizations needs. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two basic computer and/or Quickbook software skills from our class. We estimated that 60% of all students taking the Quickbooks class would demonstrate mastery and of those surveyed, 60% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two basic computer and/or Quickbooks software skills in our Quickbooks class. In addition, 100% of those surveyed reported increased knowledge in their basic computer and/or Quickbooks software skills. 80% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 40% for those who demonstrated mastery of basic computer and/or Quickbooks software skills and those who reported an increase in knowledge and by 20% for those satisfied with our trainer and instruction. Many organizations and companies use Quickbooks software for payroll, taxes, etc. in our local area. We have three laptops equipped with the software and so space in the classes is limited. We are not proficient in the Quickbooks software so we partner with other organizations to provide the Quickbooks class to the local companies. JCC Express was our partner for the first Quickbooks class we offered and Potsdam PCC is our partner for our current ventures. Most people who take the class are familiar with some version of Quickbooks and are looking to learn the new software, upgrade their company software soon, or have specific questions about Quickbooks for their own company use they need answered. Offered via the teleconferencing equipment, this has been our first successful software class provided at the Carthage Free Library PCC.

For How to Start and Market Your Small Business we had a guest instructor from the Small Business Development Center in Watertown, NY teach the class and he focused on researching your interest, creating a small business plan, deciding what kind of business you should become, and online resources for those looking to start your own business. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two skills for locating online resources and/ or starting/marketing their own small business. We estimated that 67% of all students taking the class would demonstrate mastery and of those surveyed, 67% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills in locating an online resource or marketing/creating a small business. In addition, 100% of those surveyed reported increased knowledge in web resources or how to start/market their own small business. 100% of those surveyed reported satisfaction with the

trainer and instruction. We exceeded our target goal by 37% for those who demonstrated mastery of locating an online resource or demonstrated knowledge in how to start/market their small business, by those who reported an increase in knowledge and those satisfied with our trainer and instruction. With the down turn in the economy, people can't find employment so they look to start their own small business. Also, to jump start the economy we need people to take risks and start a business. In partnership with JCC Express, we thought this would be a good class to bring to our local community. Many people interested in the class had either started the small business process or were looking for information on how to get started. This helped give them a real life approach on how to start a small business and the challenges they will face. The online resources necessary for helping create a business plan were also a valuable tool. Any person attending the class was also encouraged to contact the Small Business Development Center for further assistance. Their services are free and some people attending the class were not even aware of their existence. The class served the additional purpose of introducing local resources to our students.

For the Professional Development "Open Source" series, we teach students the basics of a free online productivity suite. This is a free alternative to Microsoft's Word, Excel and PowerPoint. Open Office allows you to create a word document, spread sheet, and presentation and save it as an open office document or an early 2003 MS document. The class is designed to teach people the basics of the software and introduce them to the differences between the two softwares. Also, we teach people how to use Prezi which is a free online presentation software similar, but more malleable and entertaining then PowerPoint. People use this for presentations, videos and Prezumes which is an alternative to a regular resume. Finally, Weebly a free online template for basic webpage design has been included in this series. We teach them how to use the template design and create a website for their business. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two software skills from our classes. We estimated that 50% of all students taking the Professional Development "Open Source" Series would demonstrate mastery and of those surveyed, 50% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two software skills. In addition, 100% of those surveyed reported increased knowledge in their software skills. 100% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 50% for those who demonstrated mastery of two software skills, those who reported an increase in knowledge and those satisfied with our trainer and instruction. This is great for businesses, organizations, or individuals who do not have the money to purchase expensive software or who are looking for alternative software to MS Word. Some of our local organizations and schools have switched to Open Office and we felt that training may be needed in this area. With Prezi, we thought this would be a fun alternative to PowerPoint, but with the push for social networking to help an individual find a job, we thought Prezumes would be a beneficial alternative for the workforce and college application process. With Weebly, we felt this would be a great alternative for a businesses or organizations starting out to save money. The web template is free and easy to use.

For the Professional Training: Oral History Project we partnered with the Library of Congress to offer a class that would discuss best interview practices and how to use recording equipment. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two multimedia skills from our class. We estimated that 60% of all students taking the class would demonstrate mastery and of those surveyed, 60% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills by successfully using recorders and/or answering questions about the interview process. In addition, 100% of those surveyed reported increased knowledge in their interviewing and multimedia skills. 100% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 40% for those who demonstrated mastery of interviewing and the recorders, those who reported an increase in knowledge and those satisfied with our trainer and instruction. This was a great class for assisting the library in getting a jump start on their Oral History Collection Project.

For the Introduction to Resumix class we focus on using the Resumix system to apply for jobs online and how to craft your resume for Resumix to produce the best chance of getting an interview. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two internet skills and resume design for Resumix. We estimated that 67% of all students taking the Archiving Digital Photos class would demonstrate mastery and of those surveyed, 67% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 85% of our students have successfully demonstrated mastery for at least two skills in web navigation and resume design for Resumix. In addition, 100% of those surveyed reported increased knowledge in their skills. 100% of those surveyed reported satisfaction with the trainer and instruction. We exceeded our target goal by 18% for those who demonstrated mastery of navigating the website and designing a resume for Resumix, and by 33% for those who reported an increase in knowledge and for those satisfied with our trainer and instruction. The Resumix system is designed for those who wish to apply on Fort Drum and other military installations. Those in the reserves and civilians alike use this system to apply for jobs. This class assists those who need to improve their Resumix resumes or who need to know how to use the Resumix system. Applying through the Resumix system can be very frustrating and confusing. For those who are not comfortable with online sites, this can be even more challenging. The class is designed to show people the ins and outs of the system and to make the application process as easy as possible.

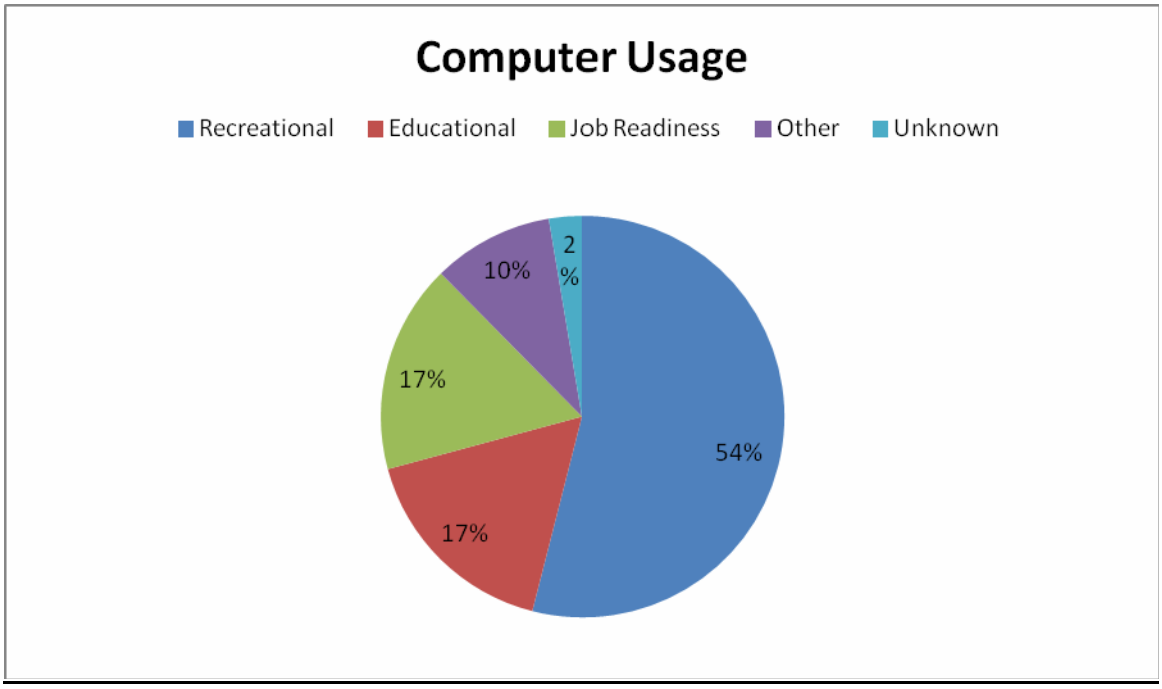
For the Job Express with Lowville DOL we focused on basic web navigation, basic testing skills and improvement in basic reading, math and reasoning skills for maintaining summer employment through the jobs express summer youth program. We use a trainer checklist and our student surveys to determine the number of students who have successfully mastered at least two navigation, testing, or academic skills from our classes. We estimated that 80% of all students taking the class would demonstrate mastery and of those surveyed, 80% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery for at least two skills the Job Express class. In addition, 100% of those surveyed reported increased knowledge in their navigation, testing and/or academic skills. 100% of those surveyed reported increased knowledge and satisfaction with the trainer and instruction. We exceeded our target goal by 20% for those who demonstrated mastery of skills, those who reported increased knowledge and those satisfied with our trainer and instruction. We partnered with the instructor from Lowville DOL to make these classes happen. We provided the computers, online assistance and individual help with the academics for this summer program. All students had to complete this course in order to maintain summer employment through the program. For us, this was a great outreach program since we were limited on space at the library this summer.

For the Professional Development Cemetery Series we focused on the symbolism on gravestones, the rural cemetery movement, best practices for cleaning and stone repair and online resources to assist with this industry. We estimated that 75% of all students taking the class would demonstrate mastery and of those surveyed, 75% would report increased knowledge and satisfaction with the trainer and instruction. For the months of June to December, 100% of our students have successfully demonstrated mastery of knowledge of cleaning and stone repair or the symbolism and history of cemeteries. In addition, 100% of those surveyed reported increased knowledge of online resources, cemetery history, or cleaning and stone repair practices. 100% of those surveyed reported increased knowledge and satisfaction with the trainer and instruction. We exceeded our target goal by 25% for those who demonstrated mastery of skills, those who reported increased knowledge and those satisfied with our trainer and instruction. We partnered with a local historian to offer this class. He owned his cemetery cleaning and stone repair business for eleven years. We offered this class to the local community and via the teleconferencing equipment and we had a great turn out every single time. Local officials, individuals, cemetery workers, and genealogists all took the class for a variety of reasons. Each one was dedicated to preserving the cemeteries.

As part of our workforce development preparation data, we decided to send out surveys to those we have helped at the WorkPlace in Watertown and Lowville and those we have assisted during Career and Computer Services Hours here at the library. We estimated that 2% of the people we sent surveys to would respond with a job report offer. 5% of those we sent surveys report a job offer as a direct result of our services. We estimated that 2% of the people we sent surveys to would report an interview as a direct result of our services. 1.7% of those we sent surveys to reported a job interview as a direct result of our services. We did not include those received jobs in this estimate, even though we can assume that if they got the job they also received an interview as a result of our services. Overall, we exceeded our goal for those reporting obtaining a job because of our services by 3%.

Overall, 96% of our students successfully have demonstrated mastery of at least two workforce development skills in our classes and individual assistance, 88% have reported an increase in knowledge and 95% have reported satisfaction with the trainer and class instruction. The results indicate that students are successful when attending our classes and that we provide a targeted and well designed curriculum as well as individual assistance for resumes and job searches that successfully assist people in obtaining employment or increase their professional development skills for current employment.

General Outcome # 3: Pcc/E-mobile unit users are satisfied with open lab services.



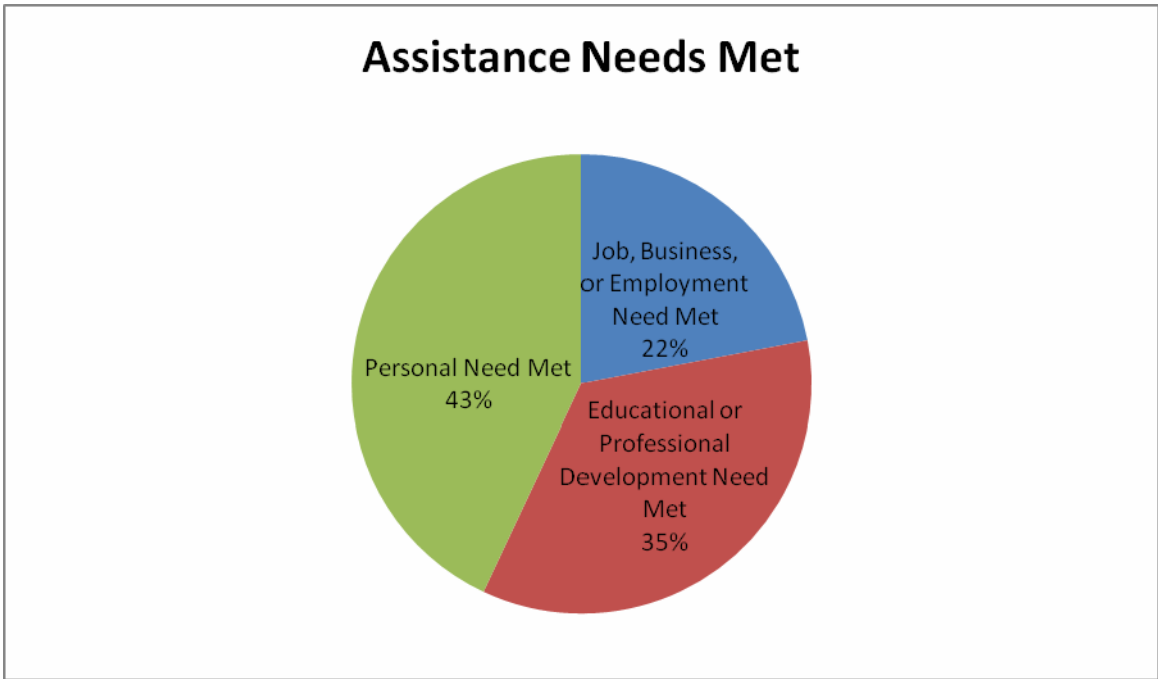
54% of our patrons use computers during open lab time for recreational use. 34% of our patrons use our computers for job searching, online application or educational purposes. About 12 %of our people use our open lab time for other purposes. Furthermore, 74% of the people surveyed did not have internet access at home. We believe that with 1/3 of our patrons using the internet for educational and job readiness purposes and 74% of our patrons lacking internet access at home, that we are providing a much needed service. 100% of our users rate our services as good or excellent and 99% say they would recommend our services again. We estimated that 85% of our users would be satisfied with our services and 100% of those surveyed were satisfied with Carthage Free Library's Public Computing Center services. We once again exceeded our target achievement by a significant amount.

General Outcome 4: Community partners are aware of PCC unit services

We estimate that 86% of our partners will be able to state two or more services we provide, that they will report referring clients to us and that they will report client activities that incorporate our PCC services. We plan to conduct these surveys by phone, email or in person to insure quality feedback. Even though the method the survey is delivered may vary, we will ask the same questions. We have yet to send surveys to our outreach partners. We decided to send these surveys out this summer in preparation for the final OBE Narrative. We have had a few patrons report they were referred to us for basic computer classes through the Lowville WorkPlace and resume help from the Jefferson WorkPlace.

Overall Summation

Overall, 74% of all our students reported that we provide a service not otherwise available and 31% say they saved money in travel expenses and professional development fees coming here. We have students attend classes at the library from Croghan, Harrisville, Copenhagen, Boonville and Lowville to name a few, as well as Carthage, West Carthage and the surrounding area. We are the only Public Computing Center locally that provides digital literacy training outside the Watertown area. Most of our classes are free and we help people save money on gas. For our unemployed working with a fixed income, saving money on travel and educational fees is imperative. The services we provide play a vital role in helping people obtain jobs, develop their job skills and become digitally literate.



86% of our students report that they learned a digital literacy skill that will assist them with their personal, educational or job related need, and 83% of our students reported an increase in confidence since taking our classes. 22% of our students report that our assistance has helped them obtain a job, solve an employment need or solve a job or business related need. A student writes, *"This service is definitely worthwhile for job seekers in our economy. This is an asset to our Library and Community."* Furthermore, 35% of our students report that our assistance has fulfilled an educational or professional development need and 43% report our assistance has fulfilled a personal need. Another student writes, "*I bought a new computer and have practiced at home with the knowledge I've learned here*." It is obvious from these statistics and testimonials that our students receive more than digital literacy courses and job readiness assistance. They receive assistance and educational opportunities that help improve employment opportunities, their job skills, educational opportunities and quality of life. As a result their employers, future employers, and friends and family benefit from what they learn at the Carthage Free Library PCC.

To ensure that people in the surrounding area are able to receive our services, we established an outreach portion of our programming. Currently 35% or our students receive digital literacy and job readiness classes and assistance through our outreach services. In Carthage and West Carthage we have partnered with the local housing authorities to provide basic computer courses at their local housing developments. Some of our students are wheel chair bound, have breathing machines, or are generally tired from medical treatments they receive. Since our library is currently undergoing construction to make us handicap accessible, this is a necessary service we provide for them. Many of these students cannot navigate the steps or make it to the library for our services and would not have the opportunity to learn basic computer skills if we did not provide the outreach program. In addition we have partnered with the Lewis County Office of the Aging and the Lowville WorkPlace (DOL) to provide Lewis County with a Senior Citizen class. Some of our students need the class for their job to develop their digital literacy skills and some or our students are retired, but are looking to improve their digital literacy skills for personal reasons. However, one of the most important outreach services we provide the Jefferson and Lewis County WorkPlaces is resume assistance. Many unemployed who are searching for jobs lack the skills necessary to create a resume that showcases their work history and talents, and the WorkPlaces are inundated with people weekly and lack the staff necessary to help provide quality resumes for their clients. One woman writes, *"Thank you so much for your professional expertise in creating my resume. You truly made me feel like a "special" person throughout the whole process."* A second student writes, "*The services here have helped me with my resume update and increased my opportunities.*" Our services supplement the services provided at the WorkPlace so that their clients have increased opportunities of finding work and as evidenced from the testimonial, we provide not only a quality resume, but quality service as well. The Carthage PCC staff know that people looking for work often need encouragement and to feel good about either themselves or their situation. We pride ourselves on the quality or our work, not only during our outreach services, but at the library as well.

The physical makings of our PCC consist of our internet access, computers and PCC staff. Without these we would not have a functioning PCC. 44% of our students that take classes or receive one on one assistance report not having internet access at home and 70% or our students report using our equipment for classes and one on one assistance, even though the number of students is undoubtedly higher than this. Without the equipment we would not be able to provide services to our students. The equipment is essential to our services and programming. With the internet being the primary place people access information, people need to know how to navigate and search the web safely. With so many lacking internet, our library is one of the few places they can access the internet AND obtain essential navigation skills. Another important component of the PCC is the staff. 90% of our students report that staff is a valuable resource. Without the staff the library would not be able to provide digital literacy and job readiness services to the public. One student writes, "*The instructor is very professional, informative and patient with me*." Another student writes, "*If someone needs a class, it's free, close and goes a speed that I can understand.*" We provide a safe environment, that is hands on and user friendly for patrons and adjust our curriculum and class material to accommodate the learning level of our students. Our ability to manage our time according to our students needs and not our institutions is one of the major reasons our PCC is so successful.

Lessons Learned and Best Practices

1. Try, Try again. If it doesn't work one way, try another. Be flexible and be willing to do outreach to get your program started and build up "credentials."
2. See what other PCCs offer and partner with them, so they can offer services as well.
3. Partner with your local chamber of commerce so they can pass on your class information via their website and mailing lists.
4. Be creative-speak with a professional and see if they are willing to develop a course for you. You would be surprised what people find useful and interesting.

5. Partner with the local DOL to see what needs you can meet in your community or to assist the DOL with resume and job readiness classes.
6. Be sensitive, but firm to those you are working with. You do not know their situation and unemployment and underemployment to not segregate between social classes.
7. Craft resumes based on the situation. It is possible to be overqualified. This is a difficult situation for someone who wants to work and put food on the table. If they are applying for a job outside their field, a skills resume may be the best way to go to initially overcome that prejudice. Skills resume work well for those with many part time jobs and with senior citizens as well.
8. Speak with your class attendees to see what they would like offered.
9. Design hands on activities in every class, provide samples and be patient with those you are working with.
10. When you identify a target audience, strengthen that area of your program so the group does not lose interest and they continue to find the classes and material relevant.
11. When you are able, create fun activities that still promote digital literacy skills. No one wants to go from work to "work".
12. Have social events with your students such as a holiday dinner. We created a cookbook using MSWord and then had a holiday dinner where everyone brought their dish and we passed out the finished cookbook for everyone to have.