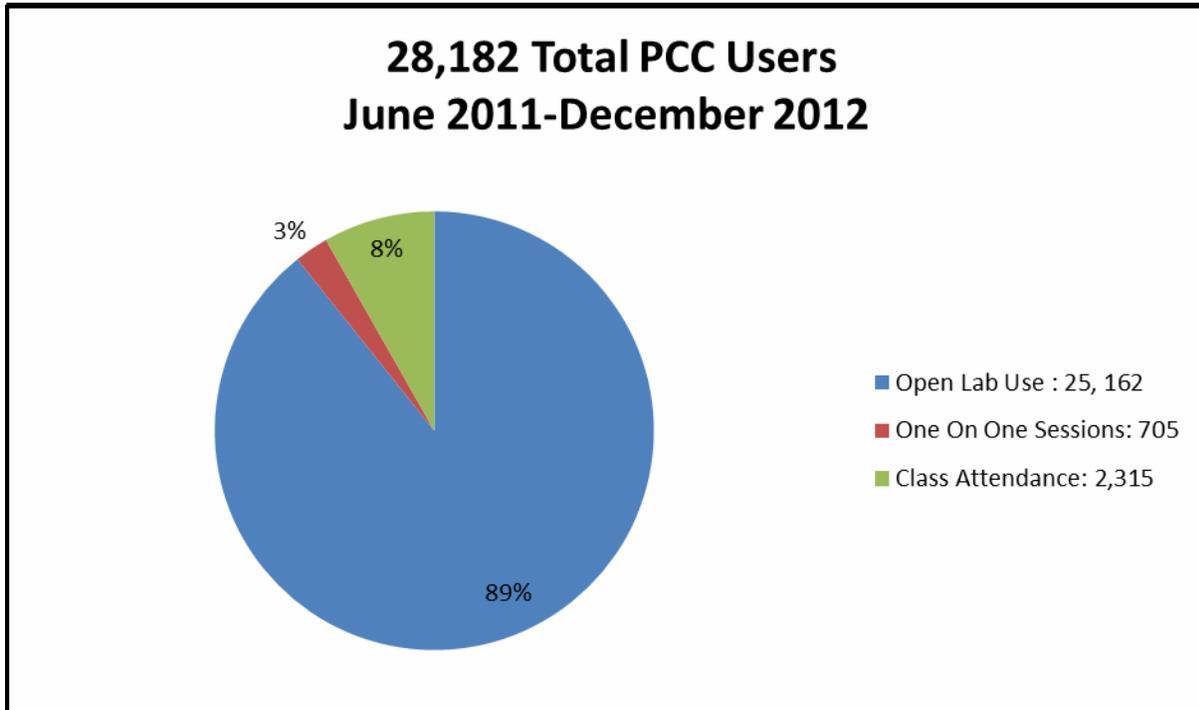


Summarized results

The Dunkirk Free Library continued to follow the four outcomes established using the Outcome-Based Evaluation system to evaluate the progress of the classes provided through the BTOP grant during the final sixth month cycle.



The first outcome, Users gain Digital Literacy Skills, specifically that they will learn/increase basic and advanced computer knowledge, continued as written. We focused on increasing skill building with such offerings as Introduction to Basic Computers, Microsoft Office classes, and one on one sessions in pursuit of this goal. Classes have run on a monthly basis. The Introduction to Word and Excel classes completed surveys and proved a successful continuation to the program with an average of 65% of participants reporting that they felt their computer knowledge had increased.

The second outcome was for PCC users to be better prepared for the workforce with participants gaining computer literacy in exploring and applying for employment opportunities. We discovered throughout the process of running classes and gathering information for the outcome based evaluations that our structuring of this goal was short-sighted. We had hoped to train 391 users, but reached only 26. The survey responses from participants were very positive and we met the targeted goals per training based on the number of users that were trained. We had 11 people get interviews for jobs and 8 people report that they are now employed. In retrospect, we realized that it we did not structure the goal and objectives in a way that would provide us with the truest results. We looked only at the “employment” titled classes. This disregarded the fact

that Microsoft Word and Excel, Introduction to Basic Computers, and Introduction to Windows are critical to preparing users for the workforce. This was a good goal to have, but it is clear that further thought in the crafting could have yielded better results.

The third outcome was for PCC users to be satisfied with services with participants choosing to come to the library and engage in computer use activities. Over the past five quarters, we have had a satisfaction rate of 100%. Equally important as the survey results have been the average monthly user count. We have seen the number of PCC users grow each month for those who use it for classes and personal use. We have also seen a great return rate for those who have taken classes to attend others.

The fourth outcome was that Community Partners are aware of PCC services with partners having current information about the PCC and services that are available to local businesses and the community. Dunkirk is a worker's community and the partners that we have selected all work with the goal of getting and keeping the citizens of Dunkirk employed. We make sure that all partners have regular communication with us and receive calendars and appropriate materials. We have seen one of our partners, The Everywoman Opportunity Center, flourish with community support. After some hardship related to funding threatened to close the organization, their program and services have returned to a full operating week. We are happy to report that a new community partner has emerged in the last six months. We have teamed up with the Office of the Aging to offer free one on one computer instruction to senior citizens using a program called Generations Online. In return for the use of our facility, the Office of the Aging has provided a staff member paid by the Office of the Aging to work at the library. This staff member is used as part of the library's regular staff and works in the computer lab and at the circulation desks as needed. This new partnership promises to have a long life and should help both agencies succeed.

Narrative

Interpretation of Findings

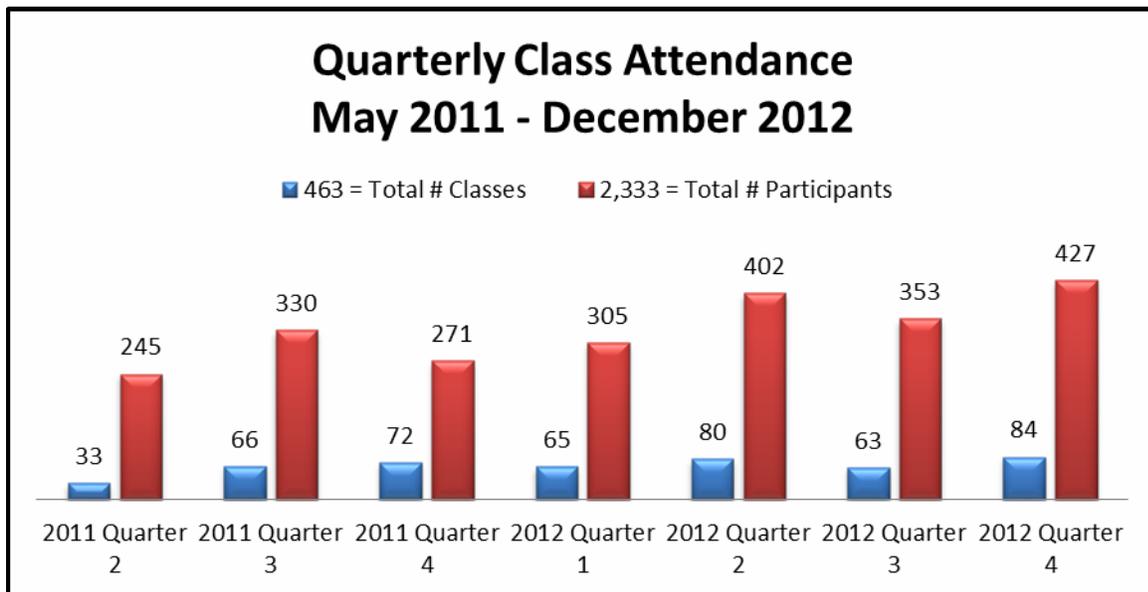
At the completion of each class, final evaluations are completed by participants to help the PCC staff and instructors review the curriculum and learning needs of the participants. We were able to discover quite a lot from the results of the surveys. The first thing that the surveys were able to provide us with had to do with the type of classes offered and the individual needs of the participants. For example, some of the participants who enrolled in the Basic Computer classes had some computer ability upon arrival and the class could have been a bit beyond the *introductory* stage. For others, the very basic skills, such as turning a computer on and off and utilizing the mouse were activities that needed to be highlighted in class. To meet these needs, we created a series of different Introduction to Basic Computers classes, some of which focused on the very basics while others focused on individuals with some computer skills. These classes were much more evenly distributed based on individual needs and the outcomes were more successful.

The surveys provide staff with new teaching ideas, information on how to pace the classes for individual learners, and indicate classes with high levels of interest. The surveys, along with a Lab suggestion box, continue to be very helpful.

Another beneficial question on the survey was where individuals heard about the class. This helped us ascertain the effectiveness of our publicity efforts which include word of mouth, newspaper articles and postings, mailings, faxes and email notifications to partners, and radio spots. The clear front runner in the advertising was the articles and calendars in the local newspapers. The word of mouth from library staff and community members was second, along with individuals who heard our radio spots, and we received an increased number of referrals from community partners.

Progress regarding target audiences course offerings, scheduling

We have discovered through calculations using OBE that the Dunkirk PCC has had a series of strengths and weaknesses in reaching our target audiences.



The Microsoft Word classes grew across each quarter and the number of participants grew as knowledge of the program permeated the community. 66% of participants reported an increased level of skill and knowledge as a result of participating in classes and the instructor feedback confirmed this. We found while the classes started strong, we had participants who did not attend the class each week bringing the overall number down. Since the start of the program we have seen users become more eager to take a leap from the introductory level to the intermediate level.

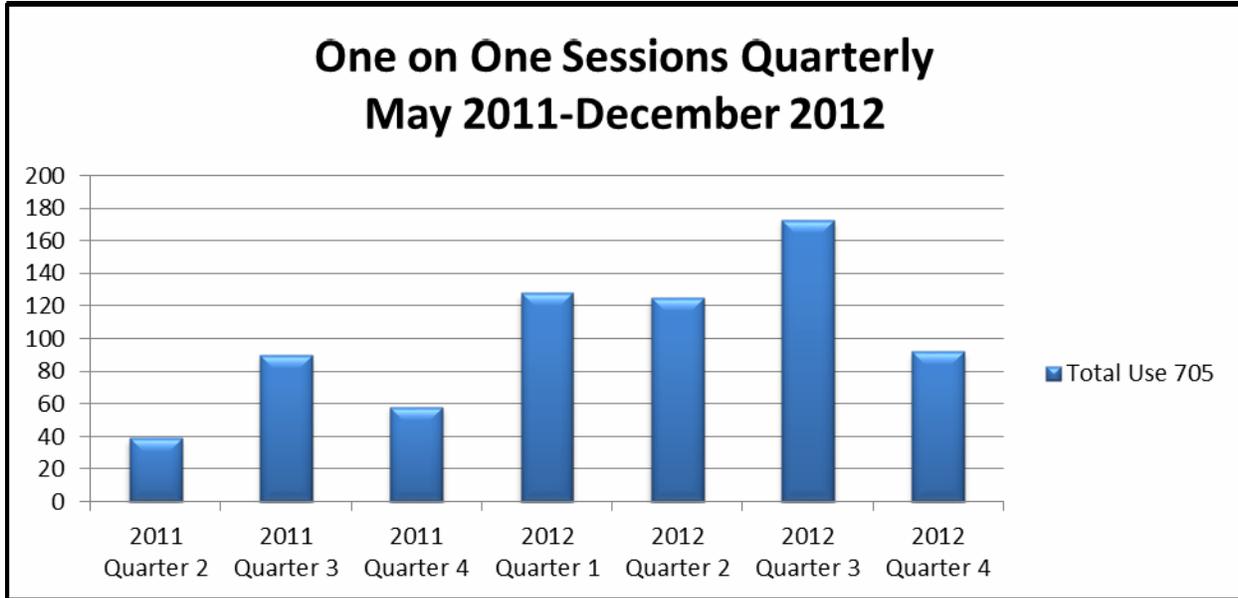
The Microsoft Excel classes were a strong class offering with an overall satisfaction rate of 71%. Our goal for the class was to have 60% of participants report increased skills and knowledge; the target reached was 64%. We learned with these classes the value of scheduling at a variety of times. There was a large initial demand for the classes and users were very specific as to when they wanted the classes. Our class schedules have reflected these participant requests.

The Microsoft PowerPoint class provided a weaker showing. There was a good amount of initial interest, but unfortunately people did not follow through. We tried to gain interest in another PowerPoint class, but the users did not respond favorably. We ultimately decided to focus on those classes that were more sought after and better attended such as Microsoft Word and Excel.

The target audience numbers for the Workforce Development classes remained low. The employment based classes that we held showed a range of 20-100% success rate in reaching target audience numbers. We have found that the job-seekers are most interested in individual attention when dealing directly with the specifics of their job searches including creating resumes and cover letters. We believe that this has had a direct impact achieving a constant rate of success in our class offerings. There was a solid response from job-seekers participating in classes of Microsoft Office and Basic Computer Skills. These classes were as valuable to job-seekers, if not more so, as the classes that were billed as Workforce Development. We continued to look for ways to reach the job-seeking group and ultimately found that we were most successful in reaching them as individuals.

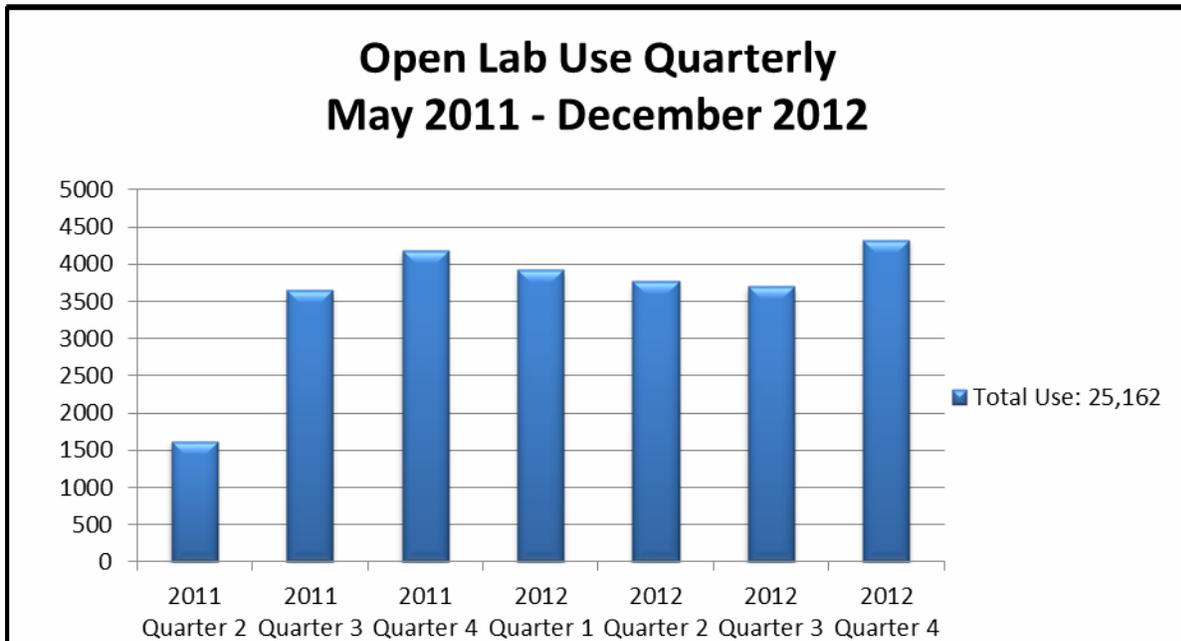
The Basic Computer classes have been most successful in terms of achieving our target audience numbers. These classes include our Basic Computer workshops (in English and Spanish), Introduction to Windows, Introduction to the Internet, various Google specific classes, classes on Digital Pictures and Photography, Genealogy and E-reader instruction. We were able to reach 1,629 participants by the end of December 2012 which is three times our target amount!

Our one on one instruction sessions were very successful throughout the duration of the grant. We had a total of 705 users meet privately for instruction which exceeded our target of 510 participants by 38%. 92% of users have reported new or improved skills as a result of these sessions. We encouraged individuals to bring in personal devices and join us for Open Lab Days where they could come and ask staff any questions about their laptops, I-pads, e-readers and other electronic devices.



The target audience that most exceeded expectations was our open lab audience. We had 25,162 users from May 2011 to December 2012. This is more than 4 times or 359% our original target audience of 5,476 users.

Very rarely was there a month that saw less than 1,000 users and we had months with over 1,500 users. This showed us that the community was aware of the PCC and was willing to come in and use our services. We are proud that we were able to get open lab users to become regular class participants.



By taking all of the successes and failures to reach target audiences into account, we were able to see places that needed development and areas that could be used to model future classes upon. We initially looked at the community of Dunkirk from a purely statistical viewpoint expecting x amount of job seekers, students, seniors, etc. and we learned that we have to consider much more than that. We need to use information that we gain on a daily basis to balance that and help us find numbers that are realistic to strive for. We know that we have both underestimated and overestimated and worked hard to find a middle ground. The method of scheduling we used was successful and came as a direct result of listening to the needs of the community. We took the time to discover what they were looking for consciously and what they were unconsciously showing us that they needed. We kept working at the challenging areas and found that we were making an impact on the community.

Observations regarding digital literacy, workforce development and access

Digital literacy is an overarching goal of the PCC. We have found that if we can achieve a working level of digital literacy with a patron that their belief in their ability to succeed increases. Digital literacy is the key to a patron having a successful relationship with technology in a changing world. We have a large senior citizen population and digital literacy has a different meaning for them. It allows them to keep up with changes in technology and have access to things they want that are no longer available in the formats they once knew. A growing understanding of how to explore, create, retrieve, and organize information allows a job seeking individual to have skills using the programs that employers are using and to seek out jobs effectively. We have seen large numbers of job seekers being drawn to our resume programs, job searching sites, and links and having increased success with them. The success they have in finding job information and creating professional resumes gives them a sense of accomplishment and individual power in their searches.

Access to computers and the internet is a priority for those who are job hunting, but in a small community like Dunkirk, many people do not have computers or internet access at home. We keep going back to our open lab numbers which are astounding. We set the goal of 5,476 users for the duration of the grant and we shattered that number. As of December 2012, the PCC has had 25,162 users! The PCC has given the community access to 20 public computers for 48 hours each week. This allows more than just computer access. It allows families and individuals to save money. They don't have to stretch already limited means further to gain access to the internet and its benefits. The PCC has become a valuable lifeline for so many in our community.

Best practices

We are faced with the question, what are the best practices or benchmarks for success in the PCC? This has been a discovery process since the PCC began offering classes and trainings in May 2011. All of our objectives are centered on participants having opportunities to gain digital literacy access and skills. Whether they are learning to use the computer for the very first time or

a seasoned user, our goals are geared toward having participants demonstrate basic computer skills and increased knowledge. A best practice in this case is consistency. This provides the users with a reliable comfort level while they are discovering, often unknowingly, what digital literacy is and how it can impact their lives. When individual confidence is increased using computers, a whole new world of potential avenues and exciting experiences becomes available.

Offering multiple sessions of classes designed to build skills and confidence has proved a best practice. This provides numerous users with the building blocks necessary for success in using the computer on their own for things that are important in their own lives. The user leaves the classes with a virtual toolbox that they can reach for every time they sit down in front of a computer.

A third best practice is keeping judgment out of the learning process. Users are coming from all backgrounds and walks of life and they bring in their own fears, concerns, and baggage. Their success in learning is paramount and it flourishes in an environment where they feel free from judgment.

A fourth best practice is listening to the needs and concerns of users and using that information to build a stronger program. We discovered quickly that the community would be a part of the evolution of our schedules and classes. There is nothing for us to gain by working in a vacuum and expecting the community to fall in line. It is crucial to the success of the program to listen and adapt because we are here to serve and support our user's needs as they truly are, not as we would expect them to be.

A final best practice is to establish an atmosphere of trust between the community and staff. We could simply not have succeeded in reaching as many people as we were able to without trust. Each staff member worked exceedingly hard to develop a rapport with the people coming in the door. It was through that trust that the staff members were able to convince people to take on new challenges and find independence in digital literacy through their own skills.

Lessons learned

The experience of running the PCC Lab and conducting classes for the community has been a learning process for all staff involved. We went into this endeavor with a certain amount of knowledge about our community and a set of expectations for them. We have learned so much throughout the course of the grant that changed our expectations and understanding regarding our community.

There are several groups in the community that the PCC is working to reach out to and provide services to improve their quality of life. Three of the groups are the Spanish-speaking

community, job seekers, and senior citizens. They represent a wide cross-section of the population of Dunkirk.

With a great deal of outreach, we began making in-roads with our Spanish-speaking population. They are a large, close knit community, who listen to each other and by contacting key players, we have been able to draw more individuals to our programs. Our Spanish-speaking instructor and local educator was key to this process as well as past class participants that encouraged fellow church members to join us for classes. We hope to continue to strengthen the alliance with these groups for continued success

There have been many challenges in reaching the job seekers of Dunkirk. The traditional format of a class that meets once a week for 6 to 8 weeks does not seem to get the response we were hoping for, even though some of our community partners encourage individuals in their programs to join us for a longer class commitment. The job-seekers that we work with continue to have unique circumstances with some working part-time, caring for children, dealing with social services programs, and being transient. Dunkirk has a large migrant/transient population, so we do see people come in for help and find out later that they have left the area. We are happy to report that some of our regular class participants have gained employment and credit the classes they took with assisting to upgrade and increase their own personal skills. We have found that dedicating Open Lab Days to include resume writing assistance is more effective than a traditional resume writing class. Although these numbers remain lower than we would like, the individualized time with patrons appear to have been beneficial and are tracked as one-on-one training instead of employment classes or Workplace Skills Development sessions. This allows patrons to come in as their schedule allows and work with an instructor one on one to deal with their specific needs. There is a great deal of frustration in the job-seeking process and patrons respond well when they are able to address their own concerns without getting caught up in the issues of others. We have found that one reason that the personal sessions are effective is that the patrons often have difficulty organizing and prioritizing their work history. They have specific questions regarding the details of their resume that are harder to address successfully in a group. When we have provided classes regarding employment, the success with job-seekers is most definitely the skill-oriented classes. Programs such as Microsoft Word and Excel remain in high demand and basic computer skills classes are filled with patrons looking for jobs. A major concern for a large number of our patrons looking for jobs is having viable computer skills. We continued to expand on the things that work (Open Lab Days and long term skill building classes) where time is spent talking to patrons to find out what else they feel would meet their needs. We have absolutely learned that the diversity of the needs of this group impacts how we can most effectively offer services.

Our third group, the senior citizens, has proved to be closer to our expectations than the other two groups. We see a steady influx of new technology being gifted to the senior set by children and grandchildren. A repeated complaint from them remains to be that they receive these gifts from others without being instructed how to use them or that their children initially set up the

items and then are not around when an individual needs help. Our basic level classes continue have a high rate of senior citizens in them. They often gravitate toward one instructor based on their teaching style, course structure, or personality and enroll in additional courses taught by that specific instructor. The desire to keep informed and in contact brings seniors in and we have seen a great success rate for those who attend regularly and repeatedly.

Aside from our core focus groups, we have learned all kinds of other lessons. Time is a huge issue for everyone! We have discovered the value of offering the same class at different times and on different days. People want us to listen to the needs of their schedules and we have found success in doing so. Some patrons have trouble committing to a class that runs over several weeks. Although our numbers of class participants has begun to level out, we are still aware that numbers tend to dwindle when long term classes are taking place. Very rarely, do we start and end with the same number of participants. The decision to offer short and relevant classes on a regular basis has been very successful. We have seen people return regularly for a one hour/one shot class because they feel they have the option to attend at their convenience and specific interest level.

Skill level and comfort are two big issues. We have learned that there is real value in grouping people with similar skill levels together. The patrons who are apprehensive about using computers are more relaxed if they don't feel that they have an expert in class making them feel slow or unprepared. Our instructors have been outstanding in terms of making the classes a judgment free zone where all questions are good questions.

We have learned that there is a desire to learn! Patrons of all ages and skill levels have come in and been willing to try. The library staff has been integral in getting reluctant computer users in the door of the lab and enrolled in classes. They are able to reach out to patrons, who are often friends or neighbors, and convince them that the computer does not have to be scary or an impediment that will stop individuals from exploring using computers. The efforts of staff and the word of mouth from satisfied users have fueled the community's interest in seeing what the Dunkirk PCC has to offer.

We have also learned that it may be wiser to look at classes on an individual basis while evaluating their successes and failures and then fit them into broader categories such as workforce development. It is clear to us now that Microsoft Word *IS* workforce development. Basic computer skills, advanced computer skills, and digital literacy are crucial to workforce development and to leave them out of the big picture when evaluating the success of the workforce development component is to do the program a disservice. It would be beneficial to go from micro to macro in this instance even though it would be a more challenging process. It seems that to truly represent the successes of the program each class would be considered in OBE outcomes 1, 2, and 3.

The Dunkirk city residents are aware of the PCC and what we have to offer. We are seeing more people coming through our doors than ever before and they are gaining skills and confidence that they carry with them beyond the walls of the library. PCC users can state definitively that they have valuable and marketable skills that they were able to gain at no cost. We are thinking more and more about sustainability every day. **The PCC has continued to make a tremendous impact on the lives of the citizens of Dunkirk.** Although changes and adjustments will have to be made to continue, and the challenges ahead for the PCC will be ongoing, the community cannot afford to lose the programs offered. The computer lab is one of the first things that a patron sees when they enter the building and currently it remains an active, vibrant place that is always busy and exciting. The PCC has helped grow the reputation of the Dunkirk Free Library as a place that is relevant to the community. Libraries are going through an evolution process as technology continues to grow and efforts such as this will help cement their importance.

General outcome #1: PCC/E-Mobile Unit users gain digital literacy skills.					Evaluation time period: May 2011-December 2012
Custom outcome: Participants will learn/increase basic and advanced computer knowledge	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<u>Basic Computer knowledge and Use</u>					
PCC offers the following training:					
Introduction to Basic Computers Workshop					
<ul style="list-style-type: none"> Participants report increased knowledge of navigating the computer. Participants demonstrate basic computer skills. Participants report satisfaction with workshop content and trainer. 	554	8	<ul style="list-style-type: none"> *Checklist by trainer *Post workshop survey *Post workshop survey 	<ul style="list-style-type: none"> *4.8 or 60%per training *6.4 or 80% per training *6.4 of 80% per training 	<p>1629 total trained</p> <ul style="list-style-type: none"> 728 or 45% (-) 830 or 51% (-) 910 or 56% (-)
Introduction to Basic Computers with Spanish Support					
<ul style="list-style-type: none"> Participants report increased knowledge of navigating the computer. Participants demonstrate basic computer skills. Participants report satisfaction with workshop content and trainer. Participants report that a possible language barrier does not impede class/ training success. 	336	6	<ul style="list-style-type: none"> * Checklist by trainer * Post workshop survey * Post workshop survey * Post workshop survey 	<ul style="list-style-type: none"> *3.6 or 60% per training *4.8 or 80% per training *4.8 or 80% per training *4.8 or 80% per training 	<p>75 total trained</p> <ul style="list-style-type: none"> 11 or 15% (-) 11 or 15% (-) 21 or 28% (-) 75 or 100% (+)

<p>Office Skills</p> <p>PCC offers the following training:</p> <p>Introduction to Microsoft Word Workshop</p> <ul style="list-style-type: none"> • Participants demonstrate basic word processing and keyboarding skills. • Participants report increased knowledge of word processing. • Participants report satisfaction with workshop content and trainer. <p>Introduction to Microsoft Word with Spanish Support Workshop</p> <ul style="list-style-type: none"> • Participants demonstrate basic word processing and keyboarding skills. • Participants report increased knowledge of word processing. • Participants report satisfaction with workshop content and trainer. • Participants report that a possible language barrier does not impede class/training success. <p>Introduction to Microsoft Excel Workshop</p> <ul style="list-style-type: none"> • Participants demonstrate knowledge in basic spreadsheet use. • Participants report increased knowledge of Excel programs. • Participants report satisfaction with workshop content and trainer. <p>Introduction to Power Point Workshop</p> <ul style="list-style-type: none"> • Participants demonstrate basic word processing and keyboarding skills. • Participants report new/increased knowledge of the ribbon functions in the Power Point Tabs. • Participants report satisfaction with making and maintaining a hard copy of materials created (presentation, slide show etc.). • Participants report satisfaction with workshop content and trainer. • Participants report that a possible language barrier does not impede session success (when applicable). 	<p>554</p> <p>336</p> <p>645</p> <p>325</p>	<p>8</p> <p>6</p> <p>8</p> <p>8</p>	<p>*Checklist by trainer</p> <p>*Post workshop survey</p> <p>*Post workshop survey</p> <p>* Checklist by trainer</p> <p>* Post workshop survey</p> <p>* Post workshop survey</p> <p>* Post workshop survey</p> <p>* Checklist by trainer</p> <p>* Post workshop survey</p> <p>* Post workshop survey</p> <p>*Checklist by trainer</p> <p>*Checklist by trainer</p> <p>*Checklist by Trainer</p> <p>*Post workshop survey</p> <p>*Post workshop survey</p>	<p>*4.8 or 60% per training</p> <p>*4.8 or 60% per training</p> <p>*6.4 or 80% per training</p> <p>*3.6 or 60% per training</p> <p>*4.8 or 80% per training</p> <p>*4.8 or 80% per training</p> <p>*4.8 or 80% per training</p> <p>*4.8 or 60% per training</p> <p>*4.8 or 60% per training</p> <p>*4.8 or 60% per training</p> <p>*6 or 75% per training</p> <p>*4.8 or 60% per training</p> <p>*4.8 or 60% per training</p> <p>*6.4 or 80% per training</p> <p>*4.8 or 60% per training</p>	<p>207 total trained</p> <p>137 or 66% (+)</p> <p>136 or 66% (+)</p> <p>145 or 70% (-)</p> <p>14 total trained</p> <p>4 or 29% (-)</p> <p>5 or 36% (-)</p> <p>5 or 36% (-)</p> <p>14 or 100% (+)</p> <p>261 total trained</p> <p>164 or 63% (+)</p> <p>166 or 64% (+)</p> <p>185 or 71% (+)</p> <p>49 total trained</p> <p>16 or 33% (-)</p> <p>15 or 31% (-)</p> <p>17 or 35% (-)</p> <p>17 or 35% (-)</p> <p>N/A</p>
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<p>One-on-One Computer help sessions (general topics)</p> <p>PCC offers the following training:</p> <ul style="list-style-type: none"> • Participants report new or improved skills while using computers (including use of the internet). • Participants gain experience in utilizing their own computer equipment while at the library (ex) laptops, e-readers and other accessories. • Participants report satisfaction with individualized session. • Participants report that a possible language barrier does not impede session success (if applicable). 	<p>510</p>	<p>1</p>	<p>*User survey *User survey *User survey *User survey</p>	<p>*.8 or 80% per training *.8 or 80% per training *.8 or 80% per training *.8 or 80% per training</p>	<p>705 total trained</p> <p>648 Or 92% (+) 669 or 95% (+) 662 or 94% (+) N/A</p>
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General outcome #2: PCC/E-Mobile Unit users are better prepared for the workforce.					Evaluation time period: May 2011-December 2012
Custom outcome: Participants will gain computer literacy in exploring and applying for employment opportunities.	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<p><u>Workforce Development</u></p> <p>PCC offers the following training:</p> <p>Job Searching Techniques Series (English and Spanish)</p> <ul style="list-style-type: none"> • Participants develop new/ updated resume. • Participants complete at least one on line application. • Participants report new/ improved on line job searching skills. • Participants report satisfaction with making and maintaining a hard copy of materials created (resume, cover letter, contact list). • Participants report satisfaction with series content/trainer. • Participants report that a possible language barrier does not impede session success (when applicable). • Participants report participation in series resulted in job interview. • Participants report participation in series resulted in job offer. 	391	8	*Observation by trainer *Observation by trainer *Post series interview *Post series interview *Post series interview *Post series interview *Post series survey (3 mo) *Post series survey (3 mo)	*6 or 75% per training *4 or 50% per training *6 or 75% per training *6 or 75% per training *6 or 75% per training *2 or 25% per training *2.4 or 30% per training *1.6 or 20% per training	<p>26 total trained</p> 23 or 88% (+) 6 or 75% (+) 6 or 75% (+) 22 or 85% (+) 22 or 85% (+) 26 or 100% (+) 11 or 42%(+) 8 or 31% (+)

General outcome #3: PCC/E-Mobile Unit users are satisfied with services.					Evaluation time period: May 2011-December 2012
Custom outcome: Participants will choose to come to the library and engage in computer use activities.	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<u>Open lab access</u> <ul style="list-style-type: none"> • Users rate service at good or excellent • Users report that computer staff was helpful (if assistance was needed). • Users report they would use services again. • Users would recommend services to a friend and/or family member. 	5476	N/A	*User survey *User survey *User survey *User survey	*359 or 85 % of response *359 or 85 % of responses *359 or 85 % of responses *359 or 85 % of responses	25162 total to date 25162 or 100 % (+) 25162 or 100% (+) 25162 or 100% (+) 25162 or 100% (+)

General outcome #4:					Evaluation time period: May 2011-December 2012
Community partners are aware of PCC/E-Mobile Unit services.					
Custom outcome:	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<p>Partners have current information about the PCC and services that are available to local businesses and the community.</p> <p>Partners</p> <ul style="list-style-type: none"> Partners state two or more services that are available at the PCC. Partners report they have referred participants/community members to the PCC. Partners report they have developed participant/community activities that have incorporated PCC services. 	7	N/A	<p>*Focus group/surveys</p> <p>*Focus group/surveys</p> <p>*Focus group/survey</p>	<p>*7 or 100% of partners</p> <p>*7 or 100% of partners</p> <p>*7 or 100% of partners</p>	<p>5 participated to date</p> <p>6 or 86% (-)</p> <p>5 or 71% (-)</p> <p>5 or 71% (-)</p>

Evaluation time period: May 2011-December 2012

Please indicate your level of agreement/disagreement with the following statements:

The PCC/E-Mobile Unit was successful in achieving outcome #1 (users gain digital literacy skills).

Strongly agree Agree Disagree Strongly disagree

The PCC/E-Mobile Unit was successful in achieving outcome #2 (users are better prepared for the workforce).

Strongly agree Agree Disagree Strongly disagree

The PCC/E-Mobile Unit was successful in achieving outcome #3 (users are satisfied with services).

Strongly agree Agree Disagree Strongly disagree

The PCC/E-Mobile Unit was successful in achieving outcome #4 (partners are aware of services).

Strongly agree Agree Disagree Strongly disagree

If you indicated disagree or strongly disagree for any of the above outcomes, please explain. List any changes being made to the program and/or evaluation plan to ensure these outcomes are achieved.

Please share any additional findings. Include a few specific quotes or accounts from users/partners that support outcomes.

