

PCC Learning Lab Outcome Based Evaluation Narrative

January 2011-December 2012

General Observations

The Haverstraw King's Daughters Public Library PCC provided free and open access to coursework promoting language development and digital literacy. The PCC also presented workshops oriented towards small businesses, presentations on civics and medical and health information, and citizenship exam preparation. Finally, the open lab assistance provided one-on-one hands-on expertise to assist library customers with resume writing, job searching and further personal development of digital literacy. Our site was located in the Village of Haverstraw, which has a diverse population with many non-native English language speakers. The demand for beginning level English as a Second Language instruction far outnumbered the courses we were able to provide.

We found that having a dedicated coordinator was critical to the success of the project. Our coordinator organized all the classes, publicity, student lists, instructors and post-class paperwork. Also, understand the needs of your community. As stated above, lower level ESL classes were and remain our most pressing need. We ascertained that going in, and were able to tailor our class offerings to that need. Our ELS Level 1A was a constant success for us. There is a real need for lower level ESL classes in Rockland County, and we always had more dedicated students than we could teach.

Best Practices

The best practices we developed include: 1-Partner with community organizations to make everyone's dollar go farther. 2-Develop good, open lines of communication with instructors, students and staff so that questions from any direction are resolved quickly, especially as it relates to emergency delays, closings, holidays. 3-Keep good records relating to registration, pre- and post-class testing, etc. 4-Formalize any notices and paperwork so that support staff that may be brought into conversations with students can provide accurate information. 5-Publicity materials should be spread far and wide to get the attention of the public. 6- Smaller classes with a multi-media component worked well. We tried to mix up our textbook learning with presenters, music, and hands-on computer time, to prevent students from losing momentum.

Partnerships

We developed partnerships with many organizations, but the strongest ones were with Rockland BOCES, the OneStop, Literacy Volunteers of Westchester and Rockland, and the Haverstraw Center.

We contracted with Rockland BOCES for ESL instructors and we are pleased that we were able to offer 2 years' worth of lower level ESL, which is not offered locally, and for free to patrons. There is a continuing need for lower level instruction of this nature, and we are working together currently to determine if we can locate resources to further support this activity.

Literacy Volunteers of Westchester and Rockland is an organization that we were familiar with, as their tutors and students use our facilities regularly. But we generally did not work together with them on an organizational level. Through this grant we forged a relationship to provide a citizenship examination preparatory course to help residents get ready for their citizenship exam. We are also co-partnering with them on a grant that they have applied for, to provide adult literacy courses at our location.

The Haverstraw Center is our neighbor, and yet we had not really worked closely with them before this grant. Due to scheduling and space issues, we needed an off-site location for classes held on the weekend. The Haverstraw Center was more than happy to assist us by providing access to their clean and comfortable facility. The arrangement worked out beautifully, and helped us build a lasting relationship. At the very least, now that we are more on one another's radar, we envision sharing publicity information about our programs and services offered at each site.

Challenges

Not surprisingly, language was one of the major challenges in making arrangements for the ESL classes. Getting all the classes organized, populated, tested etc. took much effort and parties were not always speaking the same language. We scheduled some of our Spanish speaking clerical staff during times when we expected ESL students to come in, to assist specifically with registration.

Publicity was also a challenge. While we had no trouble getting the word about ESL classes, and had more students than we could accommodate, at times our Open Lab hours were very quiet, with little or no traffic. Making sure people knew the services and one-on-one assistance that was available was something we continually worked on.

Finally, space was a challenge. We knew that it was important to site the PCC activities in our Village Branch, but there is only 1 public community space in that building. There would on occasion be conflicts between library programming needs and PCC demands for that single space.

General Lessons Learned

Some of the most important lessons we learned during this grant include the following. Open communication is critical to the success of a venture like this. Contract and regular employees don't always have the same methods in use, and managing conflict is important. Publicity materials must be clear, concise, multi-lingual and eye catching to have any impact. People are so appreciative of our efforts on their behalf, and that makes doing our job all the more important, because the need is so strong.

Several people have found jobs through postings we placed on our jobs board. We have opened new channels of communication in the community, so people now come to us first for questions related to job search. Due to our partnership with the Literacy Volunteers as forged during this project, we are going forward offering citizenship exam preparation courses for eligible patrons.

Going Forward

The Haverstraw King's Daughters Public Library plans to continue to build upon the foundation laid by the BTOP grant. We will continue our partnership with Literacy Volunteers of Westchester & Rockland Counties and the Haverstraw Center on a Literacy Zone grant that will assist with pathways to citizenship and English language proficiency for limited English language adults, support for parents' involvement in their children's literacy development at home and engagement with the school system, workforce development programs, including apprenticeship, career and technical education, and career pathways, and with connections and referral to additional services for participants. The Literacy Zone will be located at the Haverstraw Center, with services also being provided at both library locations of HKDPL, plus the Haverstraw Collective. We will provide on-site technology and space for workshops and classes, will provide a communications exchange for publicity and program information at the other locations, and if feasible, will provide access to laptops for instruction off-site. Given the healthy partnerships we cultivated during the BTOP grant, this continuing relationship is a natural progression.

The following sections give detail on the evaluation process, results, challenges and lessons learned for the classes and workshops we offered over the duration of the grant.

ESL

All ESL class offerings were for absolute beginners or those who spoke very little English. Levels and class materials were matched to offerings by Rockland BOCES. All classes, with the exception of a High Beginner Conversation Group, followed the same state guidelines as courses offered by Rockland BOCES.

All students with a 70% or greater attendance received Certificates of Completion. Each session consisted of (22) 3 hour classes.

Evaluation Process: Students were evaluated prior to classes beginning and upon completion. Pre-test evaluation included an interview and/or a formal oral test using the Center for Applied Linguistics Best Plus program. Students also provided writing samples. Teacher observation and input helped to determine next steps for each student and identify those who needed additional support for basic literacy skills.

Evaluation Results: Almost all students who attended regularly showed marked improvement in listening, speaking, reading and writing skills. Most achieved an increase in their Best Plus scores of 24 points or better.

Progress: Students have consistently moved forward in acquiring English. When they have progressed past the courses we offer, we refer them to courses offered by BOCES. We also assist them in enrolling in classes for GED exam preparation, or in many cases, courses for “pre-GED” to bring their basic skills to the level they need for success in the exam prep classes.

Students have developed very close bonds and team spirit. They often help one another by bringing homework to those who are absent, assisting one another in class. Several have come together to the Learning Lab during open access for additional assistance. They also share information about Workshops and other programs by disseminating flyers to friends and family members.

Challenges: The community taking advantage of ESL classes is almost exclusively limited to those who live relatively near to the village branch of the library. This community is primarily hard-working, family oriented people. They are unskilled workers who work whenever they can, which often prevents them from attending classes regularly. In addition, they often have childcare issues that we cannot address. Therefore, classes are deliberately over-enrolled as absence and the fall-off are significant.

Students often lack confidence and wish to repeat classes. Therefore, rather than push too hard, we are alternating textbooks and educational materials so those repeating a class will have a new curriculum that will also serve the new, incoming students.

We have a greater demand for ESL classes than we can accommodate. We will not be able to continue with the number of course offerings each semester. Therefore, classes will be limiting to once weekly and it will require two semesters to complete the curriculum for each level. We chose to do this as the number of patrons at different levels warrants multiple offerings.

Lessons Learned:

1. The courses that patrons are dedicated to participating in are often limited to on-going classes rather than individual workshops.
2. The best sources for disseminating information are word of mouth and flyers rather than press releases and calendars as the patrons attending the ESL classes do not read the papers that print the press releases and do not use E-vents or go to our web site.
3. It's extremely important to stay in communication with partners such as BOCES, Literacy Volunteers, etc., to remain aware of other resources for our patrons and share information about what is available in the community.

Introduction to Computers

Introduction to Computer Classes were for absolute beginners. Saturday classes were 10 weeks and taught bilingually (English/Spanish). Tuesday afternoon classes were 12 weeks and were taught in English with volunteer interpreters. The students attending these classes, almost invariably, had never used a computer. The Textbooks and workbooks

used were developed specifically for ESL students who have no experience with computers. The curriculum used was that which Rockland BOCES uses for its Introduction to Computers for ESL Students classes.

Evaluation Process: Students were interviewed prior to placement in a class to determine what experience they had upon entering. Again, these classes were for absolute beginners. Teacher skill assessments forms and student observations were used to confirm what skills had been acquired. Student evaluations of the courses were also used.

Evaluation Results: Almost all students who attended regularly demonstrated the ability to accomplish the tasks outlined in the curriculum. All students who responded to the course evaluation indicated that they were very happy with the course and their accomplishments. Many requested a second, more advanced level.

Progress: In response to the students' improved skills and requests, we have a changed the Tuesday class to a 12 week course on using Microsoft Word 2010.

Some students have come in to use the computers during open access hours.

Challenges: Space, time and funds! Patrons generally need evening and weekend courses and the Learning Lab is occupied for other classes much of the time. Additionally, there are currently no funds for increasing the number of courses.

Students do not have computers at home and do not practice regularly enough to become truly proficient in all tasks learned. We continue to change the hours of open access in an effort to make the computers and staff available to them, but they generally do not take advantage of it.

We need a course in Keyboarding and Using the Mouse as the lack of this basic skill inhibits progress. We could accomplish much more if students develop these skills prior to enrolling.

Lessons Learned:

1. The courses that patrons are dedicated to participating in are often limited to on-going classes rather than individual workshops.
2. The best sources for disseminating information are word of mouth and flyers rather than press releases and calendars as the patrons attending the ESL classes do not read the papers that print the press releases and do not use E-vents or go to our web site.
3. Bilingual Volunteers who are computer literate are extremely valuable!

Workshops

The following Workshops were offered January 2011-December 2012

1. E-mail Workshop / Bilingual, Head Start Parent Groups 3 sessions
2. E-mail Workshop / Bilingual , Two-Part Workshop,
3. E-mail and Internet Workshop / Bilingual Neary Elementary School Parent Group 1 session
4. Internet Navigation and ESL Site Workshop, Head Start Parent Groups 1 session
5. Wordpress- Introduction to Website Design, 3hour course 2 identical sessions
6. Facebook for Business Purposes, in collaboration with North Rockland Business Assoc.
7. Linked In 101 – Creating a Profile, Self-promotion, in collaboration with North Rockland Business Assoc.
8. Linked in 201- Advanced, in collaboration with North Rockland Business Assoc.
9. Healthcare and Talking with your Doctor, ESL and Community Resource Workshop in collaboration with Hudson River Health Care and Say Ah

10. American Civics – Dance in America, History of Modern Dance Music in the US In Collaboration with the Haverstraw Arts Alliance and the Haverstraw Center
11. Preparing for Citizenship Workshop in collaboration with Literacy Volunteers
12. Introduction to Twitter

Evaluation Process: All Workshops are evaluated by teacher observation and student course evaluations.

Evaluation Results: Workshops, while not attended as well as I would like, were extremely successful as they did attract the correct audiences.

Progress: We will repeat a number of successful workshops, such as E-mail and Linked In. We also plan to offer workshops on entrepreneurial topics. We are in the beginning stages of developing a partnership with the RCLS Libraries and WIB and have had initial dialogs about workshops for resume writing, job searches, etc. which might include industry specific job fairs.

Challenges: Attendance. Patrons tend to sign up for programs to save a space and not attend even after confirming, therefore, preventing others from attending those workshops that have limited space.

Lessons Learned: When possible, have guest speakers/presenters come immediately before or after class. Extend class hours to incorporate workshops into the class. For example, when ESL students are working on a theme, such as "Around Town" or "Healthcare," bring guests into class to work with a group that exists and is currently in need of the information.

PCC Learning Lab – Open Access

Evaluation Process: Staff observation and Patron Evaluation Forms

Evaluation Results: Most patrons come to the Learning Lab to accomplish a specific task and do. Often people come for tutoring in English or additional support in learning to use a computer. Most are satisfied that they accomplished the task at hand.

Progress: Progress is slow in the area of traditional job-seeking activities. Patrons continue to use this time primarily for building of basic skills.

Challenges: Patrons from outside of the immediate area are not utilizing the Learning Lab in spite of many attempts to promote this valuable opportunity.

Lessons Learned: PCC Open Access time may be better utilized by offering mini-workshops in basic computer.

Report submitted 1/29/2013

Claudia Depkin

Library/Institution: Haverstraw King’s Daughters Public Library

Please use this form to create a custom OBE plan for your PCC or E-Mobile Unit. Complete all white sections of the form and submit to Mary Ann Stiefvater (mstiefva@mail.nysed.gov) by January 15, 2013.

General outcome #1: PCC/E-Mobile Unit users gain digital literacy skills.					Evaluation time period:
Custom outcome: Improve Computer Literacy in the Community and Increase Library Patronage	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<p>Basic Computer and Internet Use</p> <p>Introduction to Computers Bilingual, 10 week program total of 30 hours</p> <ol style="list-style-type: none"> Participants will be able to identify and adjust hardware Participants will demonstrate mouse function knowledge Participants will demonstrate basic keyboarding skills Participants will demonstrate ability to manage files and folders Participants will demonstrate basic Microsoft Word skills Participants will demonstrate basic Windows knowledge Participants will create e-mail accounts and demonstrate ability to use e-mail, create contacts and groups, attach and detach files. Participants will demonstrate ability to browse internet, create favorites, download files 	96	16	<p>Pre-instruction skill survey</p> <p>Post-instruction skill survey</p> <p>Instructor observation</p>	<p>1-8 75%</p>	<p>158 students 90%</p>
<p>E-mail Workshop / Bilingual Head Start Parent Groups 3 sessions , each 1.5 hours</p> <ol style="list-style-type: none"> Participants will create e-mail accounts Participants will demonstrate ability to use e-mail, Participants will demonstrate ability create contacts Participants will demonstrate ability to create groups, attach and detach files. Participants enroll in other classes 	30	10	<p>Instructor observation and confirmation of demonstrated ability</p>	<p>1-4 75%</p> <p>5 50%</p>	<p>21 students 1-4 100%</p> <p>5 30%</p>

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Custom outcome: Improve Computer Literacy in the Community and Increase Library Patronage	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<p>E-mail Workshop / Bilingual Two PartWorkshop, each 2 hours</p> <ol style="list-style-type: none"> 1. Participants will create e-mail accounts 2. Participants will demonstrate ability to use e-mail, 3. Participants will demonstrate ability create contacts 4. Participants will demonstrate ability to create groups, attach and detach files. 5. Participants will be able to manage settings and of administrative features 	8	8	Instructor observation and confirmation of demonstrated ability	75%	8 students 80%
<p>E-mail and Internet Workshop / Bilingual Nearly Elementary School Parent Group 1 sessions , each 2 hours</p> <ol style="list-style-type: none"> 1. Participants without e-mail will : <ol style="list-style-type: none"> a. create e-mail accounts <ol style="list-style-type: none"> i. demonstrate ability to use e-mail, b. demonstrate ability create contacts c. demonstrate ability to create groups, attach and detach files. 2. Participants with e-mail accounts will: <ol style="list-style-type: none"> a. demonstrate ability create contacts b. demonstrate ability to create groups, attach and detach files. c. demonstrate ability to browse internet, create favorites, download files 3. Participants continue to participate in small group instruction through the summer 	10	10	<p>Instructor observation and confirmation of demonstrated ability</p> <p>Participants continue to participate in small group instruction through the summer</p>	75%	10 students 100%
<p>Internet Navigation and ELS Site Workshop Head Start Parent Groups 1 session , 1.5 hours</p> <ol style="list-style-type: none"> 1. Participants will : <ol style="list-style-type: none"> a. demonstrate ability to browse internet, create favorites, download files b. bookmark and use a variety of ESL self-directed learning sites c. bookmark and use a variety of ESL educational 	8	8	<p>Instructor observation and confirmation of demonstrated ability</p> <p>Participants enroll in additional courses</p>	75%	8 students 85%
					25%

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<p>games, modified news, pronunciation sites</p> <p>d. bookmark and use a variety of ELS game sites that will enable them to play interactive educational English video games with their school-age children</p> <p>2. Participants enroll in additional courses</p> <p>Wordpress- Introduction to Website Design 3hour course 2 identical sessions</p> <ol style="list-style-type: none"> Participants will learn the basics of setting up a web page Participants will learn to use basic graphic and text tools Participants will learn to import images and video files Students will learn how to publish their page <p>Facebook For Business Purposes 101</p> <ol style="list-style-type: none"> Participant will learn how to create a page from their current account Participant will learn how to create a new account/page Participants will learn how to upload images and video Participants will learn how to promote their page Participants will learn how use the page for keeping their name in front of potential clients <p>Linked In 101</p> <ol style="list-style-type: none"> Participants will learn how to create a profile Participants will learn how to connect with others Participants will learn how to import contacts from other address books Participants will learn how to update "status" <p>Linked in 201</p> <ol style="list-style-type: none"> Participants will learn the secrets of using Status Updates Participants will learn when and how often to post Participants will learn the importance of Testimonials Participants will learn who should be your "friend" Participants will learn how to use other applications and incorporate media tools such as slide shows and presentations Participants will learn how to use mobile devise with Linked 	12	6	Teacher Observations Participant Feedback Forms	75%	24 studentns 100%
	8	8	Participant Feedback Forms	75%	22 students 90%
	16	8	Instructor Observation Participant Feedback	75%	25 students 100%
	16	8	Instructor Observation Participant Feedback	75%	25 students 1-5 95%
					6 90%

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Custom outcome: Improve Computer Literacy in the Community and Increase Library Patronage	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<p>In</p> <p>Microsoft Word 2010 – 12 weeks, 3 hours per week</p> <ol style="list-style-type: none"> Participants will learn to navigate screen and use ribbon Participants will learn office styles of letters and memos and make stationary Participants will learn to create a one-page report Participants will learn to create headers and footers Participants will learn to create and modify 2-4 column tables Participants will learn to create columns and pagebreaks Participants will learn to incorporate graphics and insert clipart and symbols Participants will achieve a working knowledge of MS Word 2019 at a level of competency adequate for use in a work environment <p>Keyboarding 6 weeks, 1 hour per week</p> <ol style="list-style-type: none"> Participants will learn proper finger placement Participants will learn the location of keys Participants will use typing tutor software independently <p>Office Skills Currently all office skills instruction are integrated into the Intro to Computer 10 week curriculum.</p> <p>(Note: All other Office Skills instruction is provided 1:1 during Open Access hours.)</p> <p>Twitter Workshop</p> <ol style="list-style-type: none"> Participants will learn how to create a profile Participants will learn how to follow a contact Participants will learn how to use hash tags Participants will learn how to retweet Participants will learn how to respond to a tweet Participants will learn how to create a direct tweet Participants will learn how to update “status 	8	8	Instructor Observation Class assignments	75%	6 students 1 95% 2 95%
	8	8	Instructor Observation Participant Feedback	1 75% 2 50% 3 75%	5 students 1 100% 2 60% 3 100%
	15	15	Instructor Observation Participant Feedback	75%	21 students 1 100% 2 100% 3 80% 4-7 100%

Library/Institution: **Haverstraw King's Daughters Public Library**

General outcome #2: PCC/E-Mobile Unit users are better prepared for the workforce.					Evaluation time period:
Custom outcome: Provide Instruction and Workshops to prepare patrons to enter or re-enter the workforce and improve skills that will improve income producing ability, develop and promote career goals, assimilation and improved quality of life.	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<p>daily tasks with improved communication skills.</p> <p>b. Learn, use and identify basic grammatical forms.</p> <p>2. Participants will develop friendships and supportive bonds with other students</p>				2- 20%	2-100%
<p>Healthcare and Talking with your Doctor ESL and Community Resource Workshop in collaboration with Hudson River Health Care and Say Ah</p> <p>1. Participants will learn about Health Care Resources in the Community for all, including uninsured and under-insured.</p> <p>2. Participants will review and complete pocket cards (Translated into 4 languages) with helpful hints for talking with your doctor and a medication list/ log)</p> <p>3. Participants will learn about Patient Rights under the law.</p> <p>4. Participants will learn vocabulary for parts of the body, internal organs, describing pain, etc.</p>	12	Participant Program Evaluation Forms	1-3 60% 4 25%	16 students 1-3 85% 40% 4	
<p>American Civics – Dance in America History of Modern Dance Music in the US In Collaboration with the Haverstraw Arts Alliance and the Haverstraw Center 2 Sessions: 2 classroom session</p> <p>1. Participants will learn:</p> <p>a. about the history of dance music and dance in US</p> <p>b. to do dances from US</p>	12	Participant Program Evaluation Forms Teacher Observation	60%	15 students 100%	
<p>Preparing for Citizenship Workshop</p> <p>1 Participants will understand the process as it pertains to:</p> <p>a. qualifying / eligibility</p> <p>b. the application</p> <p>c. the exam</p> <p>d. the interview</p> <p>2. Participants will place their names on the waiting list for the next session of the 6 week course</p>	15	Teacher Observation Participant Feedback Forms	1 75% 2 75%	17 students 1 95% 2 100%	

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Custom outcome: Provide Instruction and Workshops to prepare patrons to enter or re-enter the workforce and improve skills that will improve income producing ability, develop and promote career goals, assimilation and improved quality of life.	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:

General outcome #3: PCC/E-Mobile Unit users are satisfied with services.					Evaluation time period:
Custom outcome: Patrons will enjoy individualized attention of computer instructors, ESL instructors and career advisors to meet personal goals.	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
Open Lab Access <ol style="list-style-type: none"> 1. Participant will receive 1:1 assistance with (but not limited to): <ol style="list-style-type: none"> a. English language tutoring b. Basic literacy (reading/writing) c. Basic Computer Instruction d. Intermediate-Advanced Instruction, Microsoft Office Products e. Resume and Cover Letter Writing f. Job search / Job Boards g. Internet navigation and related skills h. E-mail i. Self-directed keyboarding j. Computer based self-directed English k. 2. Participants will have access to computers for leisure 	432	1	Patron accomplishes specific task Patron finds employment Patron survey / Staff Observation Survey (204)	40% 25% 45%	447 students 80% 10% 75% 100%

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General outcome #4: Community partners are aware of PCC/E-Mobile Unit services.					Evaluation time period:
Custom outcome: Community Partners will support programs, collaborate on workshops, refer patrons, collaborate on outreach efforts	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<ol style="list-style-type: none"> 1. Literacy Volunteers of Westchester/Rockland 2. Church of Laterday Saints 3. Konsil Neg Lakay 4. Hasco 5. Rockland BOCES 6. Haverstraw School District 7. Saint Peter's Church 8. Rockland BOCES 9. Dept. of Mental Health 10. Rockland BOCES 11. Head Start 12. Rockland Job Network 13. LARC (Library Assoc. of Rockland County) 14. Haverstraw Center 15. Hudson Valley Health Care 16. Say Ah 17. North Rockland Business Association 18. SCORE 19. SBA 20. Haverstraw Arts Alliance 21. Rockland BOCES 22. Haverstraw Collaborative 23. Catholic Community Services 24. St Peter's Church 25. Department of Social Services 26. Haverstraw School District 27. Haverstraw Collaborative 28. Hudson Valley Health Care 	20	NA	<ol style="list-style-type: none"> 1-5 Community Partners will provide volunteers 6-12 Community Partners will refer students 13-21 Community partners will collaborate on programs 22-16 Community partners will disseminate information 27-28 Community partners will collaborate on outreach efforts 		<ol style="list-style-type: none"> 1-5 80% 6-11 90% 12-20 80% 21-25 100% 26-27 100%

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Evaluation time period:
June 2010 – 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.