

INTERPRETATION OF FINDINGS

Most of our patrons achieve all of the outcomes established for our courses and workshops. This quarter, we had an increase in of 1 or 2 percent of outcomes achieved on 12 of the outcomes. There was a slight decrease of 1 or 2 percent achieved on 5 outcomes. These slight variations are generally related to differences in motivation and understanding of individuals in the classes. It is very unusual for someone not to achieve the learning, because we offer very individualized assistance during our class sessions and workshops. We also offer patrons the opportunity to stay after class and/or return for extra help and practice. Our instructors possess “tool kits” with a variety of instructional methods so that if one method is not working, they find another way to teach the content and skills. While classes and workshops are set up as group instruction, classes are small and are therefore very individualized. Sometimes patrons take our basic computer and internet courses more than once, if they feel that they did not achieve all of the learning the first time around due to their own difficulty with the subject. Instructor checklists and self-reporting instruments almost always indicate at least 90% achievement of skills and an increase in comfort level with computer technology.

OBSERVATIONS REGARDING DIGITAL LITERACY AND WORKFORCE DEVELOPMENT BEST PRACTICES

When PCC programs were created, it was decided that the best way that Oswego PCC can support workforce development in the community is to focus on developing skills individuals need to conduct a job search, and to get and keep a job. The phrase “digital literacy and workforce development” at Oswego PCC means assisting people to identify their interests, skills, lifestyles and corresponding financial needs, to develop a career plan based on those factors, to participate in exercises to develop communication skills, and to use computers to create resumes, to write cover letters and other job search related communications, and to complete online job applications.

Oswego County has a high unemployment rate and also has approximately 100 people on public assistance every month that could benefit from Job Skills workshops. These are the people we targeted with our Job Skills/Readiness workshops. People who could benefit from this type of training were not voluntarily signing up to attend the workshops. To evaluate and come up with a plan to increase attendance at these valuable workshops, we met with partners Oswego County Opportunities, Literacy Volunteers, Dept. of Labor and Dept. of Social Services.

Together we looked at all aspects of the workshops, including the time frame, structure, content, and audience appeal.

Collective wisdom and discussions taking place at Literacy Providers Group meetings tells us that people who are both unemployed and on public assistance may be caught in a cyclical/familial self-defeating frame of mind and have very little motivation to gain skills to seek and keep employment. Plus they may not have ready access to transportation; may not have child care or may have other issues that prevent them from attending workshops.

A plan was put in place whereby DSS would mandate that selected clients attend the workshops. The process was that DSS screened people on public assistance, determined who could benefit from the workshops, who had access to transportation, who had no childcare or other issues, and sent letters to the people informing them that they were required to attend the workshops with the consequence of losing benefits for non-attendance.

Workshop participants were not initially achieving outcomes so we met with partners to review and evaluate the workshops. We came to the conclusion that the length of the workshops, as originally delivered, may have caused content overload. Participants appeared to zone out during the last hour or so, even when given a 15 minute break between first and second halves of the workshops. When asked, DSS said that folks who would come to a one-day obligation typically would also come for two days. Given that, the workshops configuration was changed to the format of 2, 2-hour sections held on consecutive days.

Attendance rate was generally less than 50% of those required to attend. Some of the workshops in the months of August and September were cancelled due to lack of eligible attendees or due to non-attendance by those scheduled to attend. Unfortunately, Job Skills workshops went out with a whimper rather than a bang.

Those who did attend achieved outcomes at a high rate, due to the knowledge, enthusiasm and friendliness of the presenter. The Literacy Volunteers trainer, with whom we contracted to design and present the workshops, has a very energetic, down to earth personality. She is very easy for folks to relate to. There are a small number of participants who presented with a resistant attitude and were nonparticipatory during workshops. We believe that this was due to the fact that they are mandated to attend by DSS.

In the last quarter, Job Skills workshops showed a gain in achievement overall. In the *Putting Your Best Foot Forward* workshop 4 out of 5 outcomes showed an increase of 1 to 2 percent in achievement. In the *Legwork* workshop, 5 out of 6 outcomes showed an increase of

1 to 4 percent in achievement. In the Talk the Talk workshop, 2 of the 5 outcomes showed a decrease in achievement of 2% and for the other 3 outcomes, percent of achievement remained the same.

The Literacy Volunteers trainer and I had many discussions about how to motivate people who need job searching education and skill development but are resistant to availing themselves of it. As a result of our discussions we devised a plan in the third quarter that would reward, encourage and provide further assistance in the fourth quarter to those who had completed all 3 Job Skills workshops.

This practice, unfortunately, turned out to be unsuccessful. Despite well designed workshops delivered by an extremely skilled instructor, administering interest surveys with the workshop evaluations, and following up to offer opportunities to participants who attended all 3 workshops and who also indicated an interest in getting more information or education, no one took advantage of the offered programs and services. Below is a chart outlining the follow-up steps we took to help workshop attendees achieve goals. The process for follow-up on information requests from workshop evaluations was devised by Job Skills workshops Instructor Mary Fran Yafchak, LVOC Instructor, LVOC/OCO Directors, and PCC Director Theresa Slosek.

To our great disappointment, no one responded to participate in any follow-up activities.

*Includes contact to each participant before project's end to see how things are going, matching info requests to status where possible

Topic	Follow-up meeting	Closure*
Reading	<ol style="list-style-type: none"> 1. Provide reminder/info card and encouragement to contact LVOC 2. Provide demo & short list of resources available online or in the PCC for self-study 	<ul style="list-style-type: none"> • LVOC to relay date and method of initial contact with participant
Writing		
Math		
Communication Skills	<ol style="list-style-type: none"> 1. Provide reminder/registration card for upcoming job communication workshops at the PCC 2. Provide updated list of communication resources available in the PCC (include JobNow live interview practice) 	<ul style="list-style-type: none"> • Match info request list to workshop attendance lists to determine uptake

<p>GED</p>	<ol style="list-style-type: none"> 1. To get into a class, provide reminder/info card for GED classes held at the library & elsewhere 2. For help through self-study, demo Universal Class available through library (need library card) 3. For help with basic skills or extra assistance in GED classes, contact LVOC (as above) 	
<p>BOCES Job Training</p>	<ol style="list-style-type: none"> 1. Provide reminder/registration card for upcoming BOCES presentation at the library (July 17, 2012) 2. Have updated brochures available for participants to take; discuss as needed 	<ul style="list-style-type: none"> • Match info request list to presentation attendance lists to determine uptake
<p>Applying for jobs online</p>	<ol style="list-style-type: none"> 1. Provide reminder/registration card for upcoming Applying Online workshop at the PCC July 30, 2012 2. Provide reminder/info card and encouragement to attend Job Club at the PCC 	<ul style="list-style-type: none"> • Match info request list to workshop and Job club attendance lists to determine uptake
<p>Writing your resume</p>	<ol style="list-style-type: none"> 1. Instructor or PCC Director to provide up to 1 hour of review of resume (or resume details using prep sheet if no resume yet), with referral to PCC Director for continuing progress 	<ul style="list-style-type: none"> • Instructor/PCC Director to record anonymous anecdotal details of resume needs/advancement

In addition to my own observations regarding digital literacy and workforce development, I am including below the final report of the Literacy Volunteers Trainer who taught the Job Skills workshops:

“Oswego Public Library (OPL)-OCO Public Computing Center (PCC) Project
Sub-contractor Final Report
M.F.Yafchak, September 30, 2012

[Background](#)

This report covers the second year of a two-year contract between Literacy Volunteers of Oswego County (LVOC) and the Oswego Public Library (OPL). The first project year (September 2010 – September 2011) was before LVOC became a program under the

administration of Oswego County Opportunities (OCO). Work during the first project year comprised the development and delivery of a computer literacy course (subsequently handed off to OPL) and development of job readiness workshops initially offered to an open enrollment audience. The project also included potential offerings of workshops in financial and health literacy; however, given limited resources and prioritization of topics, these workshops were never developed. Near the end of the first year, due to extremely low uptake of job readiness workshops, the project began collaborating with the Oswego County Department of Social Services (DSS). DSS began selecting and mandating attendance by those receiving services under the DSS Department of Employment and Training.

Project Year 2

Workshop development and delivery in the second year of the project (September 2011 – September 2012) continued essentially the same as at the end of the first year except that work did not begin again until November 15. This was primarily due to contract delays resulting from the merger of LVOC into OCO. Before restarting workshop deliveries, project partners confirmed the statement of work for the second year as:

- 1) Regular delivery of existing job readiness workshops to participants registered through the Oswego Department of Social Services (DSS), with possible extension to open enrollment;
- 2) Introduction of the reading/writing and math workshops developed in the first project year, if need was determined;
- 3) Potential development of health or financial literacy workshops.

Descriptions of job readiness, reading/writing, and math workshops are in Appendix B. As of the end of the project, the second year has comprised delivery of job readiness workshops for DSS participants. OPL also advertised the workshops for open enrollment through the library's normal publicity channels. Other than one open enrollment participant, all participants this quarter were from DSS.

Detail in the remaining sections of this report applies to all offerings of the job readiness workshops in their final form, from June 7, 2011 through September 30, 2012.

Workshop Delivery

Job readiness workshops were offered nearly weekly, rotated by topic in a three-week cycle that alternated monthly between morning and afternoon delivery times. Each workshop was 4 hours in length, divided into two 2-hour segments on consecutive weekdays.

Forty-three workshops were successfully delivered: (15) "Putting Your Best Foot Forward", (15) "Legwork", (13) "Talk the Talk". Attendance and evaluations from each workshop were tracked and reported weekly to project partners and to DSS. One hundred and twenty individual participants were served overall, with 30 completing all three workshops in the series. OPL sent a certificate of completion to all individuals completing the series.

Six additional workshops were canceled due to low or no attendance: (1) "Putting Your Best Foot Forward", (2) "Legwork", (3) "Talk the Talk". (Note: "Talk the Talk" has a minimum

attendance of three due to participatory exercises in communication and teamwork.) Despite mandated participation by DSS, attendance at delivered workshops averaged 44%, with no appreciable difference between morning or afternoon deliveries. Perhaps notably, four of the six cancelled workshops were scheduled at the end of the summer (August 7, 15, September 11, 18).

Evaluation & Follow-up

OBE (Outcome-Based Evaluation) objectives for each workshop were developed in collaboration with the Director of the OPL PCC and in keeping with OPL's requirements for project funding. Results were measured by instructor observation or by participant responses on a post-workshop evaluation form. General and workshop-specific highlights from this evaluation are further below; more detail on individual objectives per workshop is in Appendix A. Notably, OBE targets were established with an open enrollment audience in mind, however, the workshops were attended nearly exclusively by DSS service recipients. When evaluating the effectiveness of the workshops, it would be useful to determine whether they are in keeping with any distinguishing characteristics of this group.

The original screening process that was part of workshop registration was also discontinued in conjunction with the shift to DSS registration. Screening was intended to enable some tailoring of workshop deliveries and to identify participants who may need assistance from project partners outside the scope of the workshops. It is likely that some OBE results could be improved if participants were screened and registered for workshops in more homogeneous groups. Areas where screening would be most valuable are language literacy, computer literacy, and employment status, preparation and goals.

Beginning in December 2011, the evaluation form included a checklist for participants to request information on related topics. Two additional topics were added as of July 10. Twenty-nine percent of participants indicated that they would like more information in the areas below, with some requesting the same information multiple times as they moved through the workshop series. (Redundancies are not included in the table.) One participant also wrote in that she would like to be a tutor for LVOC. Her contact information was handed off to the LVOC Program Coordinator.)

Follow-up to information requests was in the form of a letter from OPL to the participant, personalized to the interests he/she had indicated. The mailing also included notices of upcoming topic-specific workshops and an offer/encouragement to meet with the PCC Director for targeted individual help. Given limited resources, this follow-up was coupled to the sending of a certificate of completion for the workshop series. Total Outstanding in the table below indicates participants who did not attend all three workshops within the timeframe of the project and so have not yet received follow-up. Contact details for these participants were provided to the library in conjunction with this report.

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Topic	# Individuals requesting this topic	# individuals contacted for follow-up	Total outstanding
Reading	6	2	4
Writing	6	3	3
Math	17	10	7
Communication Skills	10	6	4
GED	13	7	6
BOCES Job Training	21	9	12
Online Job Applications	2	<i>(Added to evaluation form as of Jul 10)</i>	2
Writing Your Resume	3	<i>(Added to evaluation form as of Jul 10)</i>	3

General evaluation

- Most participants (94%) reported that the amount and pace of material presented in each workshop was “About Right”.
- Most participants (75%) reported gaining confidence or skill in key areas covered in each workshop. This percentage skews somewhat lower due to a small but consistent number of participants that rate themselves as already being at the highest level in key areas before the workshop.
- Beginning in December 2011, the evaluation form asked participants if there were topics on which they would have liked to spend more time. The most significant of these are below. To the extent possible, the project’s workshop structure or follow-up activities were adjusted to address these responses. However, responses may indicate the need for more or different instruction, such as new or longer workshops, prerequisite or follow-up activities. (Some participants specifically commented that workshops should be longer, more frequent or offered as repeat sessions.)
 - “Putting Your Best Foot Forward” – 24% of participants responded; 33% wanted more on goal setting, 33% wanted more on how to identify and describe their skills
 - “Legwork” – 41% of participants responded; 42% wanted more on writing a resume
 - “Talk the Talk” – 21% of participants responded; 24% wanted more on customer service, 24% wanted more on one-to-one communication (listening and conflict resolution)

Workshop-specific evaluation

“Putting Your Best Foot Forward”

- This workshop met or exceeded three of five OBE objectives as measured by instructor observation. A fourth objective that was slightly below target was for participants to “identify life skills, transferable skills, and job-specific skills they already possess that would be useful in gaining or succeeding at a future job”. The exercise to achieve this objective was revamped throughout the project; however, the target was still not met. This may indicate a need for additional improvements to the exercise in general, or for closer analysis and accommodation of the target group.
- The objective that significantly missed the target is “participants will identify long-term employment-related goal and begin listing short-term goals to help reach that goal.” While each delivery included a detailed example, discussion and handout/“homework” towards goal setting, there was not enough time in any delivery for participants to work on individual goals. This was reported early on in the project but resources and scheduling did not allow for any significant adjustment of the workshop structure to incorporate a more individual exercise.
- A significant number of participants (50%) explicitly stated on the evaluation form that everything about the workshop was useful. Specific topics listed as most valuable were identifying skills, setting goals, and understanding the overall process for getting a job.
- Twelve percent of participants responded when asked what was “least useful”, however, the topics mentioned did not show any commonality or significant trend.
- When asked for suggestions to improve the workshop, 35% took time to comment, over half just to say that it was “all good”. Other notable comments were to offer the same material at a slower pace or in a longer workshop, and more time for goal setting.
- Topics for which a notable number of participants would have liked more time are how to identify and describe skills, goal setting, and individual research of job/career paths.

“Legwork”

- This workshop met or exceeded three of four OBE objectives as measured by instructor observation. The objective that slightly missed the target (by 7%) was “Participants contribute to creating a group list of employee characteristics that employers are likely to make judgment about in an interview”. This was primarily due to variances in class size or atmosphere. Small classes (1 to 3 participants) with shy or reluctant participants sometimes resulted in a primarily instructor-led discussion.
- A majority of participants (52%) explicitly stated on the evaluation form that everything about the workshop was useful. Notable specific topics listed as most valuable were resume writing and interview skills.
- Twenty-two percent of participants responded when asked what was “least useful”, however, the topics mentioned did not show any commonality or significant trend.
- When asked for suggestions to improve the workshop, 48% took time to comment, over half just to say that it was “all good”. Other notable comments were to offer the same material at a slower pace or in a longer workshop, more time for resume writing, and more time for individual job searching

“Talk the Talk”

- This workshop met or exceeded two of three OBE objectives as measured by instructor observation. The objective that slightly missed the target (by 2%) was “Participants use an online assessment tool to evaluate the effectiveness of their own communication skills”. This was initially due to the relatively high literacy level of the assessment tool, which was replaced with an instructor-guided, self-response exercise. This change appeared to improve the accessibility of the topic to most but also relied more on vocal participation, which made it more difficult to determine the level of understanding of quieter participants.
 - A majority of participants (56%) explicitly stated that everything about the workshop was useful. Specific topics listed as most valuable were teamwork, communication skills, and customer service.
 - Eight percent of participants responded when asked what was “least useful”, however, the topics mentioned did not show any commonality or significant trend.
 - When asked for suggestions to improve the workshop, 54% took time to comment, over one quarter just to say that it was “all good”. Other notable comments were for longer or more workshops on the same topics, and to include even more paired and group exercises.
 - Topics for which a notable number of participants would have liked more time are customer service, teamwork, and one-on-one communication skills.
- **Appendix A: Workshop-Specific Detail of OBE Results**

Note: Shaded areas indicate results that are below target

"Putting Your Best Foot Forward"

Objective

FF1	Three-letter Holland Occupational code for use in matching personality to work environment
FF2	Budget analysis to understand the salary range(s) needed to support their actual or desired lifestyle
FF3	Self-assessment of the importance of various values in their personal life and work life
FF4	Identify life skills, transferable skills, and job-specific skills they already possess that would be useful in gaining or succeeding at a future job
FF5	Identify long-term employment-related goal and begin listing short-term goals to help reach that goal
FF6	Users report a gain in understanding how to factor in personal interests, traits and skills when considering employment directions
FF7	Users report increased confidence that they are “work ready”

(Putting Your Best Foot Forward continued)

	Measured By	Target	Avg. as of Jan 2012	Avg. as of Apr 2012	Avg. as of Jun 2012	Avg. as of Sep 2012
FF1	Instructor Observation	90%	97%	98%	97%	97%
FF2	Instructor Observation	80%	89%	92%	92%	93%
FF3	Instructor Observation	90%	98%	99%	99%	99%
FF4	Instructor Observation	90%	92%	80%	82%	83%
FF5	Instructor Observation	90%	14%	20%	17%	15%
FF6	Post-survey Self-assess	90%	72%	79%	76%	78%
FF7	Post-survey Self-assess	90%	67%	71%	69%	71%

“Legwork”

Objective

LW1	Participants contribute to a group list of the many places/ways to look for employment
LW2	Participants demonstrate an ability to conduct a job search
LW3	Participants use hands-on time in class to advance their current preparedness for success with online applications or a resume
LW4	Participants contribute to creating a group list of employee characteristics that employers are likely to make judgment about in an interview
LW5	Participants report a gain in understanding the components of a successful job search
LW6	Participants report a gain in their confidence to make a positive impression when seeking employment

	Measured By	Target	Avg. as of Jan 2012	Avg. as of Apr 2012	Avg. as of Jun 2012	Avg. as of Sep 2012
LW1	Instructor Observation	90%	97%	98%	94%	94%

LW2	Instructor Observation	90%	84%	88%	90%	91%
LW3	Instructor Observation	90%	100%	100%	100%	98%
LW4	Instructor Observation	90%	86%	90%	87%	89%
LW5	Post-survey Self-assess	90%	74%	76%	77%	77%
LW6	Post-survey Self-assess	90%	81%	81%	83%	85%

“Talk the Talk”

Objective

TT1	Participants use an online assessment tool to evaluate the effectiveness of their own communication skills
TT2	Participants experience working in a team to identify characteristics of an effective team
TT3	Participants collaborate to develop solutions for problematic customer service and workplace situations
TT4	Participants report increased understanding of the effects of nonverbal communication, first impressions and assumptions on communication
TT5	Participants report increased confidence in their ability to handle conflict in the workplace

	Measured By	Target	Avg. as of Jan 2012	Avg. as of Apr 2012	Avg. as of Jun 2012	Avg. as of Sep 2012
TT1	Instructor Observation	90%	85%	89%	90%	88%
TT2	Instructor Observation	100%	100%	100%	100%	100%
TT3	Instructor Observation	100%	100%	100%	100%	97%
TT4	Post-survey Self-assess	90%	63%	64%	67%	67%
TT5	Post-survey Self-assess	80%	67%	66%	79%	69%

This is the end of “Oswego Public Library (OPL)-OCO Public Computing Center (PCC) Project Sub-contractor Final Report.”

There are some slight variations in percent of achievement of outcomes between the two reports. The variation is due to the inclusion of different reporting periods. The data reported by the Public Computing Center Director covers 16 months, from May, 2011 to the end of September, 2012; whereas data reported in the sub-contractor’s final report includes one year of workshop deliveries, specifically September, 2011 to September, 2012.

2. OBSERVATIONS REGARDING ACCESS, SCHEDULING (INCLUDING ONE-ON-ONE AND OPEN LAB PRACTICES), COURSE OFFERINGS, INSTRUCTIONAL PRACTICES, DEMOGRAPHICS. INCLUDE A DISCUSSION OF YOUR TARGET AUDIENCES AND CHALLENGES/SUCCESSSES IN REACHING THOSE POPULATIONS.

ACCESS

The PCC was open 47 hours per week. The PCC was open every day of the week except Sunday. It opened at 10 a.m. when Oswego Public Library opens and it remained open 30 minutes beyond the hours of the library on Tuesday and Thursday evenings. There were 22 hours of classes per week, leaving 25 hours for open lab per week. This seemed to be a good balance of approximately 50/50 for classes and open lab.

The PCC is located on L2, the lowest level of the library. People who call ahead or visit the desk to register for classes had no difficulty locating the PCC. However, if the PCC were situated in a more visible location on the Main Floor of the library, it is likely that many more people would walk in for assistance with digital literacy issues. Staff on the main floor of the library used the intercom to ask PCC staff to go to the main floor to assist patrons with computers, but there was frustration and lost time in using this process to provide help or individual instruction. If only one person was staffing the PCC, that person couldn’t leave to go upstairs to help a patron. The PCC could reach many more people if it were more visible to patrons and on the same level as other computers in the library.

SCHEDULING

The structure of our schedule worked well in this community.

Basic computer skills classes *Introduction to Computers* and *Internet Basics* consist of 8, 2-hour sessions. They were held every month on Tuesdays and Thursdays. They were held mornings from 10 to noon, afternoons from 1 to 3, and evenings from 6:30 to 8:30 on a rotating

basis from month to month. Varying the time of day when the classes were scheduled provided an opportunity for most people who wanted to take the courses to do so.

In January, we added a second section of *Introduction to Computers* to meet the need for more basic classes generated by our partnership with RSVP (Retired Senior Volunteer Program) and RSVP's publicity of PCC programs. The extra section ran from January to June and was well attended.

Scheduling 2 hour workshops in advanced computer skills on Saturday mornings and afternoons offers opportunities for many people to attend, including those who work Monday to Friday, senior citizens, students, and job seekers. The varied way the offerings are scheduled seemed to accommodate many people's scheduling needs.

ONE ON ONE AND OPEN LAB PRACTICES

In general, Mondays and Fridays, once in a while a Saturday morning or afternoon, and a few hours on Tuesday, Wednesday and Thursday afternoons, were open lab times.

Job Club, usually an open lab time for individuals to receive one on-one-assistance, was on Monday afternoons from 1:30 to 4:30. (Once in a while Job Club was run like a workshop with a presentation to help job seekers).

Open Lab was most often used for activities related to job searches but the time was also much appreciated by people wanting help with activities such as:

- Downloading, storing and organizing photos from a digital camera
- Borrowing eBooks for eReader devices
- Using eReader devices
- Setting up email and Facebook accounts
- Troubleshooting laptop problems
- Learning PowerPoint or Publisher for a specific purpose
- Activating Wi-Fi on a laptop
- Printing or completing online forms
- Printing woodworking plans from a CD
- Obtaining free credit reports
- Answering surveys to get coupons
- Completing FAFSA online applications

- Learning to burn a CD

Patrons were more than satisfied with one on-one-assistance, in nearly every case. People who used the PCC once often returned for further use because they had such a positive experience due to the staff's ability to satisfy the wide variety of requests.

We frequently receive compliments from people receiving one on-one-assistance. One of our partners, the Oswego City Family Self Sufficiency Program, reported that 2 of their clients obtained employment after receiving help at the PCC. People are generally very grateful for our assistance, and many want to pay us and some offer to take us out to lunch. In those instances, we refer them to a donation box for the library on the Main Floor.

COURSE OFFERINGS

While our courses in basic computer skills remained constant with *Introduction to Computers* and *Internet Basics* being very popular with senior citizens, workshop offerings expanded enormously thanks to the knowledge, skill and networking of Instructors Jessica Galvin and Crystal Wilcox. Jessica was hired in August 2011 and Crystal in February 2012. Prior to their hiring, the PCC was offering advanced computer skills workshops in MS Publisher, MS Word, social networking (Facebook), and downloading/storing photos on a computer.

Jessica and Crystal are responsible for or have facilitated the PCC adding the following workshops:

- *Creating and Editing Music Using Free Software*
- *Photoshop Elements*
- *MS PowerPoint*
- *MS Excel*
- *Couponing with Computers*
- *Webpage Design Using Wordpress Blogs*
- *How to Buy a Computer that Fits your Needs*
- *Linked In*
- *MS Word 2010 for Business- Letterheads, Invoices, and More*
- *Fun With You Tube*
- *Craigslist*
- *Facebook for Business*

- *Share Photos Online*
- *Creating Calendars Using Publisher*
- *MS Word: Functions for Small Business*
- *Creating a Gmail Account*
- *Repairing Damaged Photos with Photoshop Elements*
- *Kindle & Kindle Fire*
- *Store Pictures and Share with Free Software*
- *Digital Media Club*
- *Cloud Computing with Google Docs*
- *Take your USB, Laptop or Camera to Class*
- *Google Sites*
- *Quicken*
- *Blogging*
- *Buying & Selling on EBay*
- *Pinterest*
- *Dropbox*
- *Learning Languages using Free Websites*
- *Computer Tune Up*
- *Open Lab for Individual Help*
- *eReader Walk in Assistance*
- *Online Reward Programs*
- *Free Cloud Services*
- *Use the Internet to Make a Book*
- *Research Tools and Portable Apps*
- *Sketchup*
- *A Writer's Journey, Where to Begin*
- *Job Hunters Toolkit (a series of 4 workshops)*
- *iPad v. Galaxy Tablets*

There was an amazing variety in the workshops offered, literally providing something of interest for everyone in our community.

Until the fall of 2011, we were doing outreach to smaller public libraries in Oswego County. A PCC Instructor took laptops for patron use and traveled to Fulton Public Library and Hannibal Free Library and taught *Introduction to Computers* and *Internet Basics*. The PCC experienced a high staff turnover rate, with the original 3 staff members resigning, causing us to discontinue outreach to other Oswego County Libraries. However, patrons served by other libraries in the county are traveling to Oswego Public Library for PCC programs. It appears that the addition of such a wide variety of topics for 2 hour workshops balanced the loss of outreach

to smaller libraries. Discontinuing outreach did not adversely affect the impact of the PCC in the community.

INSTRUCTIONAL PRACTICES

Instructors got to know attendees and interacted with them on a personal level to create a positive learning environment. Instructors made every effort to incorporate attendees' goals into instructed material and checked to make sure attendees' goals were met. Instruction was delivered in a variety of modalities to address all learning styles: aural, visual, kinesthetic, logical, social, verbal, but not so much in the solitary. Classes were very social, with class members sharing their life experiences and goals for the class. This, too, helped to create a positive, safe learning environment.

Instructors provide relevant handouts that reinforced instructed material and allowed for review of the lesson outside of class time. As part of the instruction, students were provided with hands-on exercises in class that provided immediate practice and application of the learning.

Small class size allowed for one-on-one attention to those who needed assistance in reinforcing targeted skills. Instructors kept in mind and tried to accommodate physical/mental/psychological challenges, especially those of senior citizens (impaired hearing, eyesight, memory, fine motor skills, etc.) Modifications were made to accommodate physical and other needs whenever possible (i.e. left-handed mouse, track ball mouse, EZsee keyboard, larger screen read-out, etc.) and enhanced the learning process for those with impairments. Through our partnership with RSVP, the PCC had a volunteer who attended class as a computer coach to assist seniors. The volunteer computer coach is herself a senior citizen and had great empathy for the difficulties senior citizens can encounter when learning to use computers. Instructors knew that when questions were not asked it did not necessarily indicate that participants had knowledge of the subject; it could indicate confusion or lack of confidence. Instructors were aware that lack of confidence and fear of computers hinders the learning process and causes anxiety about asking questions. Instructors made every attempt to create a safe, comfortable learning environment to alleviate the anxiety and help students overcome their fear of computers.

Instructors moved at a pace that was comfortable for the class. Instruction was never rushed; there was always time to answer questions and to give further explanation. Patience was a must!

Seniors may not have been able to learn and accomplish all that we set out to teach them, but they want to know about technology and how it is affecting their world. They at least gained a conceptual knowledge of the digital world, even if they couldn't physically manipulate computer technology themselves. Often the computer coach and a spouse who also attended class could manipulate the hardware so seniors with impairments could gain a broad sense of digital literacy. We added the introduction of touch screen devices to the basics courses. Touch screens may allow more senior citizens to achieve digital literacy. However, initial reactions of seniors indicated that touch screens are difficult for them to manipulate and perhaps scarier than pc desktops and laptops.

DEMOGRAPHICS

Most people who attended *Introduction to Computers* and *Internet Basics* were senior citizens. A smaller number were age 40+ but not yet senior citizens. The people who took our courses were mainly those who attended school before the arrival of computers in k-12 education. Some people were in the work force and used computers for specific tasks at work but had not used computers for anything other than their work related tasks.

The majority of people who used the PCC individually were job seekers, small business owners such as people who plow snow or do auto detailing, and hobbyists. They ranged in age from 18 to 75+.

People who used the PCC usually did not own computers or have broadband access at home. They needed the PCC for broadband access and so it is likely that they are economically distressed and/or are unemployed. Because of the needs people have, and the fact that we assisted them in meeting their needs, people saw the PCC as a safe haven.

For a discussion of demographics of those who attended Job Skills workshops, please refer to the report "Oswego Public Library (OPL)-OCO Public Computing Center (PCC) Project, Sub-contractor Final Report by *M.F.Yafchak*, found earlier in this report

TARGET AUDIENCES AND CHALLENGES/SUCCESSES IN REACHING THOSE POPULATIONS

Reaching unemployed people, the target audience for our workforce development initiatives workshops, was a challenge. Partnering with the Department of Social Services to mandate attendance by unemployed people receiving public assistance allowed us to bring 125

people to the workshops. Open enrollment yielded 7 people attending workshops. All 3 Job Readiness workshops were completed by 30 people. Everyone who took a workshop was surveyed about what kind of follow-up they would most like to have. The 30 people who completed all 3 workshops were contacted and offered follow-up of the type they indicated they wanted in the post-workshop surveys. At first we tried to contact people by telephone but found this to be ineffective. After several failed attempts to reach workshop participants due to changes in their phone numbers or generic outgoing voice mail messages that didn't offer an opportunity to be certain who would receive a message being left, contact was switched to sending letters via US mail. Of 30 letters sent, 2 were returned as undeliverable. There was no response to the other 28 letters delivered offering programs and services. Not one person called to register for a program or one-on-one assistance.

We are unsure how to capitalize on motivation and enthusiasm generated from job readiness workshop attendance. It obviously would take more creativity and persistence than we had available. We also didn't have the resources to follow up to see if any workshop attendees actually became employed.

While reaching unemployed people for workshop attendance remained a challenge, on the other hand, open lab time was very successful in reaching unemployed people. The majority of those who came to use the PCC during open lab time did so to search for employment. Based on the gratitude expressed to PCC staff by job hunters, it was apparent that motivation to learn the skills to find a job is intrinsic. Mandating that people attend workshops to learn job search skills is probably more of a demotivator than a motivator. It is difficult to say definitively why so few people participated in the workshops through open enrollment, except to refer back to the concept of a self-defeating cycle that people who are both unemployed and on public assistance may be caught in. Some local residents may not value education and employment and therefore would not willingly participate. Discussion with teachers in local schools about parental support for their children's education would support this assertion. Another reason may be that there are many other agencies in the area that provide job search assistance. The redundancy of offerings in Oswego County may affect the number of job hunters reached by the PCC.

In the 9 months of 2012 reported here, 572 people received one-on-one services during Open Lab time. Most of the people who came to Open Lab were job seekers who came alone to the PCC. PCC staff was gratified by the number of people we were able to assist individually during Open Lab time. It may be that people view job readiness activities as being primarily solitary rather than as a group process. Why it is so challenging to reach unemployed people in Oswego County remains conjecture.

Digital Media club was popular with young people of middle school age (grades 5 to 8). We targeted this demographic for several reasons. There were no programs for this age group at Oswego Public Library and we wanted young people to continue to be excited about using the public library after leaving children's room programming, such as story hours. We also felt that children involved with digital media would interest their parents in learning some of the same skills, which turned out to be the case. Parents dropping off and picking up their children often stayed for a time to observe what their children were doing in Digital Media Club. Finally, the PCC was given some hours of work with an AmeriCorps volunteer who was tasked with teaching nutrition and fitness to young people while working at the library. The AmeriCorps volunteer arranged for healthy snacks for the Digital Media participants. There was one session a month and sometimes an extra session on Saturdays where children played Wii Fit in the library's Community Room and had a snack of pizza. The kids had fun, had a healthy snack, enjoyed digital media activities, were taught safety on the internet, and their parents were pleased, making this demographic an easy one to reach.

Senior citizens, too, are an easy demographic to reach. Partnering with RSVP (Retired Seniors Volunteer Program) gave us an easy way to publicize programs. Prior to establishing a partnership with RSVP, I sent news releases to be published in RSVP's monthly newsletter. The articles were published, but were shortened significantly and not given a prominent position in the newsletter. After establishing a partnership, I was asked to contribute articles for the newsletter and they were given a place of prominence in the newsletter. Many senior citizens tell their friends after taking a computer course and having a positive experience, so word of mouth is an important factor in attracting senior citizens. Most seniors who take the *Introduction to Computers* course continue on to take *Internet Basics*, and then return for advanced computer skills workshops.

Small business owners and entrepreneurs proved to be a difficult demographic. Matt Corey, BTOP trainer for NCLS (North Country Library System), offered several workshops here for small business. Matt offered the same workshops at other BTOP facilities in the NCLS area with great success, but Oswego had a very low turnout. This may be due to a redundancy of services in the area. There are other agencies in the area that assist small business owners and entrepreneurs, namely a Small Business Development Center, an Entrepreneurial Training Program, and a Business Commons at SUNY Oswego; and a Small Business Incubator in Fulton, 10 miles from Oswego. We did reach some people at the Small Business Incubator, where a PCC Instructor went there and offered individual assistance with computer skill development.

We found that if we offer workshops that are fun, can save or make people money, or address a specific interest they already have, people of all kinds will come. Workshops on eBay, Craigslist, Couponing with Computers, Making and Editing Music using free Software, and Money management and Credit Repair are popular. A workshop with a self-published author on the writing and publishing processes drew 17 people. That was a very high attendance number for one of our workshops. This number was possible because the workshop was held in the Community Room where space is not limited to 10 as it is in the Public Computing Center. Most attendees brought their own laptops but they could also have used one of the 15 laptops we have available.

Narrative regarding all other essential elements of your program especially those items you deem particularly unique. Include a discussion of how you feel the PCC has particularly met the needs of your partners and your community.

One of the most important elements of the PCC program was that there was no time limit on computer use. All other computers in Oswego Public Library require that patrons register with their library card to be given one hour at a time on a computer. Library policy dictates that they can use a computer for one hour twice a day on the main floor of the library. The PCC had no such restrictions on computer use nor did we ask to see a library card. People were free to use a computer for any length of time when scheduled instruction was not taking place and the lab was open.

People who are doing job searches online, creating resumes, writing cover letters and emails, and completing online job applications needed more than one hour at a time. Some patrons spent 8 hours at a time in the PCC working on finding a job. A time limitation of one hour would only have caused frustration. Most people who used the PCC during open lab times did so to engage in a job search.

Also during classes and workshops when attendees were practicing skills being taught, there could not have been a time limit on computer use. There is a demonstrated need for a place where people who can't afford broadband access at home can use computers without time restrictions, to pursue their own interests such as genealogy, couponing, downloading eBooks, reading news sources, downloading and manipulating photos, creating art, using email, etc.

Another important aspect of the program was that it was free. Some people were happily surprised that classes, workshops, and assistance were free. This was especially important to senior citizens who are often on a fixed income.

The immediate assistance or instruction that we provided to patrons was another effective element of the program. For example, a woman stopped by who needed to learn PowerPoint so she could take a continuing education course to advance in her job. She wanted to sign up for a PowerPoint workshop at the PCC that would cost her \$700 elsewhere. The patron and the Director both had time when she walked in, so the Director provided one-on-one instruction and a certificate of completion, after which the woman could enroll in the continuing education course to move ahead in her career.

The same principle holds true for library staff. When library staff needed to learn applications or needed troubleshooting assistance with applications, in most cases, PCC staff was able to provide these services.

The integration of technology with hands-on computer use as part of instruction was an essential aspect of our program. Smartboards for instruction will also make our classes more engaging. The Gifford Foundation provided grant funds to purchase 2 Smartboards for instruction but they were not installed before BTOP funding ended. We relied on a volunteer for installation and he just completed one installation

The ability to offer the use of tablets and other handheld devices was also a great service to our patrons. We were able to provide more individualized instruction to people who suffered from different impairments who may not have a lot of success with desktop computers. We also provided different mice and other hardware in order to better aid the students.

The variety of workshops we offered is unique. We are fortunate to have knowledgeable, skilled, instructors who themselves were enthusiastic about technology who shared their enthusiasm and knowledge with our students.

Videoconferencing was another unique aspect of the program. Library staff throughout Oswego County attended trainings here, without needing to travel 60 or more miles for training. We also were able to share a Job Hunter's Toolkit workshop through videoconference with participants at Potsdam PCC, and a local history program with the Greene, NY public library.

DISCUSSION OF CHALLENGES AND LESSONS LEARNED.

Challenges included lack of on-site technology support, lack of expertise in marketing, high employee turnover, difficulties caused by the small size of the room, inappropriate furniture, location of the PCC in the library, trying to keep up with changes in technology, and not being able to meet all patron requests for instruction.

We received a little relief from the lack of on-site technology support by forming a partnership with RSVP, which provided us with consultant support by SUNY Oswego technology support staff. However, it was difficult when problems arose and the staff that has the expertise to troubleshoot problems was at a distance. If the public library had more resources to hire on-site tech support staff the problem would have been solved. Of course, that is not a new observation. Many difficulties would be alleviated if public libraries had more resources.

There was no staff with marketing expertise and we stumbled through as best we could. Marketing of programs included press releases, flyers posted in the library and sometimes in stores and restaurants around town, public speaking engagements, emailing flyers to a distribution list of other agencies in the community, and reaching out personally to people. Marketing was achieved in scattershot manner rather than in a targeted way. We tried partnering with the Art Dept. at SUNY Oswego to have students create a logo and poster to advertise the PCC, looking for free assistance and “town-gown” cooperation. PCC Director Theresa Slosek spoke to a class of graphic arts students and explained the PCC. Theresa also returned to class midway through the assignment to provide feedback to the students on their initial attempts at creating a logo for the PCC. Unfortunately the contact with the Art Department ended there. Theresa followed up with emails to the teachers, but no student art work materialized. We can only speculate that something went awry with the project. One wonders what effect a professional targeted marketing campaign would have had on PCC programs and can only reiterate that many difficulties would be alleviated if public libraries had more resources.

A high rate of employee turnover sometimes caused the PCC to reduce services and marketing. Turnover can most likely be attributed to the fact that PCC positions were not only temporary, but Instructor positions were also part-time and had no benefits. Staff began looking for full-time jobs almost as soon as they came on board. The first PCC Director resigned in the first few months of the grant to take a permanent position and 2-3 months elapsed without a Director. When the new Director came on board, efforts to contact community organizations to establish partnerships and to book speaking engagements to publicize PCC

programs were begun all over again. Valuable time was lost at the beginning of the program when there was no Director.

Two part-time Instructors hired at the beginning of the program each obtained full-time jobs and resigned. The first one left in July, 2011 and the second Instructor left in January, 2012. In each case, time elapsed while new Instructors were hired and trained, causing a reduction in services. An Instructor hired in February, 2012 accepted a full-time position with a school district in April. Fortunately, this Instructor agreed to continue to teach Saturday workshops and we hired an Instructor to teach Monday through Friday, with the two happy to share one part-time position. Because of the turnovers, the PCC did not reinstate outreach to other libraries in Oswego County to deliver computer basics courses.

The PCC lacked visibility in the library and its small size presented challenges. The PCC was on the lowest level of the library, 2 levels below the main floor of the library. It was necessary to publicize the PCC on other floors of the library to make patrons aware of our services.

Some physical drawbacks of the PCC were addressed. The small size of the room sometimes presented hazards of tripping and falling over cables and wires. The projector and portable cart took up the majority of floor space in the room. Gifford Foundation grant funds were awarded for the purchase of a wall mounted Smartboard and ceiling mounted projection hardware to improve instruction and to take up less space. The Smartboard is not yet installed in the PCC because a volunteer is completing the installation on his own time. We are grateful to the volunteer for doing this but would like to see the installation completed.

When the PCC was furnished, restaurant chairs were used, not computer task chairs. The chairs caused back and neck pain for staff and patrons. New task chairs were purchased making the PCC safer and more user friendly. Initially, there was no storage for files and supplies and very little floor space to add storage. Small file cabinets were purchased, and the printer moved from the floor to the top of a file cabinet. A desk with storage was moved in from another area of the library, as was a small bookcase.

Communication between main floor library staff and PCC staff was a challenge because we spoke through an intercom rather than having face-to-face conversations. Sign-up for PCC courses was handled by main floor library staff and at times this resulted in confusion. Registration for classes and workshops should be at the main desk of the library where it is most visible, but it sometimes led to misunderstandings. There was no fix for the remote

location of the PCC in the library, except for renovation, and that is not likely to take place. A lesson learned was to communicate face to face with library staff about the Public Computing Center whenever possible.

Trying to keep up with changes in technology is always a challenge. PCC staff was very current because we used technology ourselves and took a personal interest in technology advancements. We sought opportunities for professional development and read about and used technology outside of work. The biggest challenge, once BTOP grant funding ended, is finding the funds to purchase new technologies for teaching the public.

There was a huge desire for increased courses and lessons. People wanted additional courses besides the Internet Basics and Intro to PCs. They wanted continuations but we didn't have the time/hours in the day to accommodate all these requests. In addition there was a desire for specific workshops that we attempted to meet through our Saturday workshops but again, there wasn't enough time to satisfy all the requests. By offering the courses on a rotating basis we met more of those needs.

We learned that offering copies of the class and workshop handouts online is helpful. Being available and willing to help people who are experiencing trouble with technology was a plus. Unfortunately we did not always have the ability to provide an open lab time when someone was available or didn't necessarily always have an Instructor available to meet one-on-one with someone.

As BTOP grant funding ends, we learned that informing the library Board of Trustees about PCC activities was an important step. The Trustees created an Instructor position to keep the PCC open and the Instructor will continue to keep the Board informed. New lessons to be learned will involve how to keep a Public Computing Center meeting the needs of the public by recruiting volunteers and training them, if necessary, to supplement a reduced staff.

YOUR TURN! CREATING A CUSTOM OBE PLAN

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 Friday, May 27, 2011. The gray sections of the form are for reporting your evaluation findings. You will complete and submit these sections at a later date.

General outcome #1: PCC/E-Mobile Unit users gain digital literacy skills.					Evaluation time period: May, 2011 – June, 2012
Custom outcome: Basic computer and internet use	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
PCC offers the following training: <u>Introduction to PC</u>	750				
<ul style="list-style-type: none"> • Participants demonstrate PC start-up and shut down • Participants identify hardware and software • Participants use keyboard and mouse • Participants identify computer applications • Participants demonstrate basic word processing skills using Microsoft Word • Participants demonstrate using a browser to access the internet • Participants select skills to reinforce • Participants report satisfaction with 		10	Checklist by trainer	9 or 90% per training	115/116=99%
		10	Checklist by trainer	9 or 90% per training	113/116=97%
		10	Checklist by trainer	7.5 or 75% per training	115/116=99%
		10	Checklist by trainer	3 or 30% per training	112/116=96%
		10	Checklist by trainer	7.5 or 75% per training	114/116=98%
		10	Checklist by trainer	9 or 90% per training	114/116=98%
		10	Observation by trainer	9 or 90% per training	116/116=100%
		10	Post workshop survey		116/116=100%

workshop content/trainer					
<u>Internet Basics</u>	560				
PCC offers the following training:					
Participants are able to identify equipment (modem, network, routers, etc.)for internet access	10	10	Checklist by trainer	5.5 or 55% per training	83/91=91%
Participants report increased knowledge about various ways to connect to the internet (ISPs)	10	10	Checklist by trainer	9 or 90% per training	87/92=94%
Participants demonstrate ability to use a browser to navigate the internet	10	10	Checklist by trainer	7.5 or 75% per training	92/92=100%
Participants identify secure connections and how to keep their information private	10	10	Checklist by trainer	9 or 90% per training	91/92=99%
Participants demonstrate basic internet searching skills	10	10	Checklist by trainer	7.5 or 75% per training	91/92=99%
Participants demonstrate basic email skills	10	10	Checklist by trainer	5 or 50% per training	86/92=93%
Participants report increased knowledge of using the internet	10	10	Checklist by trainer	9 or 90% per training	92/92=100%
Participants identify individual topics of interests to search for on the internet	10	10	Checklist by trainer	9 or 90% per training	92/92=100%
Participants report satisfaction with workshop content/trainer	10	10	Post workshop survey	9 or 90% per training	92/92=100%

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General outcome #2: PCC/E-Mobile Unit users are better prepared for the workforce.					Evaluation time period: May, 2011 – June, 2012
Custom outcome: Workforce Development	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<u>Get Ahead, Stay Ahead Job Skills Workshops</u> 1. <u>PUTTING YOUR BEST FOOT FORWARD</u> Participants combine the following into a job plan for personal use beyond the workshop: 1. Three-letter Holland Occupational code for use in matching personality to work environment 2. Budget analysis to understand the salary range(s) needed to support their actual or desired 3. Self-assessment of the importance of various values in their personal life and	Workshops were redesigned in June 2011	10	Instructor observation Instructor observation Instructor	80% 9 or 90% per training 8 or 80% per training 9 or 90% per training	61/64=95% 57/64=89% 59/61=97%

<p>work life</p> <p>4. Identify life skills, transferrable skills, and job specific skills they already possess that would be useful in gaining or succeeding at a future job</p> <p>Participants report a gain in understanding how to factor in personal interests, traits and skills when considering employment directions</p> <p>Participants report increased confidence that they are work ready</p> <p>2. <u>LEGWORk</u></p> <p>Participants contribute to a group list of the many places/ways to look for employment</p> <p>Participants demonstrate an ability to conduct a job search</p> <p>Participants complete a basic resume using an online application and identify additional information they'll need to complete the resume</p> <p>Participants contribute to creating a group list of employee characteristics that employers are likely to make judgment about in an interview</p> <p>Participants report a gain in understanding the components of a successful job search – 90% (postsurvey)</p> <p>Participants report a gain in their confidence to make a positive impression when seeking employment</p>			<p>observation</p> <p>Instructor observation</p> <p>Instructor observation</p> <p>Post-survey</p> <p>Post-survey</p> <p>Instructor observation</p> <p>Instructor observation</p> <p>Instructor observation</p> <p>Post-survey</p> <p>Post-survey</p>	<p>9 or 90% per training</p> <p>9 or 90% per training</p> <p>9 or 90% per training</p> <p>9 or 90%</p> <p>9 or 90%</p> <p>9 or 90%</p> <p>8 or 80%</p> <p>9 or 90%</p> <p>10 or 100%</p> <p>9 or 90%</p>	<p>47/54=87%</p> <p>38/52=73%</p> <p>34/52=65%</p> <p>55/60=92%</p> <p>59/63=94%</p> <p>40/48=83%</p> <p>48/51=94%</p> <p>42/55=76%</p> <p>46/55=84%</p>
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<p>3. <u>TALK THE TALK</u></p> <p>Participants use an online assessment tool to evaluate the effectiveness of their own communication skills</p> <p>Participants experience working in a team to identify characteristics of an effective team</p> <p>Participants collaborate to develop solutions for problematic customer service and workplace situations</p> <p>Participants report increased understanding of the effects of nonverbal communication, first impressions and assumptions on communication</p> <p>Participants report increased confidence in their ability to handle conflict in the workplace</p> <p><u>One-on-One Services</u></p> <p>Users leave with new/updated resume</p> <p>Users leave with new/updated cover letter</p> <p>Users practice test taking skills for jobs</p>			<p>Post -survey</p> <p>Instructor Observation</p> <p>Instructor observation</p> <p>Instructor observation</p> <p>Post-survey</p> <p>Post-survey</p> <p>PCC staff observation</p> <p>PCC staff observation</p> <p>PCC staff observation</p>	<p>9 or 90%</p> <p>9 or 90%</p> <p>10 or 100%</p> <p>10 or 100%</p> <p>9 or 90%</p> <p>8 or 80%</p>	<p>35/37=95%</p> <p>48/48=100%</p> <p>47/48=98%</p> <p>34/51=66%</p> <p>32/47=68%</p> <p>100%</p> <p>100%</p> <p>100%</p>
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General outcome #3: PCC/E-Mobile Unit users are satisfied with services.					Evaluation time period: May, 2011 – June, 2012
Custom outcome: Information/communication need met	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:

Handout #3
BTOP Evaluate & Sustain Workshop 2011

Handout #3					
BTOP Evaluate & Sustain Workshop 2011					
<u>One-on-One Services</u>	906	NA			
Users report getting information they need, such as time and location of safe driver courses			Staff observation	126 or 75% of responses	168/97.5%
Users report achieving desired outcomes, such as downloading and emailing a photo, obtaining a Safelink wireless telephone			Staff observation	126 or 75% of responses	168/98%
Users rate services helpful/very helpful			User survey*	26 or 75% of responses	168/100%
Users report they would recommend services to a friend			User survey*	126 or 75% of responses	168/100%
Users report they plan to use services again			User survey*	126 or 75% of responses	168/100%
			The number of survey responses will be at least 85 (based on target audience of 697). For final report, the actual one-on-one service recipients is 697. Total number of survey responses is 168 (based on actual audience).	1	168/100%
General outcome #4: Community partners are aware of PCC/E-Mobile Unit services.					Evaluation time period: May 2011 – June, 2012
Custom outcome:	Target audience:	Target audience	Data source:	Target achievement	Actual achievement

Handout #3
BTOP Evaluate & Sustain Workshop 2011

		per training:		level:	level:	
Partners demonstrate knowledge of PCC services and classes by discussing content of PCC/Literacy Volunteer workshop series and making suggestions for topics and schedule	8		Library Director, PCC Director and Literacy Volunteers trainer & Director initiate conversations, listen, and dialog with partners	8 or 100% of partners	8/100%	
Partners incorporate attendance at PCC/Literacy Volunteers into requirements for receiving unemployment or public assistance payments or refer clients/members to PCC			Trainer receives a list of required attendees from partners	2 or 25% of partners		2/25%
Partners include PCC in planning events			PCC Director and staff speak and distribute flyers at meetings and events	4 or 50% of partners		4/50%

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Evaluation time period: May, 2011– June, 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.

