



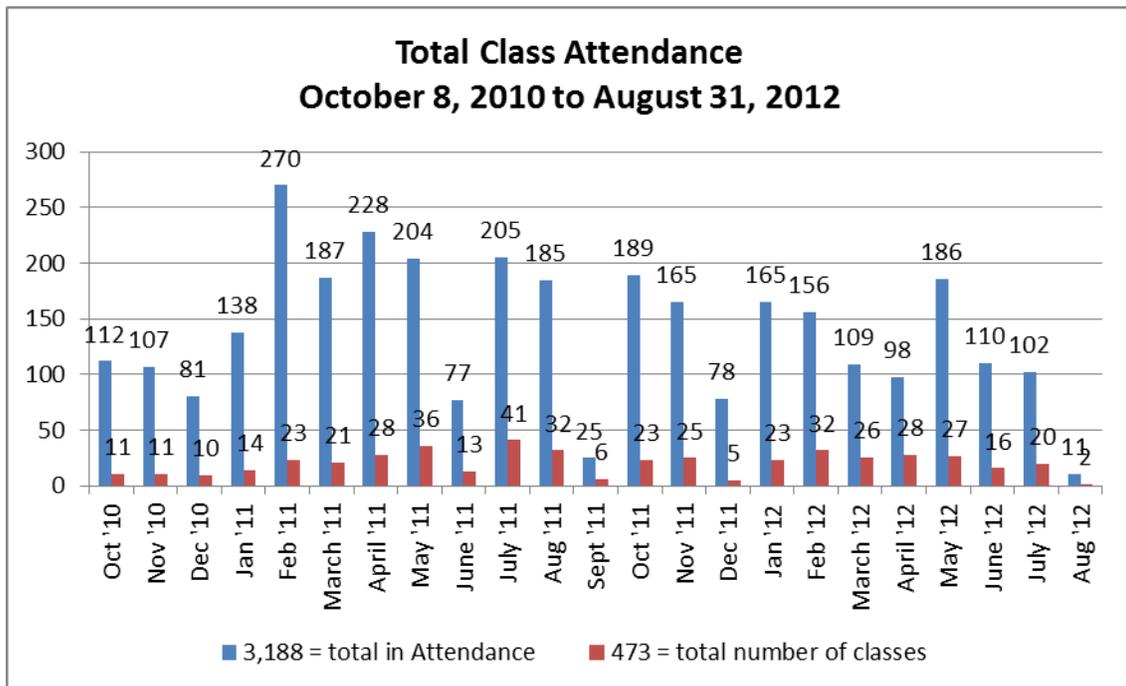
Final OBE Narrative BTOP Report: October 4, 2010 – September 30, 2012



The Broadband Technology Opportunity Program (BTOP) grant has been a successful and prosperous project for the James Prendergast Library in Jamestown, New York. The target populations indicated in the grant proposal have been served well due to effective community outreach and attentive staff members working in the Public Computer Center (PCC). The target populations have also indicated via final class evaluations that digital literacy and employment related skills have been attained. In addition, the outreach plan has resulted in the development of strong community partnerships for ultimate community collaboration and benefit.

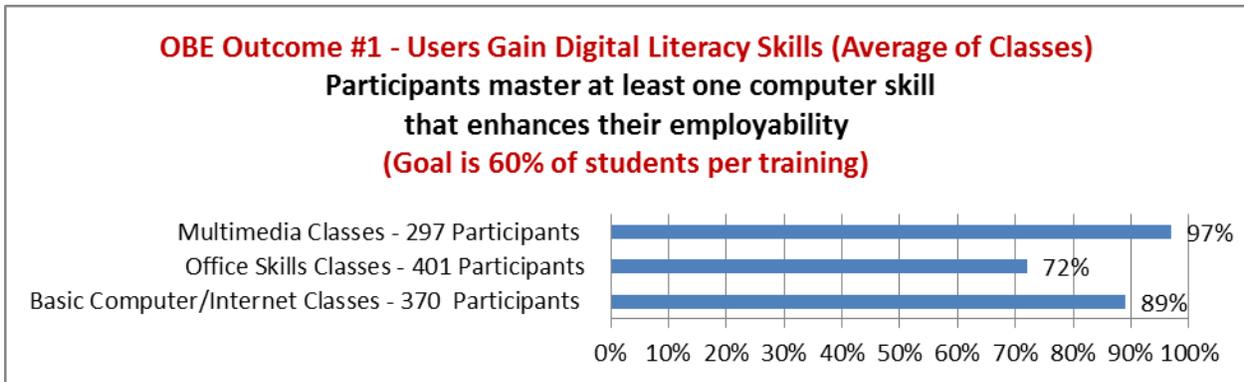
The grant period for the Prendergast Library PCC classes was October 4, 2010 through September 30, 2012. Throughout the entire grant cycle, 3,188 students attended classes/trainings at the library and the final total of classes/trainings offered to the public was 473. Our community became keenly aware of the services that the BTOP provided which made sustaining the PCC possible. The final attendance numbers are provided below (See Graph 1).

Graph 1:



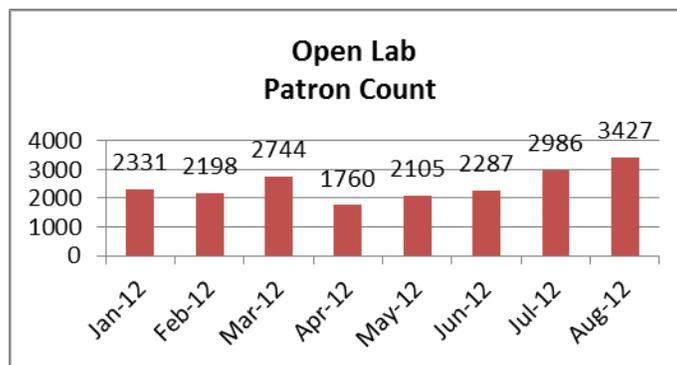
Our most popular classes have been Basic Computer and Internet Skills, Office Skills, and Multimedia classes. The Outcome Based Evaluation (OBE) practice that was utilized to capture our results indicates that the classes have been valuable to our community members. Our patrons have specified on their evaluations that they have gained digital literacy skills. For example, one of our goals was, “60% of students per training would gain a computer skill that would enhance their employability,” and our results indicate that our users have exceeded our expectations (See Graph 2).

Graph 2:



Our patrons are also using computers more for their independent Internet and digital needs due to the existence of the open lab access in the PCC. Initially, the PCC was located on the second floor of the library and was mainly used for classes – patrons did not realize it was also intended for open lab usage. After hiring a new director, she believed that visibility was important and suggested the PCC be moved to the first floor to complement our other computer lab also located on the first floor. The move took place in April of 2012 - note that the initial move slowed usage for the month of April due to the need to close the lab for the actual move, but in the long run it was a remarkable change. When the PCC is not running a class, it is opened up for public access and this visibility has increased this usage dramatically (See Graph3).

Graph 3:



Not only has the PCC been beneficial to the independent computer users who frequent the library for open access computer use, the target populations identified in the grant proposal were also served well and include patrons who are: lower income, less educated, unemployed and underemployed, minorities, women, disabled, and those who speak English as a Second Language. Each target population is represented in our OBE as a result of a strong and important partnership developed between the Prendergast Library PCC and the Department of Labor (DOL). Clients who receive unemployment benefits are referred by the DOL to the PCC for various workshops and the clients are in jeopardy of losing their unemployment benefits if they fail to attend the classes.

Reaching the unemployed in our area via the Department of Labor has allowed us to reach all of our target populations because individuals from all the target populations are struggling with unemployment and they come through the PCC doors due to the DOL referrals. This partnership is continuing even though the BTOP grant is over. Library personnel recognize the importance of this partnership and will continue to offer some of the classes with current library staff as instructors. Various other grants will likely be written to continue this valuable program for our community and keep to the strong partnership with the DOL ongoing.

It has also been a pleasure to assist our business community with providing classes for them to help their employees enhance their skills – this in turn enhances our community by educating small businesses which is an asset to any community. In addition, it has made the Prendergast Library more appealing and valuable to the community by offering programming which has never been offered before to a population that has never been targeted by the library. It has also assisted in making our partnerships stronger due to the positive reputation the PCC is developing for the James Prendergast Library. Many people are using the library now who never thought to use it before. Additionally, we have responded to 'popular culture' by providing classes on eBay, Twitter, Skype, Picture Downloading, and more.

Further, our strong web presence is an exceptional commodity as well as our Post Journal press releases. When an article appears in the Post Journal, our web page hits spike to sometimes more than 200 hits in a day. A majority of the patrons report that they learned about the classes via the newspaper and the Prendergast Library web page.

We also promoted one-on-one assistance which was extremely popular. We helped our patrons with various digital learning requests such as: iPads, eReaders, Microsoft Office, laptops resumes, downloadable eBooks and audiobooks, Overdrive, Facebook accounts, Skype, Internet searching, email, and online applications. Basically, we would assist patrons with almost any digital learning need they would have. One woman was assisted with learning Microsoft Office Word for several sessions until she was comfortable with the program – she could not take the classes due to having a severe allergy to all the other patron's scented products so she was tutored in the

Literacy Center with one-on-one assistance from the lab attendant. She was very appreciative for the help. The grand total for one-on-one assistance for the entire grant period was 285 sessions.

The seniors in our area have been taking advantage of the “Introduction to Computer” classes. Currently, because the class has been so popular, we are offering the same class five times within a three month period, all paid for by the Adult Literacy grant the Prendergast Library was awarded. Each session has five consecutive classes for a total of 10 hours for each session and the classes are usually filled; sometimes there will be patrons who are willing to share a computer just to come to the class to learn the basics.

In terms of sustaining the PCC, Jamestown Community College (JCC) has offered to teach classes for free due to the local interest. Jean McGowan is the instructor from JCC who recognized the potential for a prosperous partnership between JCC and the Prendergast Library PCC. She acknowledged that the PCC was doing well and understood that the BTOP funding was only a two year grant. She believes that the persistent community outreach for the PCC resulted in the high attendance patterns of the classes. She also feels that community members are more likely to take a remedial computer class at the public library because they feel more comfortable and less intimidated than going to the college campus. Additionally, she said she believes the library’s outreach to the area businesses for computer classes at the PCC was effective; the classes were popular and a need was clearly discovered in our business community. She also recognized that sustaining the PCC was a high priority for our community because we have learned that there is a significant need for digital literacy training. A contract was signed between the Prendergast Library and Jamestown Community College on October 19, 2012 to provide digital literacy classes in the PCC taught by JCC instructors at no charge to the library. The library is responsible for the outreach and the registration process and JCC will use the PCC lab and provide the instructors for their remedial classes. The first series of classes are currently underway and it appears to be going well.

We have partnered with The Family Learning Zone at the Gateway Center. We will receive funding from them to provide classes for their clients in the PCC (any patron who wishes to take any of the classes may also sign up). We have been asked to provide two-hour classes on: Online Applications, Resume Writing, Internet Basics, Email Basics, and Beginning Word. The classes will begin in January 2013; they will all be taught by Kristie Bemis, a Prendergast Library Reference Librarian.

We have also partnered with the United Way and Volunteer Income Tax Assistance (VITA). They are using the PCC again this year due to the successful turnout they have had for the last two years using the library as a computer site. This fall, we were informed that the Prendergast PCC will be the main site for the program in our community. In the past, Chautauqua Works was the primary site, but the program administrators noted that the PCC was easier to access, and as a

result had a higher turnout. They will use the PCC every Saturday from 9:00 – 3:00 from Jan 26 through April 13, 2013. VITA assists income eligible patrons with e-government tax filing at no charge.

To serve the disabled, we partnered with the Benefit Offset National Demonstration (BOND) project in Western New York from March 2011 - April 2012. The primary purpose of the BOND program was to assist those who are on Social Security Disability Insurance (SSDI) to enter the workforce, without losing their benefits. The Prendergast Library served as an assessment/enrollment site where a representative from Buffalo met with Social Security Disability Insurance (SSDI) recipients who live in the Jamestown and surrounding area. When they met with their clients here at the Prendergast Library, they would then refer them to our free classes to assist them with computer and employment skills.

Classes for the Job Corps were also created and scheduled in 2011. The Job Corps students were bused to the James Prendergast Library to attend a 7-session, 14-hour series of instruction to learn Introduction to Microsoft Word. They also took a course on Microsoft PowerPoint and at the end of the class the students very proudly did an oral presentation with the PowerPoints that they created. They invited all the library staff, Job Corps staff and their fellow students. The following is a quote from the academic manager at the Job Corps: "Thank you for putting together this program for us. This is going to truly benefit our high school and college students," Scott A. McDonald, Academic Manager, Cassadaga Job Corps Academy.

Additionally, there are other significant uses for the BTOP computers. The Literacy Center has had a significant increase in college exam proctoring for area students who are taking online college classes. The BTOP computers located in the Literacy Center have been valuable to these students who need an authorized proctor at a public library. Recently, a student from the University of Utah's online program graduated; she had been proctored for two semesters in the Literacy Center. Several other individuals are continuously scheduled for proctoring due to taking online college degree programs. New users are calling regularly to have their exams proctored.

The students from the GED classes, which are held at the Library Literacy Center every Tuesday and Thursday, use the computers to access their educational web sites via the PCC web page. A new tab was created on the Prendergast Library web page for easy access to the sites their instructors recommend they use.

In addition, Prendergast Library is in the process of developing a family emphasis on literacy. The new focus will encompass the total family unit which will strengthen the likelihood of successes for each family member. Digital literacy classes and workforce development trainings are important components of the program. "Family Literacy" embraces a well-rounded approach to learning for all family members by integrating the following:

School Success- A parent's educational background affects the school success of her/his children more than the family's economic situation, where they live, or whether the family is headed by one or two parents. Family literacy promotes the school success of children by addressing the literacy needs of the entire family.

Parent Involvement- Children make stronger educational gains when parents and schools are full partners in the process. Family literacy engages the entire family by emphasizing the importance of parents' involvement in their children's education.

Job Readiness- Opportunities for employment increase with an adult's educational level. Family literacy programs support adult participants as they achieve educational goals and develop workplace and digital literacy skills.

Self-Sufficiency- Meaningful employment and knowledge of community resources have an impact on family stability. Family literacy helps parents develop the skills and knowledge they need to be self-sufficient. While developing these skills, parents become good role models for their children, thus serving to break the cycle of the culture of poverty.

The above program philosophy will be another opportunity to continue to sustain the PCC due to the fundamental nature of the family unit's needs in a digital world. The library has been tentatively approved for a "Family Literacy" grant that was recently submitted to a local foundation.

Some Examples of Individual Job Related Successes Reported to PCC Staff:

February 2011: Three patrons reported getting a job due in part to the services and assistance received at the Prendergast Library PCC. They all had been taking computer classes here and had also received assistance searching for jobs online. One patron was excited to let us know that he was offered a job as a boom operator. A second patron, who was also taking computer classes at the PCC, received help writing a cover letter. He announced that he recently received a job as a short and long haul semi-tractor trailer driver. A third patron who came to us for one-on-one resume and cover letter assistance, and after months of looking for a job, informed us that he found a job as an activity assistant at a local nursing home.

April 2011: One patron, who took a computer class and received resume and online job application assistance, reported she was offered employment as a dietary aide at Lutheran Social Services in Jamestown, NY. She said she gladly accepted the position and it was "such a relief" to finally get a job after months of searching. Prendergast PCC staff is thrilled to have played a part in helping her increase her skills and gain employment.

June 2011: A patron reported she got a job at the Audubon as a volunteer coordinator and office manager. She took the Employment Workshop and looked at jobs online in the PCC.

Lessons Learned:

The Hispanic population has been difficult to reach. A lot of valuable time was spent in repeated attempts to reach the Hispanic population without success. It was important to continue our efforts to reach them, but to continue unsuccessfully for such a lengthy time was not conducive to our statistics in terms of increasing patron usage numbers. Due to the new “Family Literacy” emphasis, the English as a Second Language (ESL) population will once again be a strong focus due to the nature of the program. A partnership between the Joint Neighborhood Project and the Prendergast Library is currently being regenerated due to the growing number of ESL patrons we serve – this partnership will allow us to rethink our outreach strategies to this population we would like to be able to assist.

The PCC staff learned to work well together as a team to provide a valuable library service to our community. We gathered useful data to form a great program. In addition, the skills that the PCC team has learned while implementing this program will be beneficial when other large programs are created and implemented at the Prendergast Library.

We have also learned that not all partnerships work out for the long term, but that continued attempts to attain partnerships and being creative with other organizations is important, especially for sustainability. It is vital to initiate as many partnerships as possible to spread the word about the services the PCC offers. Many partnerships did dwindle and this was likely due to busy schedules, funding issues, and program policies. Partnerships are imperative for sustaining the PCC.

Other Information Pertinent to the Project:

The Prendergast Library PCC staff took time to assist the Dunkirk Public Library with setting up their PCC along with several start-up tasks (i.e. brochures and posters) and reporting elements (OBE Excel Spreadsheet for comprehensive stat collection and budget assistance) due to a change in directorship at an inconvenient time for a library starting on the BTOP project. In addition, our PCC staff has spent a significant amount of time at trainings together with staff from Dunkirk and Olean’s PCC. These dynamic working relationships fostered by the BTOP grant project have been paramount in the creation of developing a program with our new videoconferencing equipment. The current JCC classes being taught at Prendergast PCC (at no charge) will eventually be taught via videoconferencing at the Dunkirk library (with expansion to the Olean public library when successful). This program is in the beginning stages and to date each stage has proven successful.

We will move forward with the classes when all the videoconferencing equipment issues are solved.

In terms of distance learning, we have already used our new technology for other trainings in the PCC. In May 2012, we held an [Open Meetings Law Workshop](#) via videoconference and the equipment was also used to assist the Chautauqua-Cattaraugus Library System (a cooperative public library system with 36 member libraries) develop their five year plan. It was convenient for the member libraries because they could attend the meetings by choosing to go to the closest library to their facility that housed the equipment (Dunkirk, Olean or Jamestown) resulting in less travel time. The videoconferencing equipment needs a few minor adjustments, however, to run the type of classes we will be running via the JCC classes noted above.

Another important experience that took place in the PCC was between a library literacy tutor and her student who have been working together for several months. The tutor used the PCC lab to conduct her lessons with her student from a distance through the month of March in 2012. She was away on vacation and wanted to continue to tutor her student and Skype in the PCC lab was recommended to her so she could teach from a distance. The student was a little reluctant at first to use Skype, but the PCC trainer assisted him with the set-up and the sessions worked out well for the tutor/student pair. The student not only had his basic literacy lessons, but learned a significant amount about digital literacy as well. He was appreciative and enjoyed the experience which undoubtedly helped him to gain more confidence in himself as a learner.

In summary, the BTOP project has been an exciting and successful endeavor. The community has been very receptive and appreciative. We have been fortunate to receive the funding and look forward to sustaining the PCC with classes taught by our local community college instructors and various other funding sources that are currently awaiting approval. We are very thankful to have been chosen to implement this grant for the betterment of services to our community which has ultimately helped the Prendergast Library move into an important aspect of 21st century public library practice.



The new PCC located on the first floor of the Prendergast Library

James Prendergast Library Final OBE Results - September 30, 2012

General Outcome # 1 PCC/E-Mobile Unit users gain digital literacy skills.				Evaluation Time Period: 10-16-2010 - 9-30-2012																		
	Target Audience:	Target Audience per Training:	Data Source:	Target Achievement Level:	Actual Achievement Level	Total Achievement Level	# of Trainings	# of Participants	2010	2011				2012								
									2010	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4					
Custom Outcome: Participants master at least one computer skill that enhances their employability	500	16																				
Basic computer & Internet use																						
Let's Start with Computers! Participants report their skill level increased Participants report course objectives were met Participants report they learned an employment related skill Participants demonstrate ability to use a computer		16	Post Workshop survey Post Workshop survey Post Workshop survey Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	72% 71% 54% 90%	131 129 99 164	16	182	17 17 12 22	37 35 28 40	19 19 15 23	6 6 6 12	18 18 14 26	18 18 10 18	16 16 14 23							
File Management Participants report their skill level increased Participants report course objectives were met Participants report they learned an employment related skill		16	Post Workshop survey Post Workshop survey Post Workshop survey	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	58% 55% 39%	19 18 13	6	33	7 7 5			8 7 4		4 4 4								
Internet Basics Participants report their skill level increased Participants report course objectives were met Participants demonstrate ability to search the internet		16	Post Workshop survey Post Workshop survey Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	77% 79% 100%	33 34 43	9	43			12 13 18	2 2 4	7 7 9	3 3 3	9 9 9							
WHAT Are All These Wires On My Computer?! Participants report their skill level increased Participants report course objectives were met Participants demonstrate ability to identify a computer component		16	Post Workshop survey Post Workshop survey Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	100% 100% 100%	3 3 3	1	3					3 3 3									
Email Basics Participants report their skill level increased Participants report course objectives were met Participants demonstrate ability to create an email account		16	Post Workshop survey Post Workshop survey Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	90% 74% 100%	28 23 31	5	31			11 6 11		8 8 11	6 6 6	3 3 3							
Introduction to Windows - Windows Foundation Participants report their skill level increased Participants report course objectives were met Participants report they learned an employment related skill		16	Post Workshop survey Post Workshop survey Post Workshop survey	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	91% 91% 66%	48 48 35	7	53	18 18 13	18 17 14	7 9 4	5 4 4										
Mousing 101 Participants report their skill level increased Participants report course objectives were met Participants report they learned an employment related skill Participants demonstrate ability to use a mouse		16	Post Workshop survey Post Workshop survey Post Workshop survey Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	100% 100% 100% 100%	2 2 2 2	1	2										2 2 2 2				
Computers for Beginners Participants report their skill level increased Participants report course objectives were met Participants report they learned an employment related skill Participants demonstrate ability to use a computer		16	Post Workshop survey Post Workshop survey Post Workshop survey Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	100% 100% 88% 100%	16 16 14 16	2	16						9 9 9 9	7 7 5 7							
Tips on Buying a Computer! Participants report their skill level increased Participants report course objectives were met Participants demonstrate ability to find a computer to purchase		16	Post Workshop survey Post Workshop survey Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	100% 100% 100%	1 1 1	1	1										1 1 1				
Electronic Device Help Participants report their skill level increased Participants report course objectives were met Participants demonstrate ability to create an email account		16	Post Workshop survey Post Workshop survey Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	100% 100% 100%	6 6 6	1	6										6 6 6				
							49	370	Computers/Internet Classes													

Multimedia		300																						
Google docs Participants report their skill level increased Participants report course objectives were met Participants demonstrate ability to use Google docs		16	Post Workshop survey Post Workshop survey Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	100% 100% 100%	3 3 3	1	3												3 3 3				
YouTube for YOU! Participants report their skill level increased Participants report course objectives were met Participants demonstrate ability to upload a video		16	Post Workshop survey Post Workshop survey Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	100% 100% 100%	7 7 7	2	7												6 6 6	1 1 1			
Learn Weebly and Build a FREE and EASY Professional Webpage! Participants report their skill level increased Participants report course objectives were met Participants demonstrate ability to create a Weebly Webpage account		16	Post Workshop survey Post Workshop survey Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	88% 88% 100%	15 15 17	5	17												6 6 8	2 2 2	7 7 7		
Facebook: Social Networking for fun! Participants report their skill level increased Participants report course objectives were met Participants demonstrate ability to create a Facebook page		16	Post Workshop survey Post Workshop survey Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	89% 85% 96%	41 39 44	4	46												27 27 29	9 7 10	5 5 5		
We Ought to Be in Pictures! Participants report their skill level increased Participants report course objectives were met Participants demonstrate ability to upload pictures		16	Post Workshop survey Post Workshop survey Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	83% 83% 92%	30 30 33	4	36													23 23 26	5 5 5	2 2 2	
Anyone Can Handle Twitter! Participants report their skill level increased Participants report course objectives were met Participants demonstrate ability to create a twitter account		16	Post Workshop survey Post Workshop survey Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	100% 100% 100%	5 5 5	1	5													5 5 5			
Up, Up and Away on eBay! Participants report their skill level increased Participants report course objectives were met Participants demonstrate ability to create an eBay account		16	Post Workshop survey Post Workshop survey Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	96% 96% 125%	27 27 35	3	28													19 19 27	8 8 8		
Smart Couponing Participants report their skill level increased Participants report course objectives were met Participants demonstrate ability to use coupons		16	Post Workshop survey Post Workshop survey Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	100% 100% 100%	16 16 16	1	16													16 16 16			
Credit Scoring 101 Participants report their skill level increased Participants report course objectives were met Participants demonstrate increased knowledge about there credit score		16	Post Workshop survey Post Workshop survey Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	100% 100% 100%	1 1 1	1	1													1 1 1			
My Skype, Your Skype, Skype for all! Participants report their skill level increased Participants report course objectives were met Participants demonstrate ability to create a Skype account Participants demonstrate ability to use Skype		16	Post Workshop survey Post Workshop survey Observation by Trainer Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training 12.8 or 80% per training	97% 97% 97% 100%	28 28 28 29	5	29													6 6 6 7	14 14 14 14	3 3 3 3	5 5 5 5
eReaders Participants report their skill level increased Participants report course objectives were met Participants report their knowledge of eReaders Increased		16	Post Workshop survey Post Workshop survey Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	100% 100% 100%	31 31 31	7	31														6 6 6	18 18 18	7 7 7
iPads for the Future Participants report their skill level increased Participants report course objectives were met Participants report their knowledge of the iPad Increased		16	Post Workshop survey Post Workshop survey Observation by Trainer	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training	100% 100% 100%	16 16 16	5	16														4 4 4	11 11 11	1 1 1
Downloadable eBooks Participants report their skill level increased Participants report course objectives were met Participants demonstrate ability to download an eBook Participants report they will use downloadable eBooks		16	Post Workshop survey Post Workshop survey Observation by Trainer Post Workshop survey	9.6 or 60% per training 9.6 or 60% per training 12.8 or 80% per training 12.8 or 80% per training	95% 95% 95% 100%	19 19 19 20	2	20													10 10 10 10	9 9 9 10		

