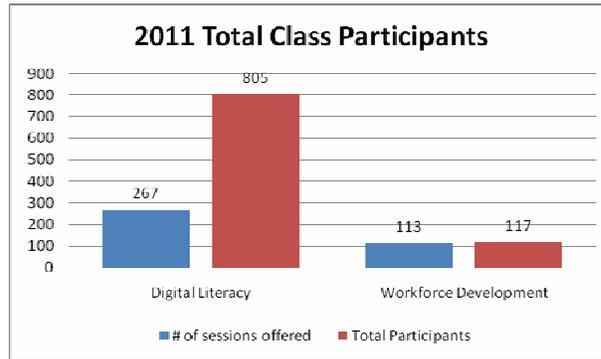


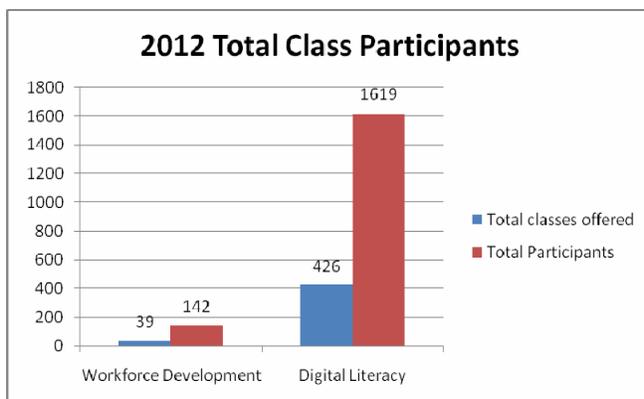
Observations regarding digital literacy and workforce development best practices

During our first year in operation, 2011, workforce development classes were not well attended. We deduced that participants were getting their workforce development needs met elsewhere such as at a Workforce Development office.



During our first year we provided 267 digital literacy classes (Basic Computer Skills, eBooks, eLibrary Resources, Word, Excel, Facebook, Internet, Skype, Smartphones, STARCat, iPad) to 805 people – averaging about 3 people per class. Our workforce development classes (Resume, On-Line Job Searching) averaged around 1 person a class.

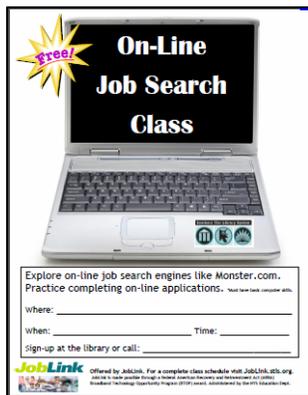
During our second year, 2012, it appeared that digital literacy classes were still the most popular based on the number of people that attended. However, closer inspection of the numbers actually revealed that workforce development classes were just as popular. Both types of classes averaged about 4 people a class.



What changed the dynamic for 2012 was the location of classes. We believe our increase in participants was because we offered the type of classes at the locations they were most needed. Turns out that libraries were a natural location for people wanting digital literacy training and community organizations were natural locations for workforce development type classes.

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/successes in reaching those populations.

Being a mobile program gave us the opportunity to bring training to areas that it would otherwise not exist. Creating and maintaining a class schedule with an area this large took a considerable amount of time. Keeping in constant contact with library directors was key as was making sure our class schedule was as accessible as possible – people could view it on our website (<http://JobLink.stls.org/calendar>), in monthly newsletter, in community newspapers, on the radio, at the libraries we visit and on some community calendar webpages. We tried to make it as easy as possible for the libraries to host our classes by providing class flyers, sign-up sheets, a generic press release, bookmarks, and/or table tents. Some samples:



JobLink
Free help applying for jobs!

Class: Basic Internet Class

Date, Time & Location: _____

Description: Offered for adults through the host sites (see flyers). Learn to use Internet Explorer's features to make surfing the internet easy. Participants will learn how to use search, file, navigation, links, and search engines to accessibly and efficiently surf the world wide web.

Prerequisites: Participants need to have basic mouse and keyboarding skills to attend the class. Ask questions! Do not use the computer to write letters, papers or reports! Do not work on the internet! If a person cannot see, or if they have offended previous classes, they have the skills they need. If you use the computer for games like solitaire, they will need more practice or tutelage before taking the class.

Name	Phone	Home/Cell/Work	Attendance
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

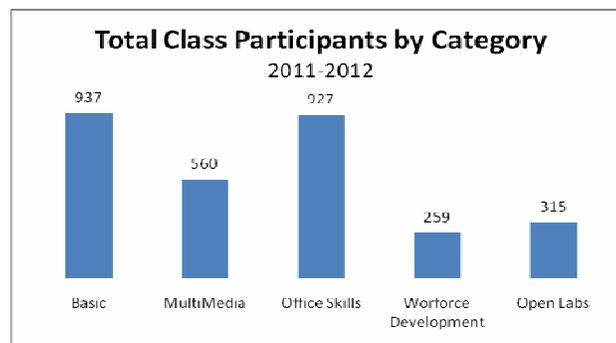
Call in case of cancellation
A. _____
B. _____
C. _____

Anna Ezzolo, 548 Job Project Coordinator
867-962-1141, ext. 200
www.joblink.org



Scheduling open lab sessions continued to be difficult for our program. We couldn't seem to improve our attendance without sacrificing a considerable amount of time to the cause. Perhaps being a mobile program with such a large area made it too difficult for people to remember we were offering open lab sessions. During our grant we offered more than 300 hours of open lab time (not including travel time) to 315 people.

Our most popular topics are the basic computer skills classes and Microsoft Office classes. I believe this is because there are no other resources that offer these type of hands-on classes for free. There are plenty of free on-line resources but that is not an attractive option to someone who is not tech savvy.

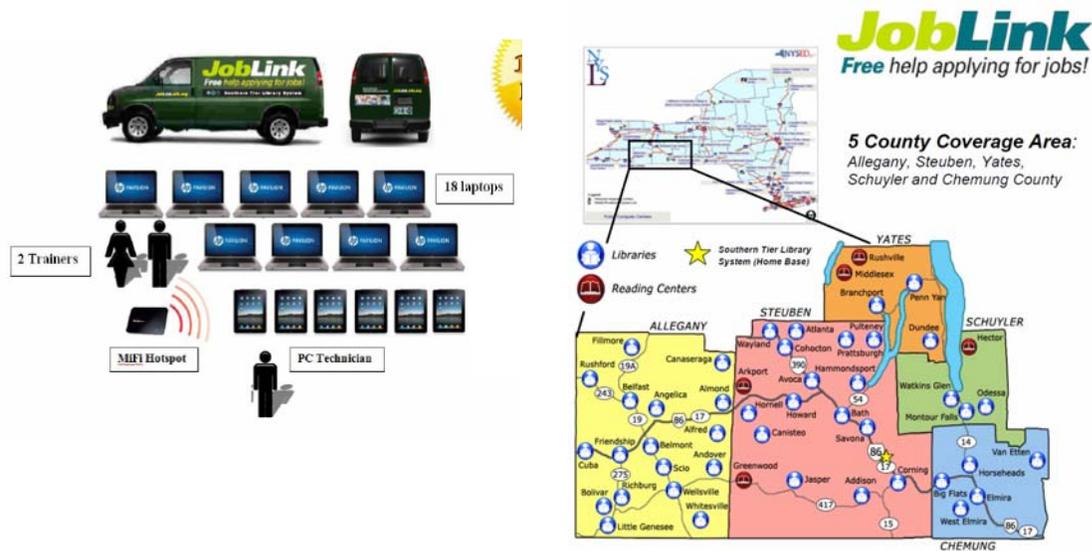


We used unemployment figures, percentage of people without internet, number of people who live below the poverty line and seniors to determine our target populations. We then used figures from one or more of these categories to determine target populations for each class in each county. It is quite obvious that we did not come close to hitting our target population numbers; we met about a quarter of each one. However it seems that our target populations were arbitrary. It is only clear now, at the conclusion of our program that other factors should have been taken into consideration when determining our targets. There was no way to know how difficult it was going to be to get people to attend sessions they *needed* (based on figures) as opposed to sessions they *wanted*. We should have considered how many people were potentially being served by other community organizations. Also, we should have considered our own capacity for reaching individuals. As the grant moved on we realized that our classes were going to be small – this worked well for the type of instruction we were providing. We would have had to hold huge classes in order to reach our target populations numbers. In actuality, these targets were more of an estimation rather than a realistic goal.

However, what our target numbers did show is that we have an absolute need in our area for digital literacy training and (additional) support for those that are unemployed. Most of our counties hover around 10% unemployment (national average is 7%) and more than half live without computers and/or access to high speed internet.

Essential elements of our program especially those items we deem particularly unique. Include a discussion of how you feel the PCC has particularly met the needs of your partners and your community.

Our program in and of itself is unique. We are able to travel all over the 3,500 mile 5-county service area with everything we need to provide digital literacy training: equipment, trainers and even internet access. In a typical week we visit about 10-13 libraries and/or community organizations, travel 900+ miles, and log about 18 hours of travel time.

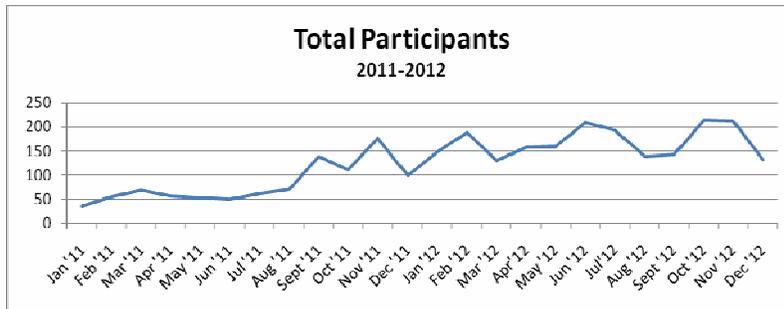


The fact that we were able to provide this type of very important training for free is incredible, especially in extremely rural areas where other resources are limited. I think about the individuals who want to apply for a job but don't know how to navigate an on-line application (which is sometimes the only option). Or the individuals that need to learn how to use Word to improve performance at their current job. Or even about the people that say our class it is their first time in a library. In many instances we have served as the bridge between the library and parts of the community that had previously never been reached. Our classes make a fundamental difference in the lives of *literally* thousands of people; maybe small, maybe big but a difference nonetheless. In many cases, we are the *only* resource for people to learn digital literacy skills.

Working with our community partners was one of the most beneficial parts of our program. We worked very closely with the Chemung, Schuyler, Steuben (CSS) Workforce New York office – particularly the One Stop Centers in Elmira and Bath. As budgets continue to shrink nationally and locally, our very core social services are becoming more and more strapped. The expectation has become do way more with much less. Our program was able to partner and supplement services at both of these locations. We also worked with Literacy West in Belmont and the CASH program through the Elmira United Way. Meeting the needs of our partners and community was one in the same. Simply put, we were able to provide a much needed service (how to use a computer, how to find a job) to a group of people that very much needed, and continue to need, that information.

Discussion of challenges and lessons learned.

The biggest lesson learned is that there is no way to rush the amount of time it takes people to learn about, remember and use a new resource. Our numbers certainly tell the story in the difference of last year to this year's participant numbers.



In 2011 there were a total of 971 participants compared to 2,029 in 2012; that is more than a 200% increase! It just takes time for people to remember we are here – also word of mouth is always the best advertisement. We still struggled with low class turn-out here and there but overall once people heard about us our program did very well.

Given the appropriate amount of time to 'take root' I believe any program can be successful. For programs of similar structure, perhaps a year of preparation and advertising would help the program to get started best. I think it was challenging to create, begin and carry out a program in only 2 years. However stressful that may have been it was completely worth it to bring much needed resources to our libraries and people in our communities. Overall, I feel very proud of what we have done with a completely new program in just 2 years time.

General outcome #1: PCC/E-Mobile Unit users gain digital literacy skills.						Evaluation time period: January 1, 2011 – December 31, 2012						
Custom outcome:	County:	Target audience	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:						
Basic Internet & Computer Use eMobile offers the following training:						Total Participants 902	Basic Total Per Topic: 318	Internet Total Per Topic: 232	Facebook Total Per Topic: 202	Skype Total Per Topic: 89	E-Mail Total Per Topic: 23	Windows Total Per Topic: 38
Basic Computer a. Participants demonstrate basic computer skills (using a keyboard, mouse, desktop) b. Participants report increased computer skills knowledge c. Participants report satisfaction with class content/trainer Intro to Internet a. Participants demonstrate basic web browsing skills (open/close Internet Explorer, use search engine, address bar) b. Participants report increased knowledge of the internet c. Participants report satisfaction with class content/trainer Facebook a. Participants demonstrate ability to use a Facebook account (including security settings, posting info, finding 'friends') b. Participants report increased knowledge of Facebook c. Participants report satisfaction with class content/trainer Skype a. Participants demonstrate ability to use Skype (account settings, adding contacts, making a call) b. Participants report increased knowledge of Skype program. c. Participants report satisfaction with class content/trainer All About E-Mail a. Participants demonstrate ability to use e-mail (create account, send/organize emails, attachments) b. Participants report increased knowledge of having email account c. Participants report satisfaction with class content/trainer Working with Windows 7 a. Participants demonstrate ability to use features of Windows 7. b. Participants report increased knowledge of Windows 7 c. Participants report satisfaction with class/trainer	Allegany	1101	6	a. Checklist by trainer b. Post-workshop survey c. Post-workshop survey	a. 4.8 or 80% per training b. 4.5 or 75% per training c. 5.4 or 90% per training	Allegany: 213	a. 89% b. 95% c. 98%	a. 93% b. 90% c. 97%	a. 96% b. 96% c. 93%	a. 91% b. 91% c. 100%	a. 86% b. 100% c. 100%	a. 95% b. 95% c. 98%
	Chemung	1375	6			Chemung: 186	a. 83% b. 91% c. 98%	a. 97% b. 97% c. 100%	a. 83% b. 83% c. 90%	a. 80% b. 80% c. 90%	a. 91% b. 100% c. 100%	a. 100% b. 100% c. 100%
	Schuylers	642	6			Schuylers: 194	a. 91% b. 91% c. 97%	a. 96% b. 94% c. 98%	a. 94% b. 91% c. 94%	a. 89% b. 94% c. 100%	a. 85% b. 85% c. 95%	a. 100% b. 100% c. 100%
	Steuben	1167	6			Steuben: 174	a. 91% b. 87% c. 96%	a. 93% b. 93% c. 93%	a. 84% b. 84% c. 90%	a. 90% b. 100% c. 100%	a. 100% b. 100% c. 100%	a. 86% b. 86% c. 100%
	Yates	1051	6			Yates: 156	a. 83% b. 93% c. 100%	a. 94% b. 97% c. 100%	a. 90% b. 97% c. 97%	a. 91% b. 96% c. 96%	a. 100% b. 82% c. 91%	a. 100% b. 100% c. 100%

General outcome #1: PCC/E-Mobile Unit users gain digital literacy skills.						Evaluation time period: January 1, 2011 – December 31, 2012						
Custom outcome:	County	Target audience	Target audience per training	Data source:	Target achievement level:	Actual achievement level:						
						Total Participants 560	eBooks Total Per Topic: 174	Test Drive Total Per Topic: 181	Smartphone Total Per Topic: 36	eLib Total Per Topic: 41	Photos Total Per Topic: 85	MovieMaker Total Per Topic: 43
Multimedia eMobile offers the following training:												
Downloading eBooks a. Participants demonstrate ability to use OverDrive website to download ebooks b. Participants report increased knowledge of downloading ebooks c. Participants report satisfaction with class content/trainer Test Drive an iPad a. Participants demonstrate ability to use different iPad functions b. Participants report increased knowledge of using iPad functions c. Participants report satisfaction with class content/trainer Smartphone vs. Smartphone a. Participants demonstrate ability to use Smartphone functions (apps, music, calendar, etc.) b. Participants report increased knowledge of using Smartphone c. Participants report satisfaction with class content/trainer iPads and your e-Library a. Participants demonstrate the ability to use an iPad while accessing on-line library resources (eBooks, library account, etc.) b. Participants report increased knowledge of library resources and use of a tablet PC (iPad) c. Participants report satisfaction with class content/trainer Digital Photos a. Participants demonstrate the ability to organize and manage digital photos b. Participants report increased knowledge of organizing/managing digital photos c. Participants report satisfaction with class content/trainer Microsoft MovieMaker a. Participants demonstrate the ability to use MovieMaker functions b. Participants report increased knowledge of MovieMaker program c. Participants report satisfaction with class content/trainer	Allegany	149	4	a. Checklist by trainer b. Post-workshop survey c. Post-workshop survey	a. 3.2 or 80% per training b. 3 or 75% per training c. 3.6 or 90% per training	Allegany: 148	49 a. 94% b. 86% c. 92%	41 a. 95% b. 98% c. 95%	15 a. 100% b. 87% c. 90%	14 a. 100% b. 100% c. 100%	17 a. 100% b. 100% c. 100%	12 a. 92% b. 92% c. 100%
	Chemung	278	4			Chemung: 79	8 a. 100% b. 88% c. 100%	26 a. 96% b. 92% c. 96%	2 a. 100% b. 100% c. 100%	6 a. 100% b. 80% c. 100%	18 a. 100% b. 95% c. 90%	19 a. 90% b. 79% c. 90%
	Schuylers	87	4			Schuylers: 82	41 a. 98% b. 93% c. 95%	16 a. 100% b. 100% c. 100%	5 a. 100% b. 100% c. 100%	7 a. 86% b. 86% c. 100%	13 a. 100% b. 85% c. 90%	N/A a. N/A b. N/A c. N/A
	Steuben	210	4			Steuben: 166	54 a. 94% b. 86% c. 91%	73 a. 100% b. 93% c. 98%	3 a. 100% b. 100% c. 100%	14 a. 93% b. 87% c. 100%	17 a. 100% b. 95% c. 100%	5 a. 100% b. 100% c. 100%
	Yates	142	4			Yates: 85	22 a. 95% b. 91% c. 95%	25 a. 100% b. 100% c. 100%	11 a. 100% b. 100% c. 100%	N/A a. N/A b. N/A c. N/A	20 a. 90% b. 95% c. 100%	7 a. 100% b. 80% c. 90%

General outcome #2: PCC/E-Mobile Unit users are better prepared for the workforce.						Evaluation time period: January 1, 2011 – December 31, 2012				
Custom outcome:	County	Target audience	Target audience per training	Data source:	Target achievement level:	Actual achievement level:				
Office Skills eMobile offers the following training:						Total Participants 927	Word Total Per Topic: 450	Excel Total Per Topic: 415	Publisher Total Per Topic: 27	PowerPoint Total Per Topic: 35
Microsoft Word Classes (Parts 1, 2, 3, & 4) a. Participants demonstrate the ability to use a Word document (format, save, edit, etc) b. Participants report increased knowledge of using Word c. Participants report satisfaction with class content/trainer Microsoft Excel Classes (Parts 1, 2, 3, & 4) a. Participants demonstrate the ability to use an Excel spreadsheet (cells, formulas, spreadsheets, etc.) b. Participants report increased knowledge of using Excel c. Participants report satisfaction with class content/trainer Microsoft Publisher a. Participants demonstrate the ability to use Publisher features b. Participants report increased knowledge of using Publisher c. Participants report satisfaction with class content/trainer Microsoft PowerPoint a. Participants demonstrate the ability to use PowerPoint features b. Participants report increased knowledge of using PowerPoint c. Participants report satisfaction with class content/trainer	Allegany	1026	8	a. Checklist by trainer b. Post-workshop survey c. Post-workshop survey	a. 6.4 or 80% per training b. 6 or 75% per training c. 7.2 or 90% per training	Allegany: 152	87 a. 93% b. 89% c. 97%	59 a. 96% b. 80% c. 90%	2 a. 100% b. 100% c. 100%	4 a. 100% b. 100% c. 100%
	Chemung	664	8			Chemung: 481	209 a. 94% b. 96% c. 98%	248 a. 94% b. 92% c. 98%	9 a. 100% b. 89% c. 90%	15 a. 100% b. 100% c. 100%
	Schuyler	330	8			Schuyler: 45	39 a. 95% b. 90% c. 92%	2 a. 100% b. 100% c. 100%	4 a. 100% b. 100% c. 100%	N/A a. N/A b. N/A c. N/A
	Steuben	597	8			Steuben: 98	47 a. 100% b. 96% c. 98%	40 a. 100% b. 100% c. 100%	2 a. 100% b. 100% c. 100%	9 a. 100% b. 100% c. 100%
	Yates	390	8			Yates: 151	68 a. 91% b. 91% c. 95%	66 a. 91% b. 88% c. 98%	10 a. 100% b. 100% c. 100%	7 a. 100% b. 100% c. 100%

General outcome #2: PCC/E-Mobile Unit users are better prepared for the workforce.						Evaluation time period: January 1, 2011 – December 31, 2012				
Custom outcome:	County:	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:				
Workforce Development eMobile offers the following training:						Total Participants 259	Resume Total Per Topic: 80	On-Line Job Search Total Per Topic: 91	Ace the Interview Total Per Topic: 38	JobNow Total Per Topic: 50
Resume Creation a. Participants demonstrate the ability to create a targeted resume (focused on a specific job) b. Participants report increased knowledge of a targeted resume c. Participants report satisfaction with class content/trainer On-Line Job Searching a. Participants demonstrate the ability to search for a job on-line (using specific job search engines, and advanced features) b. Participants report increased knowledge of using the web to search for a job c. Participants report satisfaction with class content/trainer Ace the Interview a. Participants demonstrate interview skills b. Participants report increased knowledge of interviewing skills c. Participants report satisfaction with class content trainer JobNow	Allegany	346	6	a. Checklist by trainer b. Post-workshop survey c. Post-workshop survey	a. 4.8 or 80% per training b. 4.5 or 75% per training c. 5.4 or 90% per training	Allegany: 90	18 a. 85% b. 85% c. 90%	18 a. 86% b. 100% c. 100%	16 a. 100% b. 100% c. 100%	38 a. 100% b. 100% c. 100%
	Chemung	429	6			Chemung: 78	34 a. 91% b. 94% c. 94%	27 a.83 % b. 96% c. 100%	17 a. 94% b. 94% c. 100%	N/A a. N/A b. N/A c. N/A
	Schuyler	215	6			Schuyler: 37	14 a. 100% b. 100% c. 100%	15 a. 83% b. 100% c. 100%	3 a. 100% b. 100% c. 100%	5 a. 100% b. 100% c. 100%
	Steuben	416	6			Steuben: 32	9 a. 100% b. 100% c. 100%	20 a. 100% b. 92% c. 100%	2 a. 100% b. 100% c. 100%	1 a. 100% b. 100% c. 100%
	Yates	236	6			Yates: 22	5 a. 100% b. 100% c. 100%	11 a. 91% b. 100% c. 100%	N/A a. N/A b. N/A c. N/A	6 a. 100% b. 100% c. 100%

General outcome #3: PCC/E-Mobile Unit users are satisfied with services.						Evaluation time period: January 1, 2011 – December 31, 2012	
Custom outcome:	County:	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:	
<u>Open Lab Access</u>						Total Participants TO DATE	
a. Users report they received assistance	Allegany	767	N/A	User Survey (Number of responses must be at least 337)	286 or 85% of responses	Allegany 134	
b. Users report they would use services again	Chemung	342		User Survey (Number of responses must be at least 218)	185 or 85% of responses	Chemung 14	
c. Users rate services as good or excellent <u>See also custom satisfaction outcomes for training under outcomes #1 and #2.</u>	Schuyler	169		User Survey (Number of responses must be at least 132)	112 or 85% of responses	Schuyler 9	
	Steuben	285		User Survey (Number of responses must be at least 193)	164 or 85% of responses	Steuben 155	
	Yates	210		User Survey (Number of responses must be at least 156)	133 or 85% of responses	Yates 3	

General outcome #4: Community partners are aware of PCC/E-Mobile Unit services.				Evaluation time period: January 1, 2011 – December 31, 2012	
Custom outcome:	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<u>Partners</u>					
a. Partners learn of JobLink services	a. 30	N/A	a. newsletter	a. 24 or 80% of partners	a. 30 or 100% of partners receive JobLink newsletter
b. Partners report they advertise JobLink services	b. 5		b. Survey	b. 4 or 80% of partners	b. 4 or 80% of partners advertise JobLink services
c. Partners report increased services to target populations via collaboration among community agencies, public libraries and JobLink	c. 5		c. Survey	c. 3 or 60% of partners	c. 3 or 60% of partners report increased services to target populations

Evaluation time period:
January 1, 2011 – December 31, 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.

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

Sadly, this is one area of the grant that we were not successful. We had wonderful partnerships with community organizations but making other partners aware of our services just fell through the cracks. There never seemed to be enough time to get it done. Even though it was always on the list of things to do, there were too many other priorities that had to be taken care of first. In the future, for other projects this would be something that would be taken care of.

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

Student class feedback:

“Thanks for giving me my confidence back which allowed me to stand tall and confident at my interview...which I got the job!!!”

“I want to say thank you. This will make my job coming up easy to do.”

“Gives me confidence for job searching.”

“Will use this class for resume writing and knowledge for new jobs. Returning to workforce after 19 years.”

Library Director feedback:

“I can’t tell you how appreciative we are for your classes using your expertise in technology...your grant enabling us to offer quality classes to help adults with the information literacy needs of TODAY have been invaluable.” ~Cynthia Dutton, Director Cuba Circulating Library

“The JobLink classes have been a very valuable resource for our community...Having these classes accessible to the underserved populations in Schuyler county, such as the elderly and the rural poor, shines the light of hope for many who are feeling helpless and defeated.” ~Roxanne Leyes, Director Montour Falls Library