

Adult Literacy Final Report Form 2014-5 Narrative

Give a brief (1 paragraph) synopsis of the project purpose, activities, and results:

The purpose of the project was to use mini-grants to support 4 libraries in the continuation of their successful adult literacy programs to enhance workforce development services in their libraries, and improve adult literacy on the job and in the home. These libraries have strong relationships with adult literacy providers, and have institutional infrastructure support (such as a PCC; a literacy office in the library; the library is in a designated Literacy Zone). The literacy partners brought the necessary instructional experience to implement the curriculum for the workshops for tutors and adult literacy training for students. 434 programs were conducted with 3,120 attendances and many of the students, and tutors, continue to use library resources.

Briefly summarize the need for this project: Libraries have the need to insure that the community benefits from their operations and that the word gets out about library offerings, as well as the obligation to support the literacy development and workforce readiness of individuals in their community. Literacy providers in the region need to widen the breadth of their reach into the community in order to meet the great need for adult literacy services, by recruiting new tutors, having additional locations for service that have expanded hours, and additional ways to get the word out about their services. Potential adult students in the region need to have enhanced ways to find out about existing programs that are accessible to them for regional workforce development and to improve literacy on the job and in the home.

Briefly describe the target audience: To reach the ultimate target of regional adults in need of literacy services, this project provided 2014-5 New York State Library's Adult Literacy Library Services grant funds to 4 libraries who had successful results with programs and services supported by 2013-4 funds, and who continued to strengthen their partnerships with adult literacy providers to develop and expand adult literacy programs which will improve adult literacy on the job and in the home. Partnerships between public libraries and literacy providers expand opportunities for residents as well as strengthening the local impact of each institution.

List the cooperating agencies in this project and identify their role(s) in the project including 1) Planning; 2) Project Activities; 3) Evaluation: The cooperating agencies in this project are 4 libraries and their literacy partner agencies: Adriance Memorial Library (Poughkeepsie Public Library District) partnering with Literacy Connections; Grinnell Library in Wappingers Falls partnering with Wappingers Falls Central School District; Kingston Library partnering with Ulster Literacy Association; Patterson Library partnering with Key to Computing. **PLANNING:** The libraries met and planned programs with their literacy partner agencies that further develop and expand existing adult literacy programs. Together they shared their knowledge of the community, developed a baseline of statistics and a plan for OBE. **PROJECT ACTIVITIES:** Literacy partner agencies bring the necessary instructional experience and are the lead agency for project activities including implementing the curriculum for the instructional workshops for tutors and adult literacy training for students. The library supports this through providing space and materials, and marketing the programs. **EVALUATION:** The literacy partner agencies collect information from students and tutors

books, workbooks, etc...), attributed to the increase in marketing as well as the affordability of digital formats for distribution (Exhibit D – samples of promotional materials).

Briefly describe evaluation methods used. Include a summary of the quantitative evaluation results and user satisfaction data. Please attach samples of your library or system's evaluation instruments: Participating libraries set evaluation methods (Exhibit E - samples of library evaluation methods) with their literacy partners that tracked participation and user satisfaction (Exhibit F – comments from attendees about the programs). Number of participating sites: 4; Hours of service per week: 62.5; Total number of users served: 9,005; Number of workshops/programs: 434; Total number of workshop/program participants: 3,120; Total number of materials circulated: 796; Total number of materials distributed: 50,450. An important aspect of evaluation for this project is the success of the library/literacy agency partnerships to develop and expand adult literacy programs which will improve adult literacy on the job and in the home. Partnerships between public libraries and literacy providers expand opportunities for residents as well as strengthening the local impact of each institution. 100% of participating libraries reported that they benefitted from this collaboration with the literacy partner agency, and 100% reported that the literacy partner agency benefitted from the collaboration with the library. (Exhibit A – comments from literacy partner agencies about the project)

Explain any increases/decreases in budget expenses. Describe any changes to the original project budget, such as change in vendors, supplies, materials & equipment, etc: Funds were divided equally among 4 participating libraries in Year 2, versus among 5 participating libraries in Year 1.

List additional funds used for this project and where funds were obtained. Estimate the in-kind costs incurred by the library and cooperating agencies. In-kind costs incurred by the libraries and cooperating agencies is estimated at a total of \$202,800. This is comprised of \$43,400 for room rental (434 programs at \$100) \$100,900 for publicity materials (50,450 materials at \$2 each); \$58,500 library and literacy partner staff time (62.5 hours / week x 52 = 3,250 annual hours of service at \$18).

Adult Literacy Final Report Form 2014-5 Statistics

Number of participating sites: 4

	ADRIANCE	GRINNELL	KINGSTON	PATTERSON	TOTAL
Hours of service per week:	4	17	10	31.5	62.5
Total number of users served:	718	2,163	40	6,084	9,005
Number of workshops/programs:	80	288	2	64	434
Total number of workshop/program participants:	713	2,163	35	209	3,120
Total number of materials circulated:	439	74	51	232	796
Total number of materials distributed:	34,000	3,000	50	13,400	50,450

PURCHASED SERVICES: Code 40

Encumbrance Date	Provider of Service	Check or Journal Entry #	Amount Expended
06/25/2015	Poughkeepsie Public Library District	81282	\$1,526
06/25/2015	Grinnell Public Library	81258	\$1,526
06/25/2015	Kingston Library	81267	\$1,526
06/25/2015	Patterson Library	81277	\$1,526
06/30/2015	Poughkeepsie Public Library	81300	\$381
06/30/2015	Grinnell Public Library	81297	\$381
06/30/2015	Kingston Library	81298	\$381
06/30/2015	Patterson Library	81299	\$382
	Mid-Hudson Library Sytem		\$0
Subtotal - Code 40			\$7,629.00

SUPPLIES AND MATERIALS: Code 45

Purchase Order Date	Vendor	Check or Journal Entry #	Amount Expended
Subtotal - Code 45			\$0.00

TRAVEL EXPENSES: Code 46

Dates of Travel	Name of Traveler	Destination and Purpose	Check or Journal Entry #	Amount Expended
Subtotal - Code 46				\$0.00

Exhibit A

Adult Literacy Library Services 2014-5

Comments from Literacy Partner Agencies about the Project

Adriance Memorial Library (Poughkeepsie Public Library District) partnering with Literacy Connections

Literacy Connections and Adriance Memorial Library have a long-standing partnership serving the Latino Community in Poughkeepsie by providing English as a Second Language to the increasing Latino Community. In addition, the Adriance Library provides informational/chat sessions, computer classes, reading enrichment, and many other services that strengthen and educate the community.

Grinnell Library in Wappingers Falls partnering with Wappingers Falls Central School District *The Library has an accommodating space and has upgraded material for our program.*

Patterson Library partnering with Key to Computing

Programs offered utilizing the computer lab with 15 laptops, allowed for a better learning experience than traditional classroom style instruction. The hands-on experience for students was key to successful workshops and instruction for both basic computer instruction and professional level classes. The open computer help format is also very successful allowing for students of varying levels of computer expertise to feel comfortable in receiving instruction, maximizing their learning experience by allowing them to freely ask questions. People of all levels and needs are assisted on a wide range of devices, allowing for a broad spectrum of help to be given. Mac, smart phone, Android, iPad, Nook, Kindle and various digital formats have all been covered, as well as specific tasks associated with digital literacy such as searching on the web, job searching, uploading resumes & documents, setting up email accounts etc.

Tips for Developing Public Library Partnerships, Programming & Services that will enhance workforce development and improve adult literacy on the job and in the home

Partnerships

- Form collaborations with other organizations doing similar work
- Speak to the organizations already providing literacy services in your community and find out where they are looking for support
- Find your local job help organization
- Contact local tech schools for experienced instructors
- Ask how you can help aid their mission

Programming

- Offer both one-on-one and group instruction
- Offer day and evening sessions to accommodate work schedules

Services

- Dedicate a portion of your materials budget to purchasing the materials being used by local literacy groups.
- If possible, create a private space for tutors and learners to work together at the library.
- Be flexible; if something is not working, don't be afraid to change it
- Find a way to connect with people you want to reach
- Reach out to Spanish speaking population

Thank you to the following Mid-Hudson Library System Libraries that participated in developing this list: Adriance Memorial Library, Grinnell Library, Kingston Library, Patterson Library.

These libraries were recipients of 2013-5 funds from the New York State Library's Adult Literacy Library Services grant program.

Exhibit C

Adult Literacy Library Services 2014-5

Areas of Assistance at Participating Libraries, as part of enhancing workforce development and improving adult literacy on the job and in the home

100% of participating libraries provided assistance in the following areas:

- Finding job opportunities
- Finding job opportunities online
- Applying for jobs
- Applying for jobs online
- Creating resumes
- Creating cover letters
- Uploading attachments
- Creating an email address
- Using JobNow (from Brainfuse) database
- Using Testing & Education Reference Center (from Gale) database
- Improving reading ability
- Improving reading ability for non-native English speakers
- Improving writing ability
- Improving writing ability for non-native English speakers
- Improving English speaking
- Basic math skills
- Basic computer skills
- Internet use
- General computer use
- Digital literacy

75% of participating libraries provided assistance in the following area:

- Web searching

25% of participating libraries provided assistance in the following areas:

- Basic math skills
- Information sessions provided by representatives from various community agencies

How Support is Provided

100% of participating libraries provided group programming

100% of participating libraries provided one-on-one support

100% of participating libraries provided support on the fly

75% of participating libraries provided scheduled programming



MID-HUDSON LIBRARY SYSTEM

Exhibit D

CONOZCA SUS DERECHOS EN EL TRABAJO

Lunes, Julio 28, 6 – 7 pm

Biblioteca Pública de Poughkeepsie

93 Market Street, Poughkeepsie (Adriance-Charwat)

Después de las 5 pm la entrada es por Noxon Street

¡Aprenda sobre sus derechos laborales con el Centro de Justicia para Trabajadores! Esta charla interactiva le ofrece un conocimiento básico acerca de las leyes laborales federales y estatales, relacionadas al sueldo mínimo, el pago de horas extras, la salud y seguridad en el trabajo, la discriminación, y otros abusos comunes en los lugares de trabajo.



KNOW YOUR RIGHTS AT WORK

Monday, July 28, 6 – 7 pm

Adriance Memorial Library

93 Market Street, Poughkeepsie (Adriance-Charwat)

After 5 pm enter at Noxon Street entrance

Learn about your rights on the job with the Worker Justice Center of New York! This interactive workshop will provide you with a basic knowledge of state and federal labor law, including issues related to minimum wage, overtime pay, workplace health and safety, discrimination, and other common workplace abuses.



Imagine not being able to...

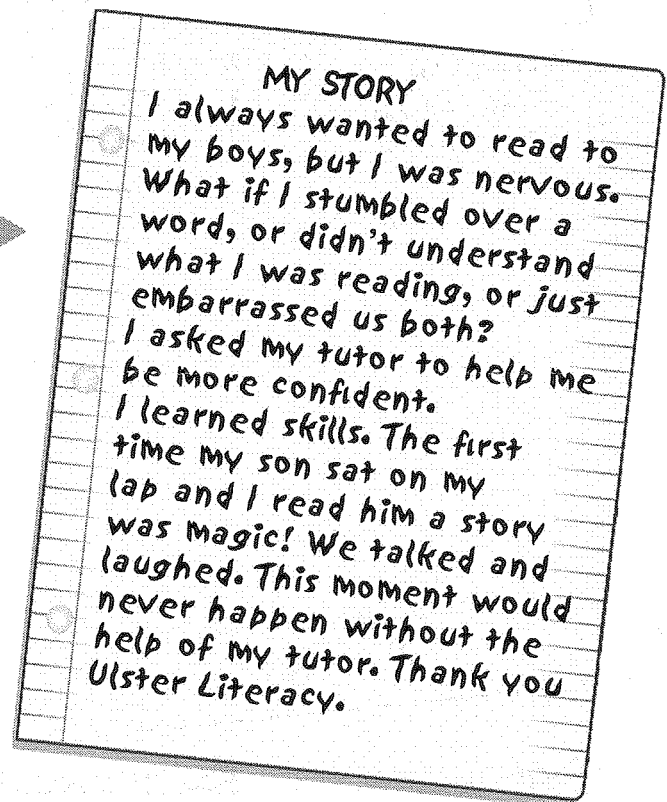
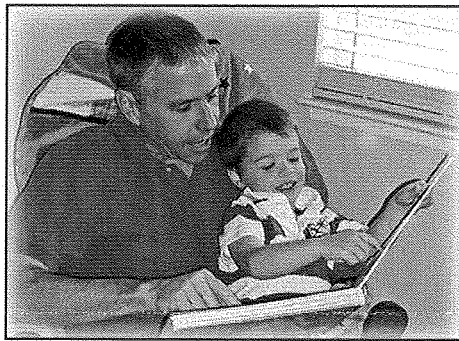
read to your children ...
fill out a job application ...
understand a warning label ...
look it up on Google ...
get lost in a novel

Dear Ulster Literacy Neighbor,

Since 1981, the Ulster Literacy Association has helped 5,000 adults become better readers, parents, and community members. Our trained literacy volunteers work one-on-one to ensure each individual reaches his or her personal goals.

This year, 600 adults participated in our program. With your support, we will be here for the 16,000 in Ulster County who still need our help.

Literacy Leads to Employment, Independence, and Opportunity.



Our ability as a community-based agency to continue providing free one to one tutoring depends on financial contributions such as yours. Make a difference and invest in the future of our community. Donate easily by check or on our website at www.ulsterliteracy.org.

Thank you!



Empowering People Through Literacy

480 Aaron Court, Willow Park / Kingston, New York 12401
Tel: (845) 331-6837 / Email: info@ulsterliteracy.org

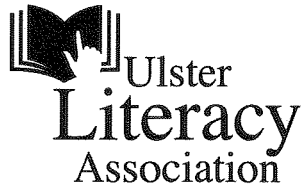
www.ulsterliteracy.org

Help an Adult Learn to Read!



Volunteer with the Ulster Literacy Association and become a literacy tutor. Our next training starts October 15th and runs for 3 Saturdays at the Kingston Library.
Call 331-6837 to register

Made possible through a grant from the Mid-Hudson Library System



Please email this report to info@ulsterliteracy.org. Thank you!

MONTHLY REPORT

Month/year: _____

Tutor's name: _____

Student's name: _____

Prep Time: _____

Travel Time: _____

Contact hours: _____

Books and materials:

Student activities and achievements: *What is your student able to do better this month than last?*

Primary Student Goals: Pick One

- Improve Basic Literacy Skills (Adult Basic Education student)
- Improve English Literacy Skills (ESL student)

Secondary Student Goals: *Students may attain other goals throughout the year. Please check any goals your student has attained this month.*

- Obtain a Job
- Retain Current Job
- Earn GED Certificate
- Enter Training
- Get Involved in Children's Literacy Activities
- Get Involved in Community Activities

LITERACY CONNECTIONS STUDENT SURVEY

Name: _____ Date: _____

Address: _____

Home Phone: _____ Cell Phone: _____

E-mail: _____

Has your address or phone number changed within the past 6 months? Yes ___ No ___

Do you have a job now? Yes ___ No ___

If no: Do you have a plan to get a job within the next 6 months? Yes ___ No ___

Or are you: Retired ___ or Not Available For Employment ___

If yes: How long have you had this job: _____ Full Time ___ or Part Time ___

What type of work do you do: _____

Has your job improved during the past 6 months? (a raise, promotion, better shift) Yes ___ No ___

Have you taken any training or classes (other than Literacy Connections classes) in the past 12 months? (computer classes; job training; college classes; adult education; on-line training, citizenship class):

Yes ___ No ___ If yes, what class _____

In the next 6 months:

Do you plan to take the High School Equivalency Test? Yes ___ No ___

Do you plan to apply for US Citizenship? Yes ___ No ___

Do you plan to move out of the area? Yes ___ No ___

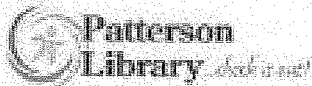
Do you plan to take any college courses or other training? Yes ___ No ___

When do you meet with your tutor:

Day of the week _____ Time _____ Location _____

Tutor's Name _____

Comments:



Patterson Library Computer Program Evaluation

Date: _____ Program Title/Topic: _____

Age: 18-30 _____ 30-40 _____ 40-55 _____ 55+ _____

How did you hear about today's program? _____

Do you check our website/calendar for program information? yes no

Please rate the following:

Presenter:	excellent	good	fair	poor
Content:	excellent	good	fair	poor
Topic:	excellent	good	fair	poor
Overall experience:	excellent	good	fair	poor

Comments: _____

What other topics/programs would you like to see offered in the future?

Word Excel PowerPoint Outlook Internet Facebook Photo Editing Internet Shopping
Social Media for Personal or Business use Websites for Women E-mail How to Buy a Computer
Adobe PDF Introduction to Computers Electronic Music Programs Internet Travel Planning

Other suggestions: _____

What time best suits your schedule for programs?

	Weekdays	Weeknights	Weekend days				
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Day/Night	D/N	D/N	D/N	D/N	D/N	D/N	D/N

What additions would you like to see to our collections and computer information area?

If you would like to receive e-mail alerts & our e-newsletter please provide your e-mail address:

Adult Literacy and Employment

Program Participation

These questions will ask about your participation with specific Grinnell Library programs.

1. Which programs do you participate in at Grinnell Library? Check all that apply.

- GED or TASC class
- ESL class
- Computer Tutor
- None of the above

2. How often do you attend the programs you selected above?

- Several times a week
- Several times a month
- Several times a year
- Once a year or less

3. How long have you attended the programs you selected above?

- 2-5 years
- 1-2 years
- 6 months - 1 year
- Less than 6 months

4. Do you plan to continue attending at least one of the programs you selected above?

- Yes
- No
- Maybe

Program Satisfaction

These questions will ask you to rate how satisfied you are with the services provided in the programs you attend (GED/TASC, ESL, Computer Tutor).

Adult Literacy and Employment

5. How much of the information presented was new to you?

- 0%-25%
- 25%-50%
- 50%-75%
- 75%-100%

6. How helpful did you find the information?

- Very helpful
- Somewhat helpful
- Neither helpful nor unhelpful
- Somewhat unhelpful
- Very unhelpful

7. How satisfied are you with the program?

- Very satisfied
- Somewhat satisfied
- Neither satisfied nor unsatisfied
- Somewhat unsatisfied
- Very unsatisfied

Comments

Employment

These questions will ask you to reflect on your past, current, and future employment.

8. Are you currently employed?

- Yes, full-time
- Yes, part-time
- No
- Other (please specify)

Adult Literacy and Employment

9. Are you currently looking for employment?

- Yes
- No
- Unsure

10. Do you know how to fill out a paper job application?

- Yes, learned through a program at Grinnell Library
- Yes, learned on my own
- No and I am currently learning through a program at Grinnell Library
- No or I am currently learning on my own
- Other (please specify)

11. Do you know how to fill out an online job application?

- Yes, I learned through a program at Grinnell Library
- Yes, I learned on my own
- No and I am currently learning through a program at Grinnell Library
- No or I am currently learning on my own
- Other (please specify)

12. Have you applied for a job using the skills you learned at a program at Grinnell Library?

- Yes
- No
- Unsure

13. Have you interviewed for a job using the skills you learned at a program at Grinnell Library?

- Yes
- No
- Unsure

Adult Literacy and Employment

14. Have you used skills you learned at a program at Grinnell Library to perform job tasks (write a report, make phone calls, send e-mail, etc.)?

Yes

No

Unsure

15. Have the skills you learned at a program at Grinnell Library helped you join and/or succeed in the workforce?

Yes

No

Unsure

Please explain

16. What other programs or materials would you like to see offered for workforce development at Grinnell Library?

HOJA DE EVALUACIÓN

DUTCHESS TOURISM **15 DE JUNIO 2015**

	EXCELENTE	BUENO	REGULAR	POBRE
EL PRESENTADOR TIENE CONOCIMIENTO DEL TEMA				
EL PRESENTADOR DIO RESPUESTA A LAS PREGUNTAS DE MANERA:				
LA CALIDAD DEL MATERIAL DE APOYO FUE:				

¿CÓMO SUPO DE ESTA PLÁTICA? _____

¿RECOMENDARÍA ESTA CHARLA A OTRAS PERSONAS? SI ____ NO ____

¿POR QUÉ? _____

GRACIAS POR SU ASISTENCIA.

HOJA DE EVALUACIÓN

DUTCHESS TOURISM **15 DE JUNIO 2015**

	EXCELENTE	BUENO	REGULAR	POBRE
EL PRESENTADOR TIENE CONOCIMIENTO DEL TEMA				
EL PRESENTADOR DIO RESPUESTA A LAS PREGUNTAS DE MANERA:				
LA CALIDAD DEL MATERIAL DE APOYO FUE:				

¿CÓMO SUPO DE ESTA PLÁTICA? _____

¿RECOMENDARÍA ESTA CHARLA A OTRAS PERSONAS? SI ____ NO ____

¿POR QUÉ? _____

GRACIAS POR SU ASISTENCIA.

1. Por favor, proporcione la información de abajo. (opcional)

Nombre

Apellido

Correo electrónico

*2. ¿Qué objetivos persigue al tomar esta clase? (Escoja todos los que apliquen)

Aprender nuevas habilidades para mi crecimiento personal

Aprender nuevas habilidades para obtener un empleo

Aprender nuevas habilidades para avanzar en mi carrera

Otros (Por favor especifique)

*3. El material de la clase fue apropiado para mis necesidades.

Completamente de acuerdo

Un poco de acuerdo

Neutral

Un Poco en desacuerdo

Completamente en desacuerdo

*4. El instructor fue organizado y fácil de seguir.

Completamente de acuerdo

Un poco de acuerdo

Neutral

Un poco en desacuerdo

Completamente en desacuerdo

*5. He aprendido nuevos conocimientos y habilidades de EXCEL (Hoja de Cálculo)

Completamente de acuerdo

Poco de acuerdo

Neutral

Un Poco en desacuerdo

Completamente en desacuerdo

Excel Básico

*6. Seré capaz de usar estas habilidades para ayudarme a encontrar trabajo.

- Completamente de acuerdo
- Poco de acuerdo
- Neutral
- Un Poco en desacuerdo
- Completamente en desacuerdo
- No aplica

*7. En general, ¿Qué tan satisfecho está usted con el contenido de esta clase?

- Muy satisfecho
- Algo satisfecho
- Neutral
- Algo insatisfecho
- Muy insatisfecho

*8. ¿Cómo tuvo conocimiento de esta clase?

- Amigo o miembro de familia
- Periódico de la Biblioteca (Rotunda)
- Poughkeepsie Journal
- Enviado de su trabajo
- Personal de la Biblioteca
- Un curso anterior o del Instructor
- Otro (por favor especifique)

9. ¿Cuál es el nombre de la Biblioteca que se encuentra cerca de su casa?

- PPLD Adriance Memorial Library
- PPLD Arligton Branch Library
- Highland Library
- Hyde Park Library
- Otra (por favor especifique)

***10. ¿Recomendaría esta clase a un amigo, compañero de trabajo o miembro de su familia?**

Si

Tal vez

No

Si es "NO" por favor explique

11. En el recuadro de abajo, por favor proporcione algun comentario o sugerencia acerca de la clase que ha asistido.

Exhibit F

Adult Literacy Library Services 2014-5

Comments from Attendees about the Programs

Adriance Memorial Library (Poughkeepsie Public Library District) partnering with Literacy Connections

Participant comment on speaker from Catholic Charities on immigration, "This program is very beneficial to the community."

Student from Word Basico class, "Very interesting and I'll be waiting for more classes. Thanks."

An ESL student describing why they came to class this day: "Because I want to learn English. It is very important to me and I want to take the CNA class but I need more English first."

Grinnell Library in Wappingers Falls partnering with Wappingers Falls Central School District

Helpful to further education, communicate with people and send emails. Yes, learning computer. Better performance at job learning English. Teachers are friendly, easy to understand. Teachers are amazing! I love this class. Helpful to adjust to American life. Improves language and lifestyle. Presenters very helpful. Teachers are professional. Good instructors.

Kingston Library partnering with Ulster Literacy Association

"It's good for you to better yourself as a person. Do whatever you need to do for higher education, GED, or a driver's license. At Ulster Literacy, know that there are people there to help you." -- Anthony, student

"Working as a tutor is a rewarding experience. You get to help an individual reach different plateaus of learning. What a nice feeling when your student becomes a fluent reader with comprehension skills and can write creative stories. Yes, Anthony, I am talking about you." -- Jackie, tutor

Patterson Library partnering with Key to Computing

Attendees have commented that the services and programs are extremely helpful, particularly using the laptops which allows for hands on instruction. People have stated the open tech help format allows for open dialogue without fear of embarrassment, making it an extremely effective method of instruction.