

TRAINING PROGRAM GRANT FINAL REPORT

Part A:

Please provide a narrative report addressing the following topics:

Part A. Section 1. Describe the training delivery process, including brief overview of your training plans, including who provided the training, where sessions were held, and what format the training took.

The Grant was intended to provide training in two areas:

1. training in public access computing for library staff, and
2. training for end-users as well as library staff with the objective of encouraging use of the Spanish language profile on the Gates computers and promoting services to the Hispanic/Latino community.

The delivery took many forms: small group hands-on training, workshops & presentations, and an online class, provision of materials and a listserv.

- **Basic Computer Classes for Spanish Speakers**

To set up these classes, OLIS staff worked with staff at the Central Falls Public Library and the Providence Public Library. Meetings were held with members of the Hispanic community who heartily endorsed our efforts. Demonstrations of the Spanish Profile were held at the Main branch of the Providence Public Library in the Gates Computer Lab. The computer lab could not be used for classes because Providence Public Library was undergoing renovations.

Several meetings were held with potential instructors and one was selected. Since the Colorado State Library had already provided syllabi for basic courses, these models were used by the instructor to teach Basic Computer Skills and Basic Internet Skills. After meeting with the libraries class times in labs and dates were set up and then announced to the public. The Hispanic radio station *Poder* was the primary means of getting the word out and their coverage included an hour interview with Beth and Ana. Spanish language flyers were posted in libraries, churches, restaurants and stores in the local areas. (From the evaluations, we learned that most people heard of the classes through the radio station interview.) Because OLIS has no Spanish-speaking staff, the instructor fielded the registration calls. This worked very well. However, only 62% of those signed up attended the classes. A reminder phone call to the students will be instituted for future classes.

In all, six classes were held at the Rochambeau Branch of the Providence Public Library, six classes at the South Providence branch of the Providence Public Library and eighteen were held at the Central Falls Public Library. A total of 125 individuals attended the classes. The attendees were very happy to have access to the classes and wanted more. Some wanted to retake the basic classes, some want more advanced Word and Excel classes. These classes are being planned for 2005. Students were so eager for the classes that they lined up in the rain before the first class. We were able to let them into the library early and learned to adjust the hours so that no one would have to stand outside waiting. OLIS staff involved in the Gates grant programs observed several of the classes and found the experience most rewarding.

- **Spanish Language and Services Series, for library staff:**

This is a new initiative that is ongoing and hopefully will be repeated next year as it seems successful. The plan was to have a small group of librarians, no more than 12, work together to learn basic Spanish as well as explore ways the library can serve the Hispanic/Latino community. An online course seemed the only workable instruction venue, as taking regular time out of the work schedule is especially difficult for public service staff, those we hoped to attract. The Speed Spanish I class by Ed2Go was chosen after some research and we discovered that the Community College of RI provided the Ed2Go classes through its distance learning program and was willing to give us a substantial discount.

The reason the Ed2Go Speed Spanish I class was chosen was that it is designed to get students speaking Spanish immediately, rather than spending time on Spanish grammar, etc. The online course was supplemented with 2 sessions to practice and review pronunciation and do some role-playing with library situations. The participants were without exception pleased with the course and its approach. Many of them reported their successful experiences in actually using their new, basic phrases with the library patrons.

The final session in the series was an all day – 2 session program with Loida Garcia-Febo from Queens Public Library, NY who spoke about particular cultural issues, language tips, collection development, programming, and more as related to services to the Hispanic community. The entire library community was invited to these sessions. Loida was impressed with the turnout and the proactive nature of our work with librarians and staff.

Originally the series was to end with the final all day session. However, the group has requested that the program continue with Speed Spanish II, additional reviews and meetings. This has been planned to begin in April 2005. If the program continues to be successful, judged both by evaluations and by reports of how the program was applied to actual library services, the expanded 2-part series will be repeated with new attendees next Oct. through June. Current attendees will be invited to any of the reviews and practice sessions in order to sustain their skills and interests and to meet and interact with the new Spanish learners.

- **Public Access Computer (PAC) training for library staff:**

Determining needs: A survey was developed to determine in which PAC areas library staff wanted training. The initial list of topics was created using the Gates Foundation survey results (name citation) and informal polling of technical and public service staff at meetings and on listservs. A survey, <http://www.lori.ri.gov/grants/gates/training/surveyread.php> was designed to determine whether a topic was of interest, and if so, how important that topic was to the individual. A technique called the Nominal Group Technique was used to analyze the data listing both the total number of votes, and a separate ranked listing taking into account the importance or “weight” assigned to each topic. The survey results are available at <http://www.lori.ri.gov/grants/gates/training/survresults.php#results>.

Recruiting: A Request for Trainers was distributed throughout the RI library community as well as the University of Rhode Island and Simmons Graduate Library Schools and other Southern NE state library agencies. The hope was to use the funding as an incentive to RI librarians to develop workshops in order to share their expertise in some of these areas. The response was very disappointing.

Results and Difficulties: We were able to offer one newly developed course, "Computer and Internet Resources for Older Adults", and several others are supposedly in development including, "Difficult Patrons in the Computer Lab", "Open Software for the Library", and additional “Reference Resources on the Internet”. The delays and setbacks in getting the library staff members to commit to presenting these courses seem to have less to do with the incentive offered (\$100 per hour of teaching) than with general lack of time. Encouraging local librarians to develop workshops is challenging but worth it when it works, but we have learned not to depend on that approach for quick results.

Two courses were provided in the selected areas from non library trainers we had hired at other times. Beginning Dreamweaver MX Training was quickly filled and the evaluations were excellent. Technology Planning for Libraries was popular. We were able to use the videoconferencing technology for this program because 30 people signed up from all over the state.

Part A. Section 2. Describe the training outcomes, including a summary of qualitative and quantitative responses from training evaluations that demonstrate outcomes were achieved.

- **Computer Courses in Spanish**

Training outcomes: ability to recognize computer parts, turn on machines, log on to computers, use a mouse, learning the basics of Windows, email (setting up an account and using) and internet searching to find Spanish resources, government resources and to meet other needs, how to use the library and its computers. By observing the students and from their evaluations, we learned that some would need to take the basic courses again. Most needed to sharpen their mouse and typing skills. We recommended that they use the library computers regularly for practice. It was recommended to libraries that copies of “Mavis Beacon Teaches Typing, 11th ed. In English and

Spanish” are purchased for the use of their patrons. The students were also directed to use the mouse tutorials on the computers for practice. Students were given lessons to complete so that their progress could be observed. It turned out that the hours for the classes were insufficient to learn all of the skills needed. Class hours will be increased in the future to at least 2 hours per session. Also, the instructor was required to provide much one-on-one assistance—this kept her very busy during class hours. Assistants were sometimes available to work the students also.

Student evaluations were very positive. Those who came were satisfied. We learned that when the students signed up for the free class, we had to take double the “reservations” to make sure we had the maximum number of students in each class. Over half were no-shows. In the evaluations, 77 students rated the classes “Muy util” (very useful) and 1 thought it was moderately useful.

In addition to reaching out to the Spanish speaking population in Providence and Central Falls, we are most satisfied with the growing interest among librarians after they have had a chance to either witness or participate in these classes along with a series of “serving Spanish Speakers in your library” workshops. Apparently, it has been an area several libraries wished to work on but did not know where and how to start. The funding from the Training Grants has allowed OLIS to present a proto-type program which many public libraries have expressed interest in continuing with their existing resources.

- **PAC Training & Spanish for library staff classes.**

Although the number of courses we were able to provide was limited, the evaluations proved very positive. Summaries of the evaluation sheets are attached but briefly:

Computer and Internet Resources for Older Adults – 7 responses (out of 7 attendees) found the workshop "Very useful". Participants appreciated the resources, including Tips & Tricks on computer use, on CD that they were able to take home, and the amount of information provided.

Technology Planning for Libraries – out of 31 attendees, 18 filled out the evaluation form. 10 found "Very useful"; 7 found it "moderately useful"; and 1 found it "slightly useful"

Some attendees liked the presenter's approach to planning in general but many found the workshop not specific enough. The description indicated that some actual information about future technology would be included, but there was very little. Several found the use of interactive videoconferencing distracting, so obviously more planning and expertise is needed to take full advantage of that technology.

Dreamweaver MX – 8 responses (out of 8 attendees) found the workshop "Very useful". Comments included that it was a "great overview" with "good documentation". The only complaint was that there was not enough time. Attendees expressed interest in taking a more advanced course.

Using Spanish in the Library – 5 responses (out of 14 attendees) found the class "very useful"; 4 found it "moderately useful". Most indicated that the most helpful part was the exploration of cultural differences, e.g. body language, signals.

Providing & Promoting Services to Hispanic/Latino Community – 11 responses (out of 18 attendees) found the class "very useful"; 3 found it "moderately useful". Specifically mentioned were: handouts, collection development tips, and suggested resources.

SLSS –Spanish Series –Intro– pronunciations basics – 6 responses (out of 11 attendees) found the class "very useful"; 1 found it "moderately useful"; and 1 left questions blank. Most indicated the pronunciation and practice was helpful, especially practicing with a native speaker.

SLSS - Spanish Series – Review & Practice – evaluation summary not yet available

SLSS – 1/5/04 – 12/15/04 – Speed Spanish I online course – evaluation summary not yet available

Part A. Section 3. Describe your plans for ongoing training.

- **Computer Courses in Spanish**

The instructor who was used last year is continuing to provide the basic classes at Central Falls Public Library. She has been hired by the Providence Public Library to provide computer basics classes at their branches. More instructors will be recruited in cooperation with the Hispanic organizations that have proven interested in the project. Instructors are also being sought for the Word and Excel classes as well as more instructors of computer basics and introduction to Windows. We will continue to advertise on *Poder* and in other Spanish-language publications. Cooperating groups will receive recruitment materials also. OLIS library staff (2 of whom are learning Spanish) will observe the classes on a regular basis. Evaluations will be used to provide better classes and serve the community. We will continue to seek partners in the communities and libraries to provide the classes on a continuing basis. We also plan to expand the programs to libraries in other parts of the state. The small amount of money that was unspent will be used to purchase Typing Tutor software in Spanish/English for public libraries.

- **PAC Training:**

We continue to encourage those librarians who have indicated interest in providing those courses mentioned above: "Difficult Patrons in the Computer Lab", "Open Software for the Library", and additional "Reference Resources on the Internet". A revised "Request for Trainers" will be distributed in late summer and early fall; the timing of the last recruitment effort took place in mid fall which was not an ideal time.

We will also undertake individual recruitment of known and possible instructors for the identified topics, and work with the existing Continuing Education Team at OLIS, and contacts at the CT & MA library agencies.

The PAC training sessions have been integrated into OLIS's ongoing CE schedule, promotion, and registration procedures, which helps with the logistics of holding the sessions. They also complement the ongoing computer classes that OLIS and Providence Public Library have been providing in the past 3 years.

- **Spanish for Library Staff**

As described above, a group has been formed to learn & practice Spanish and use it in their libraries. The group has decided to continue through the spring. We will do more evaluation on the series and plan to repeat it next year with enhancements and adjustments.

Part A. Section 4. If there was a successful program or training session that you would like to share as a best practice or that highlights partnership development, please do so here.

At this moment we would not like to share anything in particular as the programs were test cases to see what would work best in Rhode Island. There is better yet to come.

Part B:

Please use the table below to report on your training program data (outputs):

(Please expand the table as necessary)

Class Title	# of Hours per Class	# of Classes	Projected # Attendees	Actual # Attendees
Computer & Internet Resources for Older Adults	4	1	10	7
Dreamweaver MX	3.5	2	10	8
Technology Planning for Libraries	5	1	25	31
Computer Training Classes for Librarians	2	6	40	31
Using Spanish in the Library	2.5	1	12	14
Providing & Promoting Services to Hispanic/Latino Community	2.5	1	20	18
11/6/04 Spanish Series --Intro - pronunciations basics	2	1	11	11
12/3/04 Spanish Series -- Review & Practice -	2	1	9	9
Computer Classes in Spanish I	1.5	18	100	68
Computer Classes in Spanish II	1.5	17	100	57
TOTALS	26.5	49	337	254

The Spanish Series for library staff was built around a 6-week online course: Speed Spanish I at ed2go.com - don't know how to include that in statistics above, so have separated it below:

Class Title	# of Hours per Class	# of Lessons	Projected # Attendees	Actual # Attendees
11/10/04-12/15/04Speed Spanish I - online class	6 weeks online totaled ~ 36 hours	12	10	11

Part C:

Please supply a spreadsheet or table of grant expenditures.

State Library Agencies were to use grant funds to train library staff statewide for the purpose of expanding access to information technology resources in public libraries. Funds could be applied to a variety of costs associated with the design and delivery of training, including equipment, shipping, personnel, and contracts with vendors or consultants who provide training or training-related services during the term of the grant expenditure period.

Expenditures Summary	
Grant Amount	7,950
Spent	6,775
Remaining 3/10/05	1,175
Committed	78
"	900
Remaining, not yet committed	197.00

Computer classes in Spanish			
Instructor	Dates	Hours	Payment
Ana Vargas	7/19-8/28	80	\$1,600.00
	8/30-9/18	42	\$ 840.00
	9/20-12/31	60	\$1,200.00

Technology Classes and Spanish Classes for Librarians					
Payee	Dates	Budgeted	Spent	Topic	Notes
Homekey, Inc	11/8 & 11/10	\$ 850.00	\$ 850.00	Dreamweaver MX basic Computer & Internet for Older Adults	dreamweaver MX Intro - 2 mornings
Anne Toll	10/5	\$ 300.00	\$ 300.00	Technology Planning for Libraries	paid by OLIS, NELINET funds
Phil Hunt	10/29	\$ 900.00	0	Speed Spanish I - online Spanish Series -- intro & pronunciation lesson	11 students @ \$75 ea. -- 6 week online class
CCRI	11/10 - 12/15	\$ 1,000.00	\$ 825.00	Speed Spanish I - online Spanish Series -- intro & pronunciation lesson	
Ana Vargas	11/5, 12/3		\$ 160.00	2 presentations -- AM & PM	
Loida Garcia Febo	03/8/05	\$ 1,000.00	\$ 1,000.00		

Subtotal	\$3,640.00	\$ 3,135.00
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Part D:

Confirmation of Grant Purpose and Expenditure of Funds

By signing below, we confirm:

- That we have met the charitable purpose of this grant to promote long-term sustainability of public access computing in public libraries and to assist the state library agency in meeting the ongoing needs of public libraries for training in the use of information technology resources.
- That all funds have been spent in accordance with the Grant Agreement and as detailed in this report. All funds were used in accordance with the budget originally submitted, or since revised and approved, as part of our grant proposal.

DATE

SIGNATURE

PRINT NAME

PRINT TITLE