

LIBRARY IMMIGRATION CONNECTION CENTER

PROJECT MANUAL

Grant Administrator: Kirk Borger

Riverview Public Library

Riverview, Michigan

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Project Overview:

The Riverview Public Library had observed for many years an increased use of the library and its resources by patrons whose native language was not English. It was ascertained through time that these non-English speakers were fairly recent immigrants, and that a variety of ethnicities lived in the library's service area that were not borne out by the census records. These ethnicities included in order of population, Albanian, Hispanic, Pakistani/Indian (Urdu speakers), Chinese and Korean. It was decided that a proposal would be written to fulfill some of the specific needs of these populations. Additionally, the community's general population informational needs were not being met by the library in that the library due to space configuration and budgetary constraints did not have the ability to conduct computer classes. Thirdly, due to the state's high unemployment rate the library had been planning tentative programs to address job seeking skills programs not just for long time citizens, but for the immigrant population as well. The library attempted to assess the three target-population's needs would be met with the project's four goals which were:

- To successfully improve program attendees' English skills
- To inform and assist participants in increasing their chances of obtaining gainful employment.
- To educate and aid families, mostly immigrants, who have to make decisions concerning a variety of health and wellness issues.
- To offer computer-training classes to those who have limited access to technology due to economic and/or language factors.

The activities that the project implemented to meet these goals included computer classes for the general population (in addition to Spanish speaking and Albanian speaking populations), English as a Second Language (ESL) bi-weekly classes taught by certified ESL instructors, ESL classes specifically for Albanian speakers, enrichment classes aimed at Albanian immigrants with young children, and job workshops for the general population and Spanish speakers. In addition, ELLIS (English Language Learning Instructional System) was purchased to aid English language learners. ELLIS is a web-based program whereby a user can improve their English skills by completing the successive units that ELLIS uses (beginning, intermediate, advanced).

These activities produced a varied range of results. The ESL classes saw an average of 15 participants attend bi-weekly classes and this was sustained throughout the grant period.

However, English classes for Albanian speakers after initially being well attended were canceled, due to low attendance. Also, the computer classes for Albanian speakers were stopped due to poor participation. Job workshops for both the general population and Spanish speakers saw low turnout, but the information provided proved helpful to the attendees. The computer classes conducted for Spanish speakers were the most successful with two six-week sessions being held and an average attendance of 17 per class. The ELLIS web-based program had 112 registrants but saw a very low completion rate. It is hoped that this manual will be able assist any library achieve the same success the Riverview Public Library had with the same programs and improve upon any programs that the library attempted.

Project Start: Project Focus

The project's origins were based on the large number of staff interactions with three groups that would later be targeted for this grant. However, this is anecdotal evidence and should be used coupled with statistics that are gathered from a variety of sources.

1. Patrons whose English skills needed improvement-Library staff had observed an increased interaction with Albanian immigrants that made visits to the library. Staff interaction also identified other ethnic target populations such as Indian/Pakistani (Urdu speaking) and Hispanic populations that needed assistance with English language learning. It was also noted by staff that a high number of the general population that requested computer classes were deficient in basic computer skills. Additionally, the high incidence of patrons using library internet computers for job seeking related activities was noted by staff.

2. Patrons seeking employment-At the time the grant was written the Michigan unemployment rate was 9.6%, as of June 2010 it is 13.1%. It was decided that further detailed research would not be necessary since it was obvious due to these statistics and staff interaction with patrons seeking employment that there was a target population that was plainly evident.

3. Patrons seeking computer skills- No research was done investigating this population since it was felt that this was a service that every library should provide. The reason that this service had not been provided included lack of space, building configuration, staff constraints, and budgetary concerns. It should be noted that numerous requests for computer classes were received therefore a demand was already evident.

- **Informational Resources**

The target populations were initially observed anecdotally, however there are several resources and organizations that assisted the library in compiling demographic statistics. It was imperative that the library obtain the correct demographic information about what ethnicities lived in the Southern Wayne County area: their populations, their economic status and their level of English.

1. The 2000 United States Census

The first resource used to identify target populations was the 2000 Census. However, using almost a ten-year old census can be problematic for a variety of reasons. For example, the census reported that there were 14,534 Albanians in the Tri-County area comprising the Detroit Metropolitan Area. This was a woefully inadequate number since the Albanian community estimates their Detroit area population at approximately 50,000 people. A Wayne State University Anthropology professor who is now at the University of Indiana puts the number at 70,000 in the book “Albanians in Michigan” published in 2001 by Michigan State University Press. The census provided information on each ethnicity targeted showing how many lived in the area, what percentage of each ethnicity lived below the poverty line, and how many of those spoke English “less than very well”. It was important to note that these statistics were nine years old and therefore dated. Additionally, some ethnicities due to various reasons may go underreported and it is hoped that other resources would provide more accurate statistics.

2. Organizations as informational resources

Several organizations able to assist in further providing statistics on ethnic populations are Wayne State University's Center for Urban Studies and area school districts. Local colleges and universities may have a department or in the case of Wayne State University, a highly specialized department that will analyze census data and upon request run detailed and specific reports. These reports will collate the information so the library will be able to better analyze the area's demographics.

The second organization identified was area school districts. School districts are aware of how many of their students require English assistance because another language is spoken at home. School districts must follow state and federal law (Section 41 of the Michigan State School Aid Act and Title III of the United States Department of Education-Language Instruction for Limited English Proficient and Immigrant Students) and must gather and retain statistics on those students in their districts who require special English instruction. School districts that have an adult education program where English as a Second Language is taught, is an invaluable organization as a source of statistics. The number people of taught and the languages of students will be known by speaking with school officials. School districts are valuable for program promotion and as a potential collaborative partner. County educational organizations may have programs aimed at non-English speaking students and may have statistics about how many people they serve.

Thirdly, area non-profit agencies that offer "Head Start" programs will have statistics on how many non-native English speakers attend their classes.

Fouthly, cultural and religious organizations (churches, mosques) may be a resource about the people who are involved within these institutions. However, these organizations may not have any further information on their particular ethnicity as a whole; they may only know about their specific activities and members.

Lastly, on-site surveys of patrons known to library staff who are non-native English speakers may be of use. Questions on the survey should identify what is their native language, their English language proficiency, and what kind of programs/classes they would the library to implement. If one or more languages is highly represented by patrons, the library would receive more accurate information if the surveys were written in the patron's native language. This can be done if there are volunteers to assist in translating the responses and if it is clearly evident that there is a large enough population of non-native English speakers.

Goals and objectives

- **To successfully improve program attendees' English skills.**

Goals and objectives for these targeted populations were fairly perfunctory when the statistics were analyzed. 5% percent of Southern Wayne County's population according to the 2000 census, spoke English "less than very well". The goal for this population was to improve its English language skills, but the objective was less apparent. Considering that the programs would see a wide range of English skills it was decided that a large part of the above mentioned 5% would improve their English to a level above "less than very well". An additional outcome was that participants would not only increase their language proficiency, but participants would be informed of other area institutions and/or organizations that could offer further assistance.

- **Assist participants in increasing the chances of obtaining gainful employment.**

The second goal was aimed at the grant's second targeted population. This objective proposed that program participants would be able to significantly improve their job seeking skills which included resume writing, using job searching tools to maximum effect, and to learn what proper techniques should be used when being interviewed for a job. The second outcome was that people who attended these programs would be able to identify specific tools and would be able name organizations from the local level to the national level that could aid them in finding employment.

- **Aid families, mostly immigrants, who have to make decisions concerning a variety of health and wellness issues.**

This goal was developed due to the fact that most immigrants that visited the library lacked not only English skills, but also familiarity with American institutions, especially educational institutions for school age children. Many immigrants who visited the library requested staff members assist them in completing a variety of governmental forms ranging from school district documents to immigration forms. The objective for this goal was to familiarize immigrants with those organizations that could assist them and actually have these organizations conduct workshops to disseminate immigrant specific information.

- **To offer computer training classes to those who have limited access to technology due to economic and/or language factors.**

This goal was aimed at all targeted populations and meant obtaining a mobile computer lab so that a large group of participants could be taught at one time. The mobile computer lab was

obtained when the grant was awarded and the two main objectives of this mobile internet lab were to conduct computer classes in Spanish and Albanian and through computer education assist those who were currently in the process of seeking a job.

- **Tentative Timeline**

To achieve all these objectives a timeline was tentatively planned that spanned March 2009 to June 2010. However, this timeline had to be changed due to the delay in receiving the final permission from the Library of Michigan to announce and publicize the grant. Everything in the final timeline was delayed by two months. The library received notification from the Library of Michigan that the grant had been awarded at the end of February 2009, however a formal announcement could not be made until approximately a month later. This delay was inconvenient, but did not affect the substance of the grant program.

Project Partners: Identifying internal and external partners

Each goal of the project had its own community partners. Some partners were obvious, for example to assist and promote the ESL classes Southgate (a city just north of Riverview), has a Community and Adult Education program that offers ESL classes to approximately 150 students. Southgate Community and Adult Education became a valuable partner even in the planning stages of this grant project. Other partners came as a surprise and were not planned such as Saint Cyprian's Catholic Church of Riverview, the Association of Colombians of Michigan, and the Bowen Branch of the Detroit Public Library (Southwest Detroit).

- **Organizational Community Partners**

To reiterate, each goal had its own community partners and some of these partners had the potential to fulfill several goals of the grant. The first goal was to “improve program attendee’s English skills”. Any organization that offers ESL classes is a readily apparent partner for any program that involves English language learning. Additionally, this kind of organization may be able to provide volunteers for library programs. Several of the ESL instructors for ESL classes hosted at the library were also ESL instructors. Most of the partners that were involved with the goal of English language learning skills had to do with promotion and publicity. Organizations throughout the service area and region were scanned and the community partners that were initially revealed to be the best distribution points for publicity about the English programs and ELLIS were other area libraries, mosques, churches, ethnic organizations, area school districts and county service agencies. All these community partners were contacted first and then information was distributed mainly through flyers about upcoming programs. If it was known that an organization had a large population of a specific language a flyer was translated by a volunteer and then distributed. Any organization in the community that is scanned and known to be frequented places by non-English speakers should be contacted and a meeting in-person or by phone should be sought so that maximum benefits of the grant programs can be seen by both the library and the community partner. Additionally, some organizations disseminated the information internally so that all of their employees would be aware of the programs.

During the grant planning and implementation the grant administrator should be looking for the opportunity to add community partners that were may be outside of the library’s service area. Also, organizations that would not be normally thought of as community partners may present

themselves. It is important during the implementation of the project that advantage should be taken of these organizations that were not initially planned for and every effort should be made to collaborate with these kinds of organizations.

Additional school districts became community partners through the discovery during preliminary grant research, that these school districts had the highest concentration of non-native English speaking students. One or several languages may predominate in different school districts. If it is found that a certain language or languages has a high population flyers should be written in the specific language. These flyers should be distributed among the school district(s) so that parents will be made aware of the programs being offered. Each program aimed at a specific language was publicized through these school districts by having students take flyers home to their parents. Both of these school districts have already contacted the library this summer about its future programs for the upcoming school year. Publicizing at school districts with a high proportion of non-native English speakers was essential in making the program successful.

It cannot be emphasized enough what benefits area school districts can offer as community partners in reaching non-native English speakers. First, contact the school district, explaining the library's programs to the school district's who have a large proportion of non-native English speakers and the more than likely the school district will actively assist in promoting any English language learning program for the parents of their students. Any organization in the community that is scanned and known to be frequented places by non-English speakers should be contacted and hopefully it can be agreed upon by the library and the organization that at the very least it can be a distribution point for flyers.

Area libraries can also be more than just distribution points for information, but can be potential partners as well. The grant administrator should also scan libraries not included in the proposed service area as the libraries may be able to promote and directly co-operate with the project. Area libraries that are known to have high populations of non-native English speakers should be contacted for promotion and possible collaboration.

- **Area non-profit community partners**

Additional programs for the first targeted population (non-native English speakers) were planned using two community partners. Area organizations were evaluated on the basis of being able to assist the area's immigrant community with classes on a variety of topics such as immigration law, finding affordable housing, and instructing immigrant parents about the American educational system. Also, organizations conducting Head Start programs were evaluated to see if these organizations would be able to provide programming for immigrants with children from 0-5 years old.

- **Universities and university organizations as partners**

Area colleges and universities can be partners and be of great assistance if the library is looking for students who need experience and are able to speak the targeted population's native language.

If a university has a school of social work, this department should be contacted to see if there are any students who speak a targeted population's language. A student studying social work is ideal for the proposed programs on immigration law, housing, child rearing, and education. This cooperation is mutually beneficial since the student does gain experience and the programs are

more successful due to the more accurate dissemination of information to the attendees who speak the student's language.

Institutions of higher learning may also be resource if something needs to be translated or if further information is needed on a targeted group. Universities should be contacted to see what assistance they are able to offer or at least publicize the program to their students. Student ethnic organizations at universities can be of help as well.

During the grant proposal and during the grant program itself community partners will reveal themselves, however the grant administrator may want to contact the community partners during the interim of completed and the grant proposal being awarded. This should be done so that community partners will be familiar with the library's proposed programs and what their organization had committed to since their may be a time period that six to eight months long before the grant is awarded. In this time the community partner may have trouble recalling what exactly was promised and/or change the proposed programs. These community organizations may modify the program that they may want to charge the library for their programs whereas when the proposal was written it was discussed that the library would be pay for the facilitator's mileage. In order for the grant program to resemble as closely as possible the grant proposal it is imperative that the grant administrator communicate with the proposed community partners at regular intervals. In this way the community partner will be made aware of the process and reminded of what was proposed for the grant program.

- **Individuals as Community Partners**

Community partners do not just have to be organizations, but can be individuals as well that will lead you to other organizations for assistance. The grant administrator was aware of several library patrons who spoke fluent English, but were not native English speakers. It was ascertained from what country these patrons originated and they were asked to assist the library's program in any way possible. One patron guided the grant administrator to the Association of Colombians of Michigan (ACM) after the volunteer in who was to teach the Spanish speaking computer classes was unable to conduct them. This patron was asked for assistance and she sent out a mass e-mail to the whole organization and very qualified and dedicated instructor was found. She also sent out a mass e-mail to the ACM to find an instructor for the Spanish speaking job workshops since Michigan Works was unable to provide one due to budget cuts. Due to her efforts a highly qualified and dutiful individual was found to conduct these workshops.

Other individuals who frequented the library who spoke a variety of languages were asked to assist with the programs. These volunteers were especially helpful in making phone calls in their native language so that they would learn of the program and be reminded of upcoming programs. Some of these individuals attended the ESL classes to assist those students in their native language. Also, many of these volunteers translated flyers, forms, and surveys from English to another language.

Individuals can be community partners and are invaluable if a library does not have a staff that is multi-lingual. None of the library staff spoke any of the above languages therefore the chances of the grant to become successful were made that much greater by having community volunteers.

The library needed these volunteers to make phone calls, translate flyers, and assist library staff when inter-language communication was needed.

During the grant proposal and during the grant program itself community partners will reveal themselves. It is suggested the grant administrator may want to contact the community partners during the interim of the completed proposal and the grant proposal being awarded. This should be done so that community partners will be familiar with the library's proposed programs and what resources their organization had committed to the project. Since there may be a time period that is six to eight months long before the grant is awarded the community partner may have trouble recalling what exactly was promised and/or change their proposed programs. These community organizations may modify the program where instead of conducting the programs gratis they may want to charge the library. In order for the grant program to resemble as closely as possible the grant proposal it is imperative that the grant administrator communicate with the proposed community partners at regular intervals. In this way the community partner will be made aware of the process and reminded of what was proposed for the grant program.

Project Planning: Creating a Plan to Accomplish the Project Goals

Each of the goals of the grant had a unique planning process and this was made even more unique by circumstances during the grant proposal. Community Partners withdrew from the program and volunteers were unable to commit their time making planning more fluid than the grant administrator had anticipated. The grant administrator was required to find program facilitators DURING the grant period when ideally there should have been no concerns regarding their availability. The planning of each goal and project objective will be described below:

- **Goal-To successfully improve program attendees' English skills**
- **Objective-To increase English language proficiency**

To achieve this goal English as a Second Language (ESL) classes were scheduled and the purchase and use of the web-based English Language Learning and Instructional System (ELLIS) was planned. Instructors were needed to teach the ESL classes, the proposal stated that these were to be informal conversational classes so that class preparation for instructors would be kept to a minimum. Obtaining certified ESL instructors for the classes was the initial part of the planning process. Area organizations where it was known that ESL classes were taught were contacted and instructors asked if they would be able to participate. Secondly, the library was able to use volunteers who were not certified ESL instructors, but spoke another language and were willing to assist in planning and conducting of the classes. The instructors and the grant administrator had several planning meetings where it was decided what would be taught and it was decided at these meeting the classes would be taught formal lessons instead of informal conversational classes. Also, in these meetings it was decided that the classes would be bi-weekly since this seemed to suit the instructor's schedules and during the school year most students were attending ESL classes at least twice a week at other organizations.

During the grant period requests from groups of certain ethnicities may be received asking for weekly English classes just for their specific ethnicity. The grant administrator can use their discretion on whether this request should be met or not. Several factors should be taken into consideration and these include when to have the program, who will be the instructor and does this particular community have enough people to sustain these classes. The latter variable is probably the most important however the grant administrator should only agree to this with a

disclaimer. If this request is made it should be understood once the number of attendees goes below a certain number for a certain period of time the classes will be canceled.

Secondly, the use of ELLIS by participants was planned. A demonstration of ELLIS was scheduled with a representative of ELLIS with the assistance of an additional librarian who had used ELLIS in the past. The demonstration was held to the grant administrator's satisfaction. It is highly recommended that any program that is to be bought should be demonstrated by a company representative. After ELLIS log-ins were purchased publicity about the web-based program was made through flyers and class visits. Participants were to be instructed to come to the library so that they could register for ELLIS and that basic training would be given so that the participant could get started on the program. ELLIS was also integrated into the ESL classes.

The ESL classes were implemented and conducted as planned, however what was not anticipated for the ELLIS program was that many participants did not have headphones with microphones to use at home. Inexpensive headphones were purchased using in-kind funds and were loaned to participants who needed them.

Childcare should be planned for all programs involving English language learning and computer classes that are aimed at different ethnicities. Potential participation by a patron may be solely dependent on whether childcare can be provided. This was not planned for in the grant proposal, but became immediately apparent that it was needed at the first ESL class held at the library.

Additional staff and/or volunteers should be scheduled to supervise a varying number of children. If a class size has 20 participants expect to take care of at least 10-15 children. If childcare is necessary activities for the children should be planned and implemented. If activities for children are planned materials that will need to be purchased will be craft supplies and

snacks. Since the programs were in the evenings it was felt that the children did need something to eat and drink.

Materials that will be needed for these classes will be basic classroom materials such as pencils, paper and numerous copies will need to be made of various worksheets. Also, headphones with microphones will be needed for the ELLIS program due to the fact that not every participant will have these.

Goal's Scalability

Ideally, if a library has the time, budget, and staffing one employee should have as their SOLE responsibility, the grant's implementation. This staff member would be able to find the requisite volunteers and ESL instructors. Also, they would be able to conduct monthly meetings with the volunteers and instructors. These meetings would serve the purpose of planning upcoming classes and evaluate each program for any necessary changes.

Secondly, the grant administrator should be able to administer the ELLIS program and monitor each individual's progress. If a user is seen to be not progressing, a phone call asking the user if they need assistance should be made. It should be requested that the administrator meet with the user in-person at the library for assistance. ELLIS is a very useful tool and if a library is able to provide as much one-on-one assistance with users the library will see a program completion rate that is likely to be higher than a program without someone to directly help users.

Thirdly, this grant administrator would have the time and the resources to contact attendees who have not attended classes in some time. It is suggested the library contact patrons before special

programs reminding them of the event and in general monitor each patron as they participate in the program.

A smaller library would not be able to devote one staff member to perform all the above duties unless a paid staff member was requested in the grant. If a library has limited money, time, and resources at the very least, ELLIS should be provided to patrons and training classes scheduled. If the staff is small it is possible to train all employees how to use ELLIS so they will be able to answer the user's questions. ESL classes can be scheduled if volunteers are found, however if they are not, a conversational group that speaks English informally for an hour every week could be started. This conversational group if needed could be conducted by a library staff member. It is important to have the user/attendee know that they have ELLIS available and programs they can attend.

Planning for childcare in a smaller setting may not be possible, due to extra staff time and space that it requires. However, since childcare may be a deciding factor in whether potential users will attend programs at the library the grant administrator may want to ask area high school students to assist. Typically, high school students need to complete a certain number of volunteer hours and the library can request that these students help with childcare during these programs.

- **Goal-To inform and assist participants in increasing their chances of obtaining gainful employment.**
- **Objective-Offer Southern Wayne County residents (immigrant and non-immigrant) informational sessions whereby participants will be educated in informational and job-seeking skills that will increase their quality of life.**

The first part of the planning for this goal and objective was to find community partners that would be able to facilitate the programs. Job skills workshops that included interview skills, job searching, and resume writing were required programs to achieve this goal. Non-profit community partners who assisted area residents with these job seeking skills were contacted and plans for several workshops were tentatively planned. It is recommended that several community partners are involved because if one partner is unable to do the programs the other partners may be available to conduct the programs. It is also highly recommended to have several volunteer facilitators committed to conducting programs so that if one is unable to facilitate the program another qualified replacement is readily available. Once replacements for the proposed programs were found discussions mostly via phone calls and e-mails about scheduling the workshops at mutually convenient times were held and decided upon.

Due to the library conducting numerous regular programs at the library such as story times, community meetings scheduling these programs for the most opportune time is important. The solution to most of these scheduling concerns was offering the classes at times when the library was not open. Many classes were conducted on Friday and Saturday evenings which are not traditional times for library programs. The job workshops were held in the evenings during the week, the computer classes for Spanish and Albanian speakers were held on weekend evenings.

Participants for a program such as this may only come when the time is convenient for them and the library attempted to schedule ESL classes, computer classes, and job workshops at times when there would be the least conflict for everyone involved.

Materials for this facet of the program usually include standard office supplies such as pencils, pens, and papers. However, depending on the instructor, copies of informational packets may need to be made for each class.

Goal's Scalability

This goal should be attained by both large and small libraries. A larger library potentially will have the time and resources to find area organizations or individuals who will be able to teach job workshops. A larger library would be able to accommodate more people and potentially offer more programs more frequently. It is hoped that a larger library's grant administrator would be able to devote the time in contacting the project's partners on a recurring basis to confirm their participation. Additionally, smaller libraries should be able to find individuals and/or organizations that would be able to teach job workshops. If one is not found, one option is having library staff teach the workshop. A smaller library may want to decrease the frequency and breadth of the workshops due to space and time constraints. However, one workshop should be offered during the grant period.

Libraries of all sizes, using library staff will be able conduct classes on resources that would aid a patron's job search such as classes on internet resources and library information that would be beneficial in seeking employment.

- **Goal-To educate and aid families, mostly immigrants, who have to make decisions concerning a variety of health and wellness issues.**
- **Objective-Offer Southern Wayne County residents (immigrant and non-immigrant) informational sessions whereby participants will be educated in informational and job-seeking skills that will increase their quality of life.**

As with the first three goals/objectives community partners are integral to the success of educating immigrants about American life. Non-profit agencies that work with children should be contacted since they will have a0 good understanding of the presence of an immigrant population in the area. A library that is located in a larger city or population should scan non-profit agencies that focus on certain ethnicities. Area schools may employ personnel that have expertise in disseminating this information to immigrants. Agencies that will be able to fulfill this specific goal/objective are usually organizations that as stated work with children and in addition offer a “Head Start” program.

Goal’s Scalability

Libraries of all sizes more than likely have to rely on non-profit/governmental organizations and/or school district personnel to fulfill this goal. This goal is probably easier met with a library that is in an urban/suburban setting due to the proximity of numerous organizations that would be able to assist in conducting programs relevant to this goal. Therefore it is probably not a matter of the size of the library, but geographic location.

Due to the fact that a library not in an urban setting will have fewer organizations available, this goal may not be a priority. If it is a priority, then county organizations, universities, community

colleges and even religious organizations should be contacted. Hopefully, one of these organizations will have someone who even has rudimentary expertise in speaking with immigrants on these subjects. It may be possible to bring in an organization out of the smaller library's service area, but this should only be done if the library decides that it is imperative that this goal is fulfilled.

- **Goal-The Mobile Internet Lab will assist the library to expand its offering related to basic and/or intermediate computer skills.**
- **Objective-Offer Southern Wayne County residents (immigrant and non-immigrant informational sessions whereby participants will be educated in informational and job-seeking skills that will increase the quality of life for the participants and their family.**

The Mobile Internet Lab was planned with the assistance of the City of Riverview's IT department. The IT department read the grant proposal and ordered all the hardware and software for the library. It is imperative that someone with technical expertise is consulted before purchasing computers. Fifteen laptops were purchased along with accompanying software, a wireless printer and ancillary equipment. If library staff does not have much experience buying technology an IT department will be able to make recommendations, use discounts to purchase software/hardware and most importantly will be able to find the best price for the proposed technology. If the project's library does not have an IT department of its own or in its city the library co-operative that the library belongs to should be able to provide guidance. The co-operative's expertise should be used to advise the library on the purchase of technology whether it be hardware, software or other items.

The library due to space and configuration concerns needed a mobile internet lab to conduct computer classes. Computer classes for the general public had never been offered at the library and the mobile internet lab was the ideal method. Library staff planned, implemented and conducted the computer classes for the general public; topics ranged from “Introduction to the Internet” to “Using Digital Cameras”. The Akron-Summit County Public Library conducts a wide range of computer classes and the handouts of information that are given to attendees are available on their website. Much of the library’s computer classes were modeled on the information available online. <http://www.ascpl.lib.oh.us/training/handouts.html>

The mobile internet lab also allowed the library to conduct computer classes for Albanian and Spanish speakers. When planning computer classes in a different language a library has to find a volunteer who is willing to plan, implement and conduct such a class. Area organizations can be scanned for volunteers as well as the community at large. Ethnic organizations that are willing to forward the library’s need for an instructor or the grant administrator themselves should ask if these ethnic organizations themselves provide these services to their members and maybe willing to collaborate with a library. Also, libraries should ask patrons who they know speak a foreign language as well they will at least be able to name a person who will be of some kind of assistance. The library found its Albanian instructor through personal contacts and the Spanish speaking instructor was found after a patron was asked to send out a mass e-mail about the library’s programs.

Goal’s Scalability

It is hoped that a larger library will already have the requisite number of computers and the library is already conducting computer classes. Large libraries may want a mobile internet lab in

order to conduct classes at different locations other than at the library. If this is the case then computer classes could be planned for community, ethnic, municipal and other organizations as well as area school districts. If conducting computer classes off site is a priority then a mobile internet lab is ideal. A library in a larger setting should be able to plan, implement, and conduct these classes with library staff. A bigger library will probably have its own IT personnel or its city will that can make hardware, software and ancillary equipment recommendations before purchase.

A large library will have the potential to offer computer classes at multiple times on multiple days whereas a small library will only be able to schedule classes based on staffing and time constraints. However, due to the general population's need for technology education it is imperative that a small library offer some kind of computer class. These classes can be infrequent, but if the library receives a mobile internet lab then it should be used to conduct computer classes. Ideally, library staff should teach the class, however if staffing is a concern then organizations such as schools, computer stores, and colleges/universities should be contacted for teaching volunteers.

A smaller library if it or its city does not have an IT department then other area libraries and library co-operatives should be able to make purchasing recommendations.

Promotion and Publicity

The main method of promotion of this grant will be through flyers at various distribution points throughout the library's service area. These will include churches, mosques, ethnic organizations, businesses, area libraries, adult education programs and schools. The service area

should be scanned for places that are frequented by people whose native language is not English. The first place where the program should be promoted is any organization whether it is a school district, a church, a non-profit agency or another library that offers ESL classes. If an institution is known to be of a certain ethnicity then the flyers should be translated into that ethnicity's native language. Volunteers from the general population and/or students from student ethnic organizations should be able to translate the flyers if the library does not have anyone on staff who is familiar with that particular language. Secondly, it is imperative that flyers should be distributed to school districts where it is known there is a high concentration of non-native English speakers as students. Even though the program is not aimed at children the flyers will be seen by the parents. This method of promotion produced a high number of responders. Other methods by which the program should be promoted is by class visits by the grant administrator to any organization that conducts ESL classes. During class visits the grant administrator will be able to explain the program and answer any questions that students might have. Also, it is suggested that while the grant administrator is at any ESL class that they ask for the name, number and native language of each student. This is done so that when programs begin, phone calls can be made to remind students of the programs. Volunteers will need to be used to make these phone calls and usually these volunteers can be found by individuals who use the library.

Internal promotion of the program at the library itself is very important so that people of all backgrounds are aware of the program. Other internal promotion consists of posting all the programs throughout the grant period, on the library's website and if the programs are aimed at a specific ethnicity the information should be in that ethnicity's native language.

Promotion of the grant should also be done by press releases to local newspapers, announcements on the city's cable access channel, in-person announcements to city council meetings, and on site visits with area ethnic organization leaders. Some ethnicities have their own cable access channels that are leased and an attempt should be made to publicize the programs on television as well.

Timeline

Even before the grant is awarded the grant administrator should contact the collaborative partners to confirm their participation. This will allow the administrator not to divert time and resources trying to find replacements for any collaborative partners that decided to not commit to the project when plans for programming began. Additionally, ESL classes should be started before the computer classes and job workshops. If this is done attendees of the ESL classes will be made aware of what future programs the library will be offering.

- Grant Awarded
- Initial publicity and press releases given to requisite community organizations, institutions and media outlets
- Purchase computers
- Finalize program dates with volunteers and community organizations
- Begin ESL classes and enroll patrons in ELLIS program
- Computer classes, job workshops, and other workshops can be scheduled any time during the grant program.

Other than ESL classes starting immediately and before the other programs each library can decide how to schedule their programs during the grant period. The variables that will affect the timeline are overwhelmingly a matter of scheduling. Programs will be scheduled based on the availability of library space, collaborative partners, volunteers, library staff, and program facilitators.

Evaluation Plan

The Evaluation Plan was planned solely by library staff and the surveys and forms were initially formulated by library staff as well. The grant project was proposed as an Outcome Based Evaluation Plan (OBEP). The OBEP was developed by library staff to assess the attendees initial knowledge of the program they attended and to evaluate if the attendee had learned new information in these classes and how much. Surveys were written and translated into the corresponding languages where appropriate. Surveys were then collected after the class and evaluated. ESL instructors voiced concern that since the attendees varied from class to class an OBEP was not workable. ESL classes continued throughout the grant period and are still continuing with new students attending frequently and some infrequently. It is important for any class that is conducted in another language besides English that the surveys are written in the respective language. The level of English understanding varies from student to student therefore to receive as accurate information as possible surveys must be done in attendee's native language. The class instructor or community volunteers will more than likely translate the surveys.

Marketing and promotion pieces must also be translated. For this project the main publicity tool was flyers. These flyers were made available at distribution points where it was thought the

optimum amount of a targeted population would see them. These flyers were made by library staff and if translations were needed again, community volunteers were asked to translate the information and library staff would configure the flyers so that the native language would appear in the flyer as well in English. An additional tool that should be used is the library's website. All program information in each respective language English, Spanish, and Albanian was posted on riverviewpubliclibrary.com.

Local media was contacted in the form of press releases and several newspaper articles were written when the grant award was announced. These newspapers were also contacted throughout the grant period so individual programs could be announced and publicized.

The mobile internet lab was used as a tool to teach the project's computer classes. The hardware was purchased by the City of Riverview's IT department. The library and the IT department discussed what was being proposed and it was requested by the grant administrator to purchase the Microsoft package that was most recent and the comprehensive. It was felt that since the library was going to be conducting computer classes that the laptops should be installed with as many programs that the library thought it would teach in its classes. This included Word, Excel, and PowerPoint.

Project Implementation

The implementation of the grant's programs was done due to the fluidity of collaborative partner's involvements and events at the library. Also, the grant did not remain restrictive to just the programs in the proposal, but was open to suggestions from attendees. For example, an additional Spanish computer class session was scheduled at the behest of the attendee's and its

instructor. Additionally, the Albanian community asked for weekly ESL programs for Albanians specifically. This request was implemented however due to low participation after six weeks of the program it was canceled. Lastly, ESL students asked the grant administrator to plan summer ESL classes weekly instead of bi-weekly due to the fact that Southgate's Adult and Community Education ESL classes were not conducted in the summer.

Not only were the English classes for Albanian speakers cancelled, but the proposed program of Albanian computer classes was implemented and then had to be canceled due to poor attendance. The grant administrator does not have a good explanation as to why neither of these programs were successful other than scheduling is always a concern with any immigrant community because of work and family schedules. Transportation is a concern for many immigrant families as well.

Scheduling programs is something that must be discussed in detail with each instructor and staff. The most ideal times to conduct classes for immigrant communities seems to be on weekend evenings preferably on Fridays. It is understood that most public libraries are not open on Friday evening however it was felt that this time would be the most ideal for the targeted populations. The grant administrator planned and implemented 12 weeks of Spanish computer classes on Friday evenings. At times extra staff was needed for childcare, but overall staff was receptive and worked Friday evenings when asked.

Project Finish

Based on the results of the surveys and the numbers of people who came to most of the offered programs the grant project is deemed somewhat of a success. The grant administrator feels that it

is only “somewhat” of a success because many of the programs that were proposed in the grant were unable to be done. One of the major reasons that many of programs were not able to be completed was due to proposed community partners unwilling and/or unable to do what was initially proposed. Despite these partners unable to contribute to the project, being able to plan programs DURING the grant was the main factor in the success that the project did have. The grant administrator was presented with opportunities to modify the project when potential programs and partners presented themselves. The ability to adjust to unforeseen events and being able to plan as opportunities become available was imperative in making this grant project successful.

The evaluation was completed when the statistics were analyzed and most benchmarks for the implemented programs were met. Library staff gathered and analyzed these statistics from evaluations and surveys.

Promotion of grant results was done during the grant program when the grant administrator was asked to speak about the grant at a graduate class. The results will also be promoted to the library community through the grant administrator conducting a presentation to an organization of librarians that promotes and shares information on international collections. Universities having library science graduate programs should be contacted in the event this project may be of some relevance to certain courses. Also, library co-operative meetings may be another setting where the grant project information can be disseminated among the library community.