



# Digital Literacy

Implementation Guide  
for Community-Based  
Organizations

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## About the Author

Shawn Walker has many years of experience working with community based organizations as a volunteer and member of the board. During that time, she worked with both children and adults, organized field trips, facilitated group discussions, submitted proposals, developed programming, given presentations, and written a descriptive manual. She also has many years of experience in business where she held a variety of positions from administrative assistant to customer service representative to branch manager.



While Shawn completed her Master's degree in Teaching English to Speakers of Other Languages, she worked with the Learner Web team, tutored digital literacy, and implemented the digital literacy program through two community-based organizations in her area. By drawing on her extensive background and recent experiences, Shawn wrote this guide to break down digital literacy implementation into manageable steps and make the process easier for you, the provider.

## Introduction

The Learner Web team at PSU is experienced in collaborating with a variety of partners who have successfully implemented the digital literacy program and gained valuable insights along the way. We understand that implementing and managing innovation can be challenging. Our team is here to help you get started incorporating digital literacy into your daily operations.

The following information outlines what you need to have in place to successfully implement digital literacy. We describe necessary elements that your organization may or may not already have. What follows serves as a “how to” guide to assist you in maximizing your organization’s current resources and learning what additional resources would best serve your digital literacy efforts. Through assembling all of the pieces, you are building a strong organizational structure that will then provide the appropriate scaffolding for your learners to build their skills and move towards their goals.

The Implementation Guide is divided into three discreet modules that complement each other yet can also stand alone. Each module is further divided into sections so when referring back to a module, you can quickly access the information you need. One additional stand-alone document in the form of a Tutor Training Guide is also included.

The three modules are as follows:

- Your Computer Lab
- Tutors Are Your *Human* Resources
- Learners Are Your Clients

## Computer Lab & Equipment

Computers can be our friends or foes. What keeps us coming back to them is their usefulness as an important tool in our daily communications and interactions with the world around us. Most of us experience computers as friends, but digital literacy learners do not have the same experience. Many will see computers as foes and are unfamiliar with their friendlier side. The reality is computers are a tool – nothing more. Efficiently running equipment provides learners who are often intimidated by technology with the best possible learning experience. With that in mind, if you need additional computer labs, The Literacy Coalition of Central Texas has provided a sample of a recruitment flyer. (Appendix A) Finally, regularly scheduled hours establish consistency and reliability which can lower learner anxiety as well.

### Check equipment

When implementing the digital literacy program, check that you have the proper equipment and technical support. Your computers will need an adequate operating system, enough RAM, and access to high-speed broadband internet to play videos as well as access YouTube, Facebook and other social media. Each computer station needs to have a way for learners to listen to videos. While speakers work, Learner Web is individualized and some plans require a microphone as well. Therefore, simple headphones with microphones may be the most efficient and cost-effective equipment to provide for learners.

Other considerations involve issues with software, which you may want to have an IT person maintain. Often computer labs have only one person with the authority to download and install software updates. Experience also dictates that Internet Explorer can be problematic with the Learner Web interface. Typically Learner Web runs better with updated versions of Google Chrome, Mozilla Firefox or Safari. Additionally, if you are in a location with network security, like a school, you may find that system firewalls interfere with playing videos and accessing social media websites like LinkedIn and Twitter. In that case you will need to coordinate with the site's IT support.

## MINIMUM System and Software Requirements

- *These are important to communicate to computer lab managers.*
- *Learner Web requirements are the same as Youtube requirements.*

### Browsers Requirements, Recommendations and Settings

- Google Chrome, Mozilla Firefox 1.1+ or Safari 1.0+, Internet Explorer 7.0+
- Java version 6. Click [HERE](#) to download Java.
- For viewing videos, Adobe Flash Player 10.0.22+ plug-in. Click [HERE](#) to download Flash Player.
- For PDF documents, Adobe Reader. Click [HERE](#) to download Acrobat Reader.
- **\*\*Must have Pop-Up blocking disabled\*\***

	Apple / Macintosh	Microsoft Windows
<b>Operating System</b>	MacOS X 10.3 or higher with latest updates installed	2000, XP, Vista, Windows 7 with latest updates installed
<b>Processor Speed/Type:</b>	1.83 MHz Intel Core Duo or faster	500 MHz or faster
<b>Memory</b>	512 MB of RAM or more	512 MB of RAM or more
<b>Video Card</b>	at least 64 MB of video memory	at least 64 MB of video memory
<b>Audio (Sound) Card</b>	At least 16-bit	At least 16 bit
<b>Internet Connection</b>	Broadband with 500+ Kbps	Broadband with 500+ Kbps
<b>Free Hard Disk Space</b>	500 MB or greater	500 MB or greater
<b>Speakers/Headphones</b>	Headphones with microphones.	Headphones with microphones.

Following, two tutors from different computer labs exchange information about their experiences with the Learner Web system requirements:

Anne: The computers I've seen that are still running Windows 2000 simply don't have enough RAM to run videos. Even 512 MB of RAM just doesn't seem to be enough. Some of our computers ran choppy videos with 1 GB of RAM.

Julie: Really! Our computers only have 512 MB of RAM and seem to run videos just fine. But we have Pentium II processors which are at least 2 GHz. What type of processors are you running?

Anne: Not 2 GHz. So that could be why we need the faster RAM than you do. It's a combination of the GHz on the processor and RAM. Okay, got it.

Julie: Yeah. These system requirements are the minimum you need, so Learner Web should run fine with them. You'll just have to check your computers to make sure they run videos.

Additionally, Youtube recommends the following for your system to run at its best. Likewise, these same recommendations ensure that Learner Web also runs at its best.

Youtube recommends the following “**Optimal System Requirements**”:

- Flash Player: Adobe Flash Player 11.4+
- Browser: Firefox 15.0+, Internet Explorer 9.0+, Safari 5.0+, or Google Chrome 21.0+
- Operating System: Windows 7, Mac OS X 10.7+, Ubuntu 10+ and Linux OS 11+ (64-bit)
- Internet Connection: 1 Mbps or higher

### **On-going computer lab support**

Along with establishing a computer lab, develop a plan of action to provide on-going technical support. Provide the lab technician’s contact information to tutors. This expedites the reporting of problems and allows for issues to be quickly resolved. One frequently encountered problem is when the system slows down or locks up. Simply using the task manager to regularly schedule computer maintenance can help a great deal. Another frequent problem is out-of-date drivers, especially flash drivers. These can be easily remedied by downloading the updated version. If your computers are networked, there may be a system bottle-neck when too many try to access the internet at the same time. However, many problems can be prevented by a lab technician scheduling and performing regular system updates on at least a monthly basis. Even so, keeping a log of problems encountered in the computer lab can help indicate when you need to look at equipment upgrades.

## Frequently asked questions

- **What about audio?**  
Most have multimedia and there is some audio support.
- **Where should I direct those who want to learn more about Learner Web?**  
[Learnerweb.org](http://Learnerweb.org)
- **Will there be a mobile app?**  
Probably not. It's not optimally designed for that right now. But will most likely be available in the future.

## Appendix A: Sample Lab Assistant Recruiting



### The Learner Web: A Central Texas Initiative to Improve Digital Literacy, Increase Broadband Adoption, and Build Career Awareness

#### BUILDING A STRONGER CENTRAL TEXAS

Technology skills have become the new basic literacy skill necessary for successful navigation in the information age. Experts estimate that 80% of jobs currently require computer skills. Internet access and adoption create significant economic benefits impacting jobs, productivity, competitiveness, and overall standard of living, and yet one third of Americans households still lack a broadband connection.



*"There's a whole world in the computer and I didn't know that. I suspected it, but I had no idea how to access any of it. But these classes showed me how."*  
- Learner Web Student

In response to this growing concern, the Literacy Coalition of Central Texas recently launched The Learner Web Project. The Project is part of a nationwide movement to increase computer skills and internet adoption in underserved communities and connect individuals with career paths available in their communities.

#### WHAT IS THE LEARNER WEB?

The Learner Web is innovative, online software grounded in adult learning theory that offers self-paced lessons in a tutor-facilitated environment. The hallmark of Learner Web is its ability to connect learners with programs, resources, and services in their local communities making learning more relevant to their daily lives. Adults gain the skills, confidence, and connections they need to be successful in today's job market.



#### THE LITERACY COALITION'S ROLE

The Literacy Coalition enables local libraries, Workforce Centers, and adult education providers to offer Learner Web onsite in public access computer labs. The Coalition trains Learner Web Computer Literacy & Internet Coaches who work side-by-side with learners in the lab to facilitate the learning process.

For more information visit: [www.willread.org/Learner-Web.html](http://www.willread.org/Learner-Web.html) or contact Wendy Taylor Wampler at (512) 735-2535.

## Tutors Are *Human Resources*

A significant portion of your overall resources will be dedicated to recruiting, training and retaining your tutors. Tutors are your human resources and will play an important role in your digital literacy implementation. Craig Jelinek, CEO of Costco revealed his approach to human resources, “Instead of minimizing wages, we know it’s a lot more profitable in the long term to minimize employee turnover and maximize employee productivity, commitment and loyalty.” Even though your human resources are volunteers, the same principles behind Jelinek’s statement hold true for your organization. How they do will be discussed in each of the following sections. As you read, keep in mind that they are not completely separate or mutually exclusive categories. Rather, recruiting, training, and retaining are all part of how you effectively maximize your human resources.

### Recruiting tutors

How you recruit can help minimize turnover by finding the right tutors for digital literacy. I have found that volunteers and tutors who are established in other areas of an organization may not effectively transfer to digital literacy. Having a plan in place to specifically recruit your digital literacy tutors is beneficial. The wording of your advertisement can make a big difference. The Literacy Coalition of Central Texas has provided an outstanding example of a tutor advertisement. (Appendix A)

The Literacy Coalition of Central Texas made their overall objective easy to see by placing at the top of the page, “Promoting Digital Inclusion...” Then the bulleted sentences under the question, “Why Learner Web?” provide the context of the tutoring digital literacy and highlight Learner Web’s strengths. Other information that would be helpful to include on a tutor recruitment flyer would be how many per week will a volunteer tutor; for how long the commitment is the tutor is being asked to make; what type of training is required and when is it offered. While you want to avoid overwhelming prospective tutors with information, key points that answer basic questions like these provide a clear picture of what is being asked of the tutors.

Advertise in a variety of venues such as local newspapers, volunteer organizations, and even on craigslist. Most communities have websites dedicated to the recruitment of volunteers as well. HandsOn Willamette ([handsonw.org](http://handsonw.org)) is an example of such a website in Oregon. Make the most of the resources and networking potential you have in your community.

### Training tutors

Orienting and training your tutors is an investment you will never regret! Proper training ensures that tutors are on the same page with your organization’s goals and objectives. Having regularly scheduled training sessions makes it easier for prospective tutors to plan ahead so they can attend. Training improves the quality of the tutoring your learners receive and builds tutor confidence. It boosts morale and builds enthusiasm, which is often

contagious and helps keep learners engaged. While training begins the minute a tutor walks in the door, it does not finish until the tutor is comfortable meeting with learners. Simply being present in the computer lab to support your tutors during their first few sessions facilitates this final step of their training.

Learner Web provides tutor training modules, so your tutors gain hands-on experience using Learner Web while doing their training! While there are multiple goals, tutors need to at least complete Goals 0.1 Introduction to Learner Web and 1.0 Orientation to Tutoring Using Learner Web. The remaining Goals are general tutor training with much of the content coming from Proliteracy.



Following, Ann, a tutor, begins a session with John, a new learner.

Ann: Welcome to the computer lab! How can I help you here?

John: Thanks. I'd like to learn about computers. I don't know anything about them.

Ann: Have you used one before?

John: Yes, a little...I can turn them on and use the mouse.

Ann: OK. Let's sit here and you can go ahead and turn the computer on.

John: (Turns on the monitor and waits. He looks down.) I think I did something wrong.

Ann: No problem. You turned the monitor on, which is good. Next, you'll need to turn on the main part of the computer on.

James: Oh yeah!

Learner Web Tutor Training Goal, Workspace: Principles of Adults as Learners

Some providers have tutors complete all of the goals, while other have tutors complete just the first two and then attend a face-to-face training. Still others utilize both by blending the online and face-to-face trainings. Learner Web training is flexible and can be easily adapted to your organization. To facilitate a face-to-face or blended training, we have updated and adapted a Tutor Training Guide initially developed by the Literacy Coalition of Central Texas. You may use all or part of the materials included. (Appendix C)

***Remember to always have on-site support for your tutors until they are comfortable meeting with***

### **Retaining tutors**

Retention of trained staff is the one aspect of human resources that many businesses, unlike Costco, tend to overlook. Likewise, some organizations with volunteers become so focused on recruitment that they too overlook retention. Following are some simple steps that are easily implemented and build tutor buy-in and commitment.

Provide tutors with on-going support. Make sure they have the contact information of someone to talk to if any issues or questions come up. At times tutors may be so focused

on what they are doing that they neglect to address concerns. Regularly checking in with your tutors can help avoid this. The best ways to contact tutors are either in person or by phone. With busy schedules even an encouraging email that asks how things are going can be beneficial. The feedback you gain may help you improve your tutor training or adjust your daily operations for greater efficiency. Both sides benefit from keeping the lines of communication open. Avoid letting your tutor check-ins sink to the bottom of the pile on your desk every day. It does matter and it does make a difference.

One optional area that boosts morale is additional training. One option for additional training is to teach your experienced tutors to recruit and train new tutors. Experienced tutors can provide insights into tutoring that are unique to your program. Establishing a tutor mentor program also builds a sense of community. Another role for more experienced tutors is that of Learner Administrator. A Learner Administrator accesses the administrative site to set up and maintain learner accounts. While not every tutor needs to be or even should be a Learner Administrator, someone who is a Learner Administrator should be on site whenever your computer lab is open. By providing these opportunities for additional training, you are further developing your tutors' skills and investment in your program. Any organization or business needs to have more than one person who can full any role. By building in this redundancy, you are ensuring that your implementation of the digital literacy project runs smoothly and remains consistent.

Plan to incorporate tutor recognition on multiple levels. Providing certificates of completion for training gives tutors a sense of accomplishment. Regularly host events where tutors are recognized for their dedication and service. Keep your costs down by making those events a community activity like a dessert potluck. Remember that publicly expressing your gratitude and appreciation for a job well-done maintains the investment you have already made in recruiting and training your tutors.

## Frequently asked questions

- **Where should I direct those who want to learn more about Learner Web?**  
Learnerweb.org
- **What about audio?**  
Most have multimedia and there is some audio support.
- **What is the evaluation beyond multiple choice test?**  
There are quite a few ways progress is assessed. Multiple choice, writing samples/reflective exercises, also step completion can be determined by tutor or third party.
- **What languages are available?**  
English and Spanish.
- **Will there be a mobile app?**  
Probably not. It's not optimally designed for that right now. But will most likely be available in the future.
- **Is the tutor section accessible outside the lab?**  
Yes, all Learner Web plans are accessible outside your computer lab.
- **Who developed the tutor plans?**  
Tutor plans were developed by Proliteracy
- **Are you using the tutor training modules?**  
Yes, for at least Goal 0.1 and 1.0. The remaining goals can be completed, blended with training you already offer, or replaced by face-to-face training.
- **Could someone like me get access to the tutor training resources to see how they work?**  
Yes, we could arrange it

## Appendix B: Sample Tutor Recruiting



**Promoting Digital Inclusion by Improving Computer Literacy, Broadband Adoption, and Building Career Readiness**

### Why Learner Web?

- ✓ The initiative is endorsed by the U.S. Department of Commerce.
- ✓ Learning plans are customized according to each learner's geographic location *and* individual learning goals.



- ✓ Learners can explore different career paths and are connected with local education and training programs.
- ✓ The Project taps into the existing community infrastructure so that learners can access Learner Web using already-familiar support services.
- ✓ It's evidence-based! The platform and content were created by a team of national experts and professionals.

### What Learners are Saying

Kurt

*"There's a whole world in the computer and I didn't know that. I suspected it, but I had no idea how to access any of it. But these classes showed me how."*

Misty

*"There's nothing else around in this neighborhood that teaches computer classes, and I would really love for this to stay here...We need this in this neighborhood."*

## Learners Are Your Clients

Other sections lay out the foundation for establishing computer labs and developing strategies to recruit, train, and retain tutors. This section focuses on what the digital literacy program is ultimately about – the learners. Keep in mind you will have a variety of learners. Many will be at-risk adults who are low-income, have limited education, and may be immigrants. Others may simply be older adults who lack experience with technology. Most will be intimidated by technology and doubt their ability to learn how to use a computer. Some may have struggled in school and will carry those experiences with them into your computer lab. Each individual will have unique background and reason for wanting to learn how to use a computer. Training tutors to be accepting of learners helps tutors to avoid making assumptions about learners. Thus, your computer lab must become a welcoming and safe place for learners to acquire new skills.

### Recruiting learners

Learners hear about the digital literacy project in a variety of ways. While some may already be familiar with your organization, others will be new. As current learners successfully complete the digital literacy plans, you will need to attract new learners. Advertising in a variety of venues reaches the greatest number of potential learners. Several organizations already working with digital literacy learners have provided examples of advertisements. (Appendix D pp1-4)

Unlike advertising to recruit tutors, your learners will not see advertisements online. Yet you can still make use of online marketing resources by targeting agencies in your community that may refer learners to you. Your state employment office, libraries or other community based organizations may all serve clients who would benefit from participating in the digital literacy project.

Learners are more likely to see advertisements in local newspapers, or flyers posted at public libraries, non-profits, employment offices, public schools, churches, community centers, food banks, and training centers. As with recruiting tutors, make the most of the resources and networking potential you have in your community.

### Getting started

As noted in the sections regarding computer labs and tutors, establishing regular hours is a good idea. It especially benefits learners who quickly come to rely on regular instruction and consistent support. Similar to your tutors signing up for certain hours, your learners can also sign up for specific lab times. A consistent schedule facilitates learners establishing consistent attendance, which is important for their progress.

Learning how to use a computer involves learning a multi-tasking and multi-level skill set, much the same way that learning to drive does. With driving, we have to use the pedals correctly, keep the car in the lane, use the turn signal, read road signs and watch for traffic

– all at the same time. It is a lot to handle the first time behind the wheel. Computers are the same way when you consider how much goes into operating them. When using computers, we have to know how to read a website, where to look for information, navigate between webpages, have multiple windows open, know how and when to use the appropriate input device – all at the same time. A lot goes into using a computer! In learning to drive, practice makes perfect. Likewise, with learning to use computers, consistent practice also makes perfect.

Computers and technology have become so prevalent in society that we are constantly being told to “see our website,” “like us on Facebook,” or “follow us on Twitter.” When learners contact a digital literacy provider, often they feel like they are admitting to not knowing something that everyone else already knows. Taking a few minutes to reassure learners and describe what they can expect the first session can alleviate many of their anxieties.

## Learner Intake

We recommend that you schedule 1-on-1 or small group learner intakes, so your tutors can give new learners a little extra attention to get them started. How long an intake lasts depends on the learner. Before setting up a Learner Web account, your learner must have an email account. If they do not have one, you will need to set one up for them. We recommend gmail.com, but any email account is fine. For example, many learners may already have a yahoo email account. Learner Web requires the email account so if a learner forgets their password, a password reset link can be sent to the learner’s email account.

Keep in mind, that just because someone has an email account, it does not necessarily mean they know how to use one. Not to worry, the Learner Web digital literacy program covers how to use email. For now, the email serves as an important backup.

When setting up a learner’s account, make signing in as easy as possible by using first and last name together for their account name and the word “*password*” for the password. Once learners log in, understand and agree to the EULA, their profile screen will pop up. You can then help learners use “change password” in the upper left corner of the profile. We have included a Learner Web business card template that can be printed out. (Appendix E) Learners can write down their Learner Web user names and passwords on one side and their email account name and password on the other side. By carrying these business card in their wallets, learners will always have the information with them.

Once the learner logs in, they will need to read and click on the “End User License Agreement.” If the learner struggles with reading, the tutor can summarize the content for them. Next, the learner needs to complete his or her profile, change their password, and then click “Save and Close.” Following, a tutor needs to help the learner begin “Welcome to Learner Web – Start Here!” This is the learner’s first introduction to Learner Web Goals! Walk the learners through to the Workspace item which is where you will help them

complete the “Learner Interest Inventory and Screener.” Your learners choose what they need to know here. Once they make their choices, they are not able to change them until they complete their initial goals. Then learners are able to go back and add more! Some learners may need all of the plans, while others may already be familiar with computer basics and just need to know how to navigate the internet. Learner Web tailors each set of goals to meet individuals’ needs.

To assist your tutors with the intake process, we have provided a simple flow chart that can be printed out and used as a tutoring reference sheet. (Appendix F)

Following, Julie, a tutor, coaches Irina, a learner, through sending an email with an attachment.

Julie: What would you like to use computers to do?

Irina: I'd like to be able to e-mail my daughter in college.

Julie: OK, I can help you with that. [Guides Irina through opening her email.]

Irina: I'd like to send my daughter photos of her new baby niece. Could you show me how to do that?

Julie: Sure! I'll show you, then you can do it. [Demonstrates for Irina.] Now you try.

Irina: [Tries it out with step-by-step instruction.] That's cool!

Julie: Would you like to try again a few times, just so you feel pretty confident doing it?

Irina: Yes!

Learner Web Tutor Training Goal, Workspace: Principles of Adults as Learners

## Keeping Learners Engaged

Once learners have an email account, a Learner Web account, and have been walked through the first goal of “Getting Started,” they can proceed with the goals that they have chosen. If you are having learners work independently, then each learner will need a set of headphones to listen to videos.

We have seen learners face similar challenges when learning to navigate Learner Web. For example, Learner Web’s external resources, like videos, open in a new tab. To return to Learner Web after viewing, learners must close the window. Knowing which “x” to click on to close one window instead of the entire browser can be visually confusing. Identifying the “x” on the tab as the “little x” and the one that closes the browser as the “big x” helps

learners conceptually differentiate between the two. The “little x” closes a small part while the “big x” closes the entire browser.

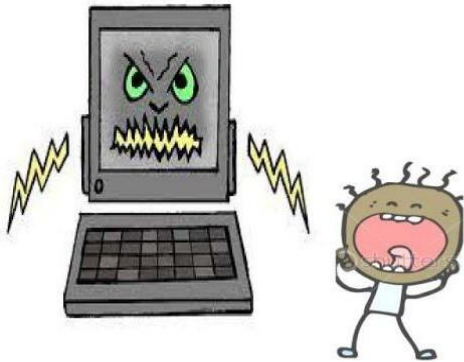
The difference between a search bar and an address bar can be confusing as well. One helpful explanation is that the address bar is where a web page lives, just like the address of someone’s house is where that person lives. Alternatively, the search bar is like using a phone book, it is where you go to find addresses. Learners usually need multiple sessions to begin feeling comfortable with many of these tasks and concepts. Patient coaching along with a lot of encouragement helps keep learners engaged and coming back to their next scheduled session.

Another way to increase learners’ investment in digital literacy is to incorporate learner recognition. Having certificates for completing the digital literacy goals can mean a lot to learners. Some providers even have smaller certificates they give for every goal that is completed. Building enthusiasm, creating excitement and celebrating your learners’ achievements keeps everyone engaged!

## Frequently asked questions

- **Where should I direct those who want to learn more about Learner Web?**  
Learnerweb.org
- **What is the evaluation beyond multiple choice test?**  
There are quite a few ways progress is assessed. Multiple choice, writing samples/reflective exercises, also step completion can be determined by tutor or third party.
- **What languages are available?**  
English and Spanish.
- **Will there be a mobile app?**  
Probably not. It's not optimally designed for that right now. But will most likely be available in the future.
- **Are keyboarding skills required to start?**  
No. Learner Web's Digital Literacy teaches those skills
- **What happens when a learner does not have an email?**  
We create them for the learner typically through gmail.
- **Can the learner access Learner Web outside the lab?**  
Yes, all Learner Web plans are accessible outside your computer lab.
- **What about audio in the profile?**  
Learners should be getting assistance from tutor.
- **Who developed the learner plans?**  
The learner plans developed by the Minnesota Literacy Council.

## Appendix C-1: Sample Learner Recruiting



**Don't let computers stress you out!**

***Come learn computer and Internet basics in a friendly, helpful environment.***

BTOP is a ***FREE*** program that can help you learn how to use the computer and search the Internet to:

- get information
- look for work
- email and talk to friends online
- and more!



***We take the stress out of learning to use the computer!***

**For more information,  
Call: 510-307-8169 or visit  
LEAP at 440 Civic Center Plaza, 1<sup>st</sup> Floor, Richmond**

***Sponsored by: LEAP/Richmond Public Library***



## Appendix C-2: Sample Learner Recruiting

Connecting New Orleans  
To the World Wide Web

LearnerWeb

Free Tutored Lessons!

### Computer/Internet Skills & Career Pathways

Learn how to use computers and the Internet, and use these skills to find a career. Classes are on Learner Web, which is a program that has online classes.

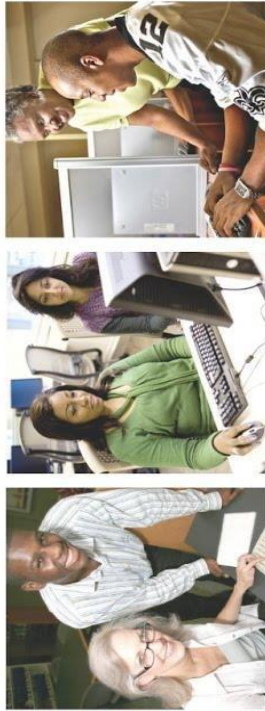
With the help of tutors, you can take free online classes at community technology labs in Metairie and New Orleans.

**Goodwill Industries**  
of Southeastern Louisiana, Inc.

**Literacy Alliance**  
of Greater New Orleans

**LINDY BOGGS NATIONAL CENTER  
FOR COMMUNITY LITERACY**  
It's Not Just About Literacy...It's About Hope.

## Appendix C-3: Sample Learner Recruiting



### COMMUNITY TECHNOLOGY LABS

**CCRA at Mahalia Jackson Center**  
 2405 Jackson Avenue, Room A212  
 New Orleans, LA 70113  
 CCRA Main: 504-581-5301  
 M.J. Center: 504-359-6835

**Incarinate Word Community Center**  
 (Catholic Charities)  
 8326 Apricot St.  
 New Orleans, LA 70118  
 504-861-6345

**Sojourner Truth Neighborhood Center**  
 (Catholic Charities)  
 2200 Lafitte St.  
 New Orleans, LA 70119  
 504-827-9963

**Orleans Parish Sheriff's Office**  
**Regional Re-entry Center**  
 819 South Broad St.  
 New Orleans, LA 70119  
 504-827-6765

**Even Start Family Literacy Program**  
 (Jefferson Parish Public Schools)  
 2590 Barataria Blvd.  
 New Orleans, LA 70072  
 504-348-0709

**Ozanam Inn**  
 843 Camp St.  
 New Orleans, LA 70130  
 504-523-1184

**Faith Full Gospel Baptist Church**  
 3112 Paris Avenue  
 New Orleans, LA 70119  
 504-949-2800

**St. John the Baptist Center**  
 (Catholic Charities)  
 1920 Clio St.  
 New Orleans, LA 70113  
 504-581-4987

**Goodwill Industries of Southeastern Louisiana, Inc.**  
 3400 Tulane Avenue, Suite 1000  
 New Orleans, LA 70119  
 504-456-2622

**St. Joseph Baptist Church**  
 1100 Odeon Avenue  
 Algiers, LA 70114  
 504-367-0589

**Harmony Oaks Community Center**  
 2514 Washington Ave.  
 New Orleans, LA 70113  
 504-894-6626

**Southern University at New Orleans**  
 6400 Press Drive, Trailer 42  
 New Orleans, LA 70126  
 Day: 504-286-5351  
 Night: 504-723-2556

**Hispanic Apostolate Community Services**  
 (Catholic Charities)  
 2809 Harvard Ave.  
 Metairie, LA 70006  
 504-457-3462

**US Probation Office**  
 Workforce Development  
 Resource Center  
 500 Poydras St, Rm 505B  
 New Orleans, LA 70130  
 504-589-3200

**Holy Faith Temple Baptist Church**  
 1325 Governor Nicholls St.  
 (Barracks Street Entrance)  
 New Orleans, LA 70116  
 504-525-0856

### CLASSES

#### Computers and the Internet

- COMPUTER SKILLS:**
- Computer parts
  - Mouse and keyboard skills
  - Using Windows
- INTERNET SKILLS:**
- Email
  - Social networking
  - Internet searching
  - Safety

#### Getting Connected to the Internet

- Learn what high-speed Internet means
- See why high-speed Internet is important for job searching
- Learn how to make good decisions about finding and using highspeed Internet

#### Planning for your Career (available fall 2011)

- Learn about career planning
- See examples of how to get high-demand jobs
- Learn about your work skills and career interests and match them to a career pathway
- Learn how to use websites like LAWWORKS and jobs.nola.com

**Contact:**  
 Visit <http://neworleans.learnerweb.org> for more information.

**Lab Hours:**  
 Morning, afternoon and weekend hours offered at various locations.  
 Please call locations for detailed lab schedules.

## Appendix C-4: Sample Learner Recruiting

**GRATIS  
FREE**

**INSTRUCTION**

**CLASSES:  
ENGLISH OR ESPAÑOL**

**STC LOCATIONS:**

PECAN PLAZA  
MID-VALLEY CAMPUS  
TECHNOLOGY CAMPUS  
STARR COUNTY CAMPUS  
STARR COUNTY RURAL TECH CENTER

**FOR MORE INFORMATION  
OR REGISTRATION CALL:**  
(956) 872.3585  
(956) 872.6783  
(956) 872.6782  
(956) 872.3589

**APRENDA TODO SOBRE  
LA COMPUTADORA**  
**LEARN EVERYTHING  
ABOUT COMPUTERS**

**ENVIYA Y CHECA EL  
CORREO ELECTRÓNICO**  
**SEND AND  
CHECK E-MAILS**

**ENCUENTRA  
INFORMACIÓN FIABLE  
EN EL INTERNET**  
**FIND RELIABLE  
INFORMATION ON THE  
INTERNET**

**MANTENGA SU  
INFORMACIÓN  
PERSONAL SEGURA**  
**KEEP YOUR PERSONAL  
INFORMATION SAFE**

**Learn to use the Computer & Internet**  
**Aprenda a usar la Computadora y el Internet**

**Continuing, Professional,  
and Workforce Education**  
**SOUTH TEXAS COLLEGE**  
Your gateway to lifelong learning

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## Appendix D: Intake Workflow Guide

