



Newfoundland and Labrador
Laubach Literacy Council Inc.

Serving Newfoundland and
Labrador since 1986

Essential Skills Literacy Training: Tools for Older Adults

Field Test Report

Essential Skills – Have You Used Yours Today? Series

Report prepared by

Linda Hobbs Collier, Training Package Development Facilitator

Newfoundland and Labrador Laubach Literacy Council Inc.
Box 822, 141 O'Connell Drive
Corner Brook, NL
A2H 6H6

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About The Organization

Newfoundland and Labrador Laubach Literacy Council Inc. is a provincial, non-profit, volunteer organization that has been offering free literacy services since 1987. In association with our literacy councils throughout the province, we play a key part in a provincial effort to help all people reach their full literate potential. We are committed to raising the literacy level of Newfoundland society. Our trained tutors work with people to improve their basic functional skills in reading, writing, speaking, listening, numeracy and other skills. Programs are adapted to the goals of the student. Materials and organizational support are available through local Laubach councils.

Our programs include summer youth tutoring, peer youth tutoring and one-on-one free tutoring to adults, including speakers of other languages, which is focused primarily on learning to read and improving reading skills.

About the Author

Linda Hobbs Collier is a Laubach Literacy Master Tutor, Trainer, and a twelve-year member of the local Bay St. George Literacy Council. Linda was instrumental in establishing the Council's resource centre and office in 2002; she is the recipient of the 2005 Stephen Award for volunteerism in literacy and the 2007 provincial Susie Day Volunteer of the Year Award, which is presented annually to a Laubach volunteer who demonstrates outstanding dedication to literacy. Linda's volunteer activities go beyond literacy, extending to many other community organizations; and on two occasions, she has been commended in the NL House of Assembly for outstanding dedication to volunteerism.

Over the years, Linda has worked in various fields, including health care, business, and education. She has received certificates in various studies as well as a diploma in Community Studies from the College of the North Atlantic.

In 2008, Linda was hired by Newfoundland and Labrador Laubach Literacy Council as Public Consultation Facilitator for the Essential Skills: Literacy Training Tools for Older Adults Project. The success of her work in this position led to employment as the Training Package Development Facilitator. Linda's knowledge of literacy issues has contributed significantly to her ability to develop the Essential Skills – Have You Used Yours Today? Series.

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Box 822, 141 O'Connell Drive, Corner Brook, NL A2H 6H6

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Linda Hobbs Collier

Training Package Development Facilitator

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Field Test Report

1.0 Introduction

Field Testing for the *Essential Skills Literacy Training Tools for Older Adults* Project was designated for three months' duration, with monitoring by the Training Package Development Facilitator (TPDF) at various times as needed. There were many steps in the field test process, with many of them overlapping. Part I of this report focuses on those steps; Part II contains the findings and analysis of the field test.

1.2 Steps in the Field Test Process

Steps in the field test process were as follows, with some of the steps overlapping slightly.

- Secure field test sites
- Recruit Learners and Tutors
- Allocate modules
- Develop training workshops
- Secure training venues
- Train tutors/conduct field test preparation workshops
- Design and develop evaluation process
- Complete development of Training Manual, User Guide, and Tutor Handbook
- Develop instructions for coding, administering, and submitting evaluations
- Monitor field test sites
- Field Test Clue-up
 - Collect evaluations
 - Evaluate feedback and implement changes/suggestions
 - Complete final copy of modules
 - Complete field test report

1.2 About the Series - *Essential Skills – Have You Used Yours Today?*

The following is a brief description of each of the modules. A trainer manual, tutor handbook and User Guide has also been developed in addition to the modules, which consist of tutor guides and skill books.



ES 101 – The first module of the series is designed for those with beginning literacy skills and compliments the Laubach Way to Reading Series (LWRS) Book One. Learners are taught the nine essential skills and their applications. They are introduced to basic numeracy skills and basic documents that are used every day such as a shopping list, cheques, and uncomplicated job application forms. Computer use is optional for this module.

ES 102 - This module is a standalone resource but can be used with LWRS Book 2. Learners are taught practical skills such as telephone etiquette, postage, and time zones. Computer exercises in this module are optional but are encouraged.

ES 103 – This module introduces the learner to more advanced applications of essential skills. It teaches budgeting, calculating taxes and tips for services and comparison shopping. Tools for employment preparation such as job interviews, post-secondary education applications, job applications, resumes, cover letters and tools for work such as charts, and tables are used throughout this module.

ES 2010 – This standalone module focuses on developing practical computer skills. It starts with teaching basic computer concepts such terminology and the components of a computer and progresses to more advanced computer applications. Learners are taught keyboarding skills, how to create documents and folders and how to file retrieve and edit documents. The module provides lessons on how to access and navigate the Internet, download applications, create and maintain an email account, and how to use online banking and online job searches.

2.0 Part 1: The Field Test Process

2.1 Secure Field Test Sites

Through networking and partnering activities, Field Test sites were secured at Stephenville (Western NL), Grand Falls-Windsor (Central NL), and Carbonear (Eastern NL). In total, 11 tutors/instructors/facilitators participated in field testing the materials with 40 learners. In addition, mini workshops were held using the materials with 31 participants (October 30, 2010, AGM workshops – 27 participants; November 18, 2010, Review Committee workshop – 4 tutors; and January 20, 2011, Essential Skills Tutor Training Workshop to test the Training Manual – 10 tutors). See section **2.6 Train Tutors/Conduct Field Test Preparation Workshops** for more information about these workshops

Field testing in Stephenville was implemented by members of Bay St. George Literacy Council (BSGLC), with 7 tutors and 9 learners participating for a total of 14 participants. Port au Port Skills Link had one tutor (from BSGLC) and 10 participants. In Grand Falls - Windsor, testing was conducted by Exploits Literacy Council and in conjunction with the Adult Basic Education program at the College of the North Atlantic, with one tutor and 10 learners participating. Women in Successful Employment (WISE) conducted the field testing in Carbonear through the Targeted Initiative for Older Workers (TIOW) Program. 12 learners and 2 facilitators participated at this site. While it was anticipated that sites in Gander and St. John's would possibly participate through the WISE program, this did not transpire. However, the gap was filled by two unexpected sources. A request was received from the coordinator of Port au Port Skills Link to field test the computer module with 10 participants in the Skills Link program. In

addition, the Community Access Program intern at the Kindale Library in Stephenville requested permission to use the computer module with clients; this request was forthcoming as a result of witnessing the material through students using it at the library. Acceptance was given to both interested parties, with the stipulation that they provide evaluation of the material.

2.2 Recruit Learners and Tutors

Learner and tutor recruitment for the field test process was not an issue as many tutors who were aware of the project eagerly came forward to take advantage of the opportunity to participate. This was due in part to the extensive publicity generated and contacts made during the course of the project - specifically during the public consultation process.

Bay St. George Literacy Council had learners who were interested in learning computer skills; it seemed a good fit to allocate ES 2010 to these participants. Port au Port Skills Link was looking for material pertaining to practical computer use. The program coordinator, Corinne Tulk, who is also a member of Bay St. George Literacy Council, attended the August 11th tutor workshop and liked the material so much that she asked to use it with her group. Exploits Literacy Council Student/Tutor Coordinator and Instructor, Lillian Pinsent, felt the ES 101 module would complement her Adult Basic Education (ABE) Program by introducing practical skills to the material already being used. She also indicated an interest in using the ES 2010 module. WISE Community Liaison/Program Support Officer, Sylva Snow, expressed interest in the material during the April 2009 workshop that she attended in Carbonear, facilitated by the Public Consultation Facilitator. Following the workshop, she contacted NLLLC stating that they would

be pleased to partner with us to field test the modules. It was felt that this employment preparation group would be the ideal candidates to field test ES 102 and ES 103.

2.3 Allocate Modules

Because of the variety of material, it was decided that each site would field test an individual module rather than have all sites test all modules. Also, it would have been impractical to have each site field test all four modules within the 3 month allotted time frame. Test sites choosing to test modules other than those allocated were responsible for evaluation of that module.

With those factors in mind, modules were allocated as follows:

1. Bay St. George Literacy Council and Port au Port Skills Link - ES 2010 (computer module)
2. Exploits Literacy Council - ES 101
3. WISE - ES 102 and ES 103

2.4 Develop Training Workshops

The TPDF developed training workshops to coincide with the modules. All training included hard copies of the modules as well as a PowerPoint presentation. A presentation covering all modules was designed specifically for Laubach Literacy Trainers, and a scaled down version of the computer module was developed for a mini workshop, which was held with two groups who attended the NLLLC Annual General Meeting in October, 2010.

2.5 Secure Training Venues

Through networking, venues were secured at various places to hold training workshops, including the College of the North Atlantic (Stephenville, Grand Falls, and Burin); WISE

Employment Preparation Centre, Carbonear; Discovery Centre, Harbour Grace; and Bay St. George Literacy Council offices, Stephenville.

2.6 Train Tutors/Conduct Field Test Preparation Workshops

Ten workshops were held throughout the province prior to and in conjunction with field testing. In addition to these workshops, the TPDF trained individual tutors who wished to test the module(s) but did not have the opportunity to attend a workshop. PowerPoint presentations developed for the workshops were used in combination with hard copies of the developed material.

August 11, 2010 - ES 2010 Workshop, L.A. Bown, College of the North Atlantic, Stephenville

This workshop prepared tutors in the Bay St. George area to field test the computer module. Feedback from the **eight** tutors who attended this workshop was extremely positive. Corinne Tulk, Bay St. George Literacy Council tutor and Skills Link Coordinator for Piccadilly, was so impressed with the material that she requested using it with her Skills Link participants. Corinne commented to a Western Star reporter "This is exactly what we need to teach practical computer skills to our participants." (Media coverage in final project report) As a result, Port au Port Skills Link was added as a field test site.

August 12, 2010 - ES 2010 Workshop, L.A. Bown, College of the North Atlantic, Stephenville

A second workshop, Aug. 12, was held to teach practical computer skills to **six** participants from the Power Up group. This was a great opportunity to test the computer module with learners.

Juanita Payne, Power Up Coordinator, who attended both the August 11th and 12th workshops, stated in an interview with The Western Star newspaper "I found the workshops to be very informative and easy to understand because it was done in plain language. A person using this program with a tutor would have no problem understanding the format. There had to be at least 10 or so different things that I learned from attending these workshops. They were designed in a fun way to create interest and to keep one's attention. A program like this would definitely be beneficial to students continuing post secondary education and who acquire basic computer training. My participants attended the Practical Use Computer Skills Workshop and they had nothing but good to say about the program. One participant commented that at first she thought the workshop would be boring but to her surprise found it to be a lot of fun and she learned a lot of new things that would help her in the future." (Media coverage in final project report)

Note: Both Skills Link and Power Up are programs that are partnered with the Community Education Network and Service Canada to help people who are challenged in finding employment gain the employability skills needed to equip them for today's workplace.

August 23, 2010 - Trainer workshop, L.A. Bown, College of the North Atlantic, Stephenville

Six Laubach Trainers attended this workshop, which was held in the computer lab of the L. A. Bown building. The workshop consisted of an overview of all modules as well as the evaluation plan for field testing. Feedback from this workshop was helpful in the development of a Training Manual, which will be used for tutor training workshops for the *Essential Skills - Have You Used Yours Today?* Series.

September 14, 2010 - ES 101, College of the North Atlantic, Grand Falls-Windsor

Five members of Exploits Literacy Council attended this presentation. This group had been designated to field test the first module of the series, ES 101. The Council's Student/Tutor Coordinator, who is also an Adult Basic Education instructor with the College of the North Atlantic, also expressed an interest in testing the computer module with her students.

September 16, 2010 - ES 102 and ES 103, Women in Successful Employment (WISE), Carbonear

This was a one-on-one presentation with WISE Community Liaison/Program Support Officer, Sylva Snow. Material was covered through PowerPoint as well as hard copy. WISE agreed to field test Modules ES 102 and ES 103 with participants in the Targeted Initiative for Older Workers (TIOW) Program, which was to begin in early October, 2010.

September 16, 2010 - ES 102 and ES 103, Discovery Centre, Harbour Grace

This mini workshop introduced Modules ES 102 and ES 103 to four members of Bayshore Literacy Council. The format included hard copy of the modules as well a PowerPoint presentation. One of the council members felt that the material would be of benefit to his student and planned to introduce it to him; however, the student discontinued tutoring so field testing with this tutor/learner pair did not take place.

October 30, 2010 - ES 2010, College of the North Atlantic, Burin

Two workshops were held to teach practical computer skills to two groups of participants in the computer lab at the Burin campus of the College of the North Atlantic. At total of **27** individuals

(11 students and 16 tutors/volunteers) participated. Since the time allocated for these workshops was less than the previously held ES 2010 workshops, it was necessary to condense the material to fit the time allowed. Nonetheless, feedback was very positive and all participants felt they had gained more knowledge of computer skills as a result of attending. Group One, which consisted of tutors and volunteers, received training during the morning session; Group Two, which consisted mainly of learners, took part in the afternoon session. Volunteers were recruited to assist those who needed extra help. Overall, the sessions were well received and thoroughly enjoyed by participants (see comments - next paragraph). However, the need for extra recruits enforced the fact that these learners (with some exceptions) would benefit more from one on one tutoring using this material rather than being taught in a classroom setting.

Comments/Answers to the question, *What did you learn today?*

- That learning how to use a mouse is easier than I thought
- How to use a computer
- Where to locate on-line tutorials for a number of subjects
- How to be more independent about going on the computer
- Where I'm doing ABE, I can get math help to help me in my math
- How to bank online
- To be more comfortable using a computer.
- Lots of interesting websites.
- ATM online
- Different sites available! More comfortable navigating sites not ordinarily accessed.

November 18, 2010 - ES 102 and ES 103, Bay St. George Literacy Council, Stephenville

An all-day workshop was held on November 18, 2010 with the Training Package Development Facilitator (TPDF) and members of the Review Committee. While this was not in the original Workplan, it was felt by the NLLLC Board and the Project Steering Committee that this would be a good



opportunity to observe the material in use. The committee of **four** experienced Laubach Tutors (three of whom are also Laubach Trainers) tested the material using the Each One Teach One method. The four tutors were put into pairs, with members of each pair taking turns being the tutor and the learner. Feedback was given directly to the TPDF, who analysed the information and instantly made any necessary adjustments to the material. This workshop proved to be a very effective opportunity to eradicate flaws in the material and to observe the modules being used in a practical setting.

January 20, 2011 - Essential Skills Series Tutor Training Workshop (ESSTTW), Stephenville

This workshop, hosted by Bay St. George Literacy Council, was the first tutor training workshop using the new Training Manual and PowerPoint. Although this workshop was not in the original Workplan, the TPDF felt it was important to the overall process to field test the Training Manual for the series. The workshop had ten participants and was facilitated by two Laubach trainers, with the TPDF observing the process. This proved to be very effective, with minor changes being made to the manual and the accompanying PowerPoint, as well as some adjustments to the proposed time scheduled for such a workshop. As a result, the final product is a Training

Manual and accompanying PowerPoint that is user-friendly and prepares trainers to adequately instruct tutors in the use of the *Essential Skills – Have You Used Yours Today?* Series. Trainers have the option of using the Training Manual without the PowerPoint; however, it is strongly recommended that both be used together to ensure optimum results.

2.7 Design and Develop Evaluation Process

The evaluation process for this project was very comprehensive. The TPDF and the External Project Evaluator met several times and ultimately formulated a means of evaluation. To accompany the modules, the TPDF also developed an evaluation instruction guide (page 17 - **Coding, Administering and Submitting Evaluations**) which gave instructions on coding, administering and submitting the evaluations.

The project proposal had committed the use of **TOWES** as one means of measurement, but funding did not allow using it with all participants. To fill the gap, it was decided that those not using TOWES would use the **Essential Skills Indicator assessments from OLES**. Another means of measurement was self-checks, which would be used by all learners. These self-checks, or **NLLC Learning Objectives**, consisted of objectives taken directly from the modules. These evaluation tools were administered prior to and following field testing each of the modules. Upon completion, these evaluations were submitted to the External Project Evaluator (for more information, see the External Project Evaluator’s Final Report of the *Essential Skills Literacy Training Tools for Older Adults* Project. The final mode of evaluation was **Lesson by Lesson Evaluations**, which, upon completion, were submitted to the TPDF for review and analysis.

Lesson by Lesson Evaluations were developed for each module based on the content of the module. Separate booklets were designed for tutors and learners to complete. The tutor booklet asked the tutor to evaluate (1) What the student can do prior to the lesson and what he/she is able to do after completing the lesson; and (2) To rate the lesson based on content, appearance (font size, white space, colour, graphics, layout), and ease of use. Space was provided for comments and suggestions, and tutors were also asked to check for spelling and grammatical errors. For tutors or instructors working with learners in a group or classroom setting, a general report was accepted in place of the lesson-by-lesson format.

The learner booklet asked if the participant found the lesson interesting, learned something useful, or had suggestions for improvement. The learner was also asked to rate each lesson and, at the end of the module, to rate the book as a whole; also, to indicate if he/she found the lessons easy to follow and if he/she would recommend the book to others.

Table 1

Site Participant Profile and Evaluation Tools Used								
Test Site	Module(s) Tested	# of Tutors	# of Learners	Test Period	Evaluation Used			
					TOWES	OLES Success Indicators	NLLC Learning Objectives	Lesson by Lesson
Exploits Literacy Council - GFW	ES 101	1	9	November 2010 To January 2011	√		√	√
WISE, Carbonear	ES 102 & ES 103	2	12	December 2010	√		√	√
Bay St. George Literacy Council, S'ville	ES 2010	7	9	September To December 2010		√	√	√
Skills Link, Port au Port	ES 2010	1	10	October To December 2010		√	√	√

Coding, Administering, and Submitting Evaluations: The following is an excerpt from the instruction leaflet developed by the Training Package Development Facilitator to guide users through the field test process.

Step-by-step process for administering evaluations

1. Assign code numbers to your learners (see next page)
2. Record names and code numbers in a secure place. You will need to use them again at the end of the field test period
3. Record code numbers for each learner on Self-check forms and OLES Indicator evaluation forms (Numeracy, Reading, and Document Use)
4. Administer Self-checks.
5. Collect Self-checks and put in an envelope to mail to (or to be collected by) TPDF.
6. Administer OLES evaluations **OR** TOWES testing (Not necessary to do both. If your learners are doing TOWES testing, Project Manager, Margie Lewis (NLLLC Executive Director), will arrange for the tester to administer TOWES before you begin. Margie's email is laubach@nf.aibn.com).
7. Collect OLES evaluations and put in envelope with Self-checks.
8. Lesson by Lesson - Tutor and Learner evaluations. These coincide with the module you are using. Ensure you have the correct booklets for that module.
 - a. Tutor Booklet: Tutor to fill in before and after each lesson
 - b. Learner Booklet: Learner to fill in after each lesson (can be administered by the tutor if learner has reading difficulties). Note that there is an overall evaluation of the module after the last lesson.
9. Inform TPDF when you have completed the module(s). Contact information on page 5.

Coding Evaluations

Please be sure to write the code for your organization as well as the student number on all evaluation forms (e.g. BSG#5 = Jane Doe). It is not necessary to include learners' names on the forms, just the code that you received with your material. You should keep a copy of the code

numbers and names to ensure that the same codes and names match at the end of the field test period when evaluations are re-administered.

<u>Field Test Site</u>	<u>Code</u>
Bay St. George Literacy Council	BSG # 1
Bayshore Literacy Council	BLC # 1
Exploits Literacy Council	ELC # 1
Skills Link	Skills Link # 1 ...
WISE Carbonear	W Crb # 1

Procedure for administering evaluations

The Self-checks, OLES Indicators, and TOWES are to be administered and submitted **prior** to the field test and again at the **end** of the field test period. You will not have to do both TOWES and OLES indicators, just one or the other.

Self checks: Self-checks should be done by the learner immediately **before** beginning the first lesson in the module. If the learner is unable to do so him/herself, the tutor may administer the self-check orally by reading the statement to the learner and then checking the appropriate box.

OLES (Office of Literacy and Essential Skills) Indicators: OLES Indicators in Numeracy, Reading, and Document Use should be done by the learner prior to beginning the first lesson in the module. These particular forms may look somewhat intimidating, particularly for literacy learners, so we ask that tutors make this as easy as possible by administering the evaluation orally or by working one on one with the learner. In some instances, you may need to rephrase the questions. Depending on the reading level of the learner, he/she may complete the forms on his/her own or the tutor can administer the evaluation orally and fill in the answers on the sheet.

TOWES Testing: TOWES testing should take place **prior** to using the material. You will be contacted to set up this process. **Please note that those doing TOWES do not have to complete OLES Indicators (and vice versa).**

Please remit these forms immediately upon completion. You can send them by mail to Linda Collier, Training Package Development Facilitator (TPD Facilitator) at the address below or contact me by email or telephone to arrange other means of delivery. These forms go directly to the External Project Evaluator, Doug Fowlow. Please note that it is not necessary to include learners' names on the forms, just the codes that were given to you when you received your material. You should keep a copy of the code numbers and names to ensure that the same codes and names match at the end of the field test period when evaluations are re-administered.

The following evaluations are to be administered during usage of the material and are to be submitted at the end of the field test period:

Lesson by Lesson Evaluations and Learner Evaluations:

These evaluations are provided for tutors and learners to give feedback on the material re ease of use, content, appearance, and interest. Since this is a field test, we realize that there will be some glitches in the material (spelling, grammar, indentation, etc.) so please indicate this on the form so corrections can be made so the final product will be free of errors.

Lesson by lesson evaluations should be done immediately **before** and **after** each lesson. Learner evaluations are to be done **after** each lesson. This gives the learner a voice in rating the material according to interest and value.

2.8 Development of Training Manual, User Guide, and Tutor Handbook

While field testing was in progress, work was completed in draft form for the Training Manual, which is to be used by trainers to instruct tutors in how to use the series with learners. A PowerPoint presentation was developed to accompany the manual. A User Guide was also developed in brochure format to accompany the series; and a Tutor Handbook was developed for tutors. Work on these materials was finalized after lesson by lesson evaluations were received from tutors and learners. The Training Manual and accompanying PowerPoint was tested at a workshop on January 23, 2011, and was finalized following the workshop.

2.9 Monitor Field Test Sites

Four trips were allocated to sites for monitoring. Since many of the individual tutor/learner pairs were in the local Bay St. George area, travel was not an issue. Tutors kept in constant contact by phone and in person. Two trips were made to Piccadilly to meet with the Port au Port Skills Link group, the first to monitor progress and the second to present certificates upon completion of the module. Monitoring with Exploits Literacy Council took place in early October and again at the end of October at the annual general meeting in Marystown/Burin. Because of constant delays beyond their control, WISE did not start the testing until late November. Planned trips to meet with them had to be postponed (due to delay in start date) and later cancelled (due to unforeseen circumstances). However, once field-testing began, contact continued through email and via telephone calls.

2.10 Clue up of Field Test Process

Upon completion of the field-testing, which took place over a period from September, 2010 to January, 2011, evaluations were collected, reviewed and analysed. However, TOWES post testing in Carbonear and Grand Falls-Windsor did not take place until February, which, as a result, caused a delay in the final analysis. Lesson-by-Lesson evaluations were the responsibility of the TPDF, while TOWES, OLES Indicators, and NLLLC Learning Objectives were again directed to the External Project Evaluator. Changes/suggestions indicated by tutors, instructors, and learners were considered and implemented as deemed appropriate by the TPDF. Modules, Training Manual, User Guide, and Tutor Handbook were finalized and preparations were made to officially launch the series. Details can be found in the final project report, *Essential Skills Literacy Training: Tools for Older Adults – Project Report, 2011*

3.0 Part II: Field Test Findings and Analysis

For ease of use, the TPDF drew up a field test plan in table form. Some deviations occurred from the original plan due to delays in start dates. The tables on the following pages show the schedule for workshops, field-testing, and evaluation.

Field Test Plan A shows the **proposed dates and events** and Field Test Plan B shows the **actual dates and events**.

3.1 Field Test Plan – Tables

Table 2 Field Test Plan A - Proposed schedule				
KEY: □ Training □ Evaluation (Proj. Evaluator) □ Field Testing				
Dates	Event	Participants	Location(s)	Person(s) responsible
Late July - early August, 2010 (tentative)	Pre-test - Training Manual (PowerPoint)	Laubach Literacy Trainers	Stephenville	TPDF PTO
Late Aug. - Sept 3,2010	TOWES pre-test E.S. Assessment	WISE and Grand Falls (20 learners to be tested)	Carbonear Grand Falls	TOWES tester Project Evaluator
Aug. 11 - Sept. 5,2010 • BSG - Aug. 11 • Power Up - Aug. 12 • Trainers - Aug. 23 • WISE - Sept • Exploits -	Training for field testers	<ul style="list-style-type: none"> • WISE - 2 or more locations* • Exploits Council - G. Falls** • BSGLC and Power Up ** 	1. Carbonear (incl. St. John's) 2. Grand Falls (inc. WISE Gander) 3. Stephenville	P.T.O TPDF
Sept. 7 - Dec. 10,2010 (3 months)	Field Testing period	As above	As above	Tutors & Learners TPDF
October 29 – 30, 2010	Training/Focus Group to test ES 2010	Tutors and Learners	Marystown (AGM)	TPDF PTO
Dec. 10, 2010	Field Test Evaluations from all test sites due)	Tutors and Learners	All locations	Tutors & Learners
Nov. 28 - Dec. 3,2010	TOWES post-test E.S. post-test	WISE and Grand Falls participants previously tested	Carbonear Grand Falls	TOWES tester Project Evaluator
Aug. 26 - Dec. 3,2010	Field Test monitoring	All groups involved in field testing	Carbonear, Grand Falls, ?Gander, ?St. John's, S'ville	TPDF
January 4 – 15, 2011	Field Test Evaluation workshop	All field test participants	Corner Brook	Project Evaluator
February 5 – 11,2011	Training for Trainers	Laubach trainers	Corner Brook	TPDF, PTO

Table 3 Field Test Plan B - Actual Schedule

KEY: □ Training □ Evaluation (Proj. Evaluator) □ Field Testing

Actual Date(s)	Event	Participants	Location(s)	Facilitator(s)
August 11, 2010	Training for Field Testers - ES 2010	Bay St. George Literacy Council	College of the North Atlantic (CNA) Stephenville	TPDF & PTO Project Evaluator gave instructions on conducting Evaluation process
August 12, 2010	ES 2010 training	Power Up group	CNA, Stephenville	TPDF
August 23, 2010	Pre-test - Training Manual (PowerPoint)	Laubach Literacy Trainers	CNA, Stephenville	TPDF PTO
September 14, 2010	Training for field testers - ES 101 and ES 2010	Exploits Literacy Council - G. Falls	Grand Falls	TPDF
September 16, 2010	Training for field testers - ES 102 and ES 103	1. WISE Carbonear 2. Bayshore Literacy Council	1. Carbonear 2. Discovery Centre, Harbour Grace	TPDF
September 30, 2010	TOWES pre-test (testing date)	Exploits Literacy Council	Grand Falls	TOWES tester
December 1, 2010		WISE Carbonear	Carbonear	Project Evaluator
September 7 to November 4, 2010	Field Testing Period	Port au Port Skills Link (10 Learners)	Piccadilly	Corinne Tulk
September to December 2010	Field Testing Period	BSG Literacy Council (9 Learners)	Bay St. George area	Marsha Benoit, Tom Collier, Irene Collins, Shelly Duffett,, Mag Snook, Pauline Duffy, Patricia Woodrow
October 30, 2010	Field Test - ES 2010 Workshop	AGM participants - 27 participants - 2 groups	Burin/Marystown	TPDF
Nov. 27, 2010 - January 2011	Field Testing period	Exploits Literacy Council (10 Learners)	Grand Falls-Windsor	Lillian Pinsent
Nov - December 2010	Field Testing period	WISE (12 Learners)	Carbonear	Sylvia Snow
January 23, 2011	Workshop to field test Modules 102 and 103	Review Committee	Stephenville	TPDF

Nov. - December 2010	Extra testing	CAP Intern (ES 2010)	Stephenville	Chantal Drake
January 2011		BSG Tutor (ES 101)		Cynthia Greene
Dec. 10, 2010	Field Test Evaluations from all test sites due	Tutors and Learners	All locations	Tutors & Learners
December 21, 2010	TOWES pre-test received	WISE	Carbonear	Sylvia Snow
February 2, 2011		Exploits Literacy Council	Grand Falls	Lillian Pinsent
	TOWES post-test (testing date)	WISE and Grand Falls participants who were previously tested	Carbonear Grand Falls	TOWES tester Project Evaluator
March 29, 2011	TOWES pre-test received	WISE	Carbonear	Sylvia Snow
April 4, 2011		Exploits Literacy Council	Grand Falls	Lillian Pinsent
Aug. 26 - Dec. 3, 2010	Field Test monitoring	All groups involved in field testing	Carbonear, Grand Falls, S'ville	TPDF
January 20, 2011	Essential Skills Series Tutor Training Workshop (to test Training Manual)	Laubach tutors and trainers	Stephenville	Bev Hulan, PTO Mag Snook TPDF
March 12, 2011	Field Test Evaluation workshop	All involved in field testing of materials	Holiday Inn, Stephenville	Project Evaluator
March 12, 2011	Presentation and Official Launch of ES Series	All involved in field testing, Steering Committee, NLLLC board, invited guests, media	Holiday Inn, Stephenville	TPDF, Project Manager

4.0 Final Analysis: Lesson-by-Lesson Evaluation

The following is a summary of findings from modules based on feedback from Learners and Tutors who field tested the *Essential Skills – Have You Used Yours Today?* Series.

ES 101 was field tested by three tutor/learner pairs. Due to the low literacy level of those learners, learner feedback for ES 101 is not included in this section but is evidenced within the tutors' evaluation (to follow).

Modules ES 102 and ES 103 were field tested in a classroom setting over a one-month period.

As a result of the time spent field testing, some of the lessons were not able to be completed by all learners. ES 2010 was field tested in one on one tutor/learner pairs as well as in a classroom setting, over a period ranging from one to three months.

The first section, Section A, contains the findings from Learners' Lesson-by-Lesson Evaluations.

Section B contains the findings from Tutors' Lesson-by-Lesson Evaluations. In the case of tutors or instructors working with learners in a group or classroom setting, a general report was accepted in place of the Lesson-by-Lesson format.

Section A

4.1 Summary of Findings - Learners

The following is a summary of the findings of Skill Books ES 102, ES 103, and ES 2010 based on the feedback of Learners who field tested the *Essential Skills – Have You Used Yours Today* skill books over a maximum period of 3 months. Following the summary is a breakdown of findings from each individual module.

There is no definite means to determine if the **No Comment** boxes and those that were unchecked are negative or positive for the question “*Did you find the lesson interesting?*” However, since the majority who did not respond to the previous question filled in a response to the question *What did you find interesting/helpful?* it is reasonable to conclude that they did indeed find the lesson somewhat interesting.

Did you find the lesson interesting?

The average response for the three modules to the question *Did you find the lesson interesting* is as follows:

Yes	79.1%	No Comment	5.6%
No	10.0%	Not Checked	5.3%

Rating for the lesson

The average response for the three modules for the *Rating for the lesson* is as follows:

Excellent	33%	Fair	15%
Good	45%	Not Checked	7%

Suggestions for improvement

The average response for the three modules for ***Suggestions for improvement*** indicated that 93% of respondents indicated that they were satisfied with the material as is, while 7% suggested minor changes. Suggestions were taken into consideration and implemented as deemed necessary (e.g. full page Canada Food Guide and Time Zone map)

Yes	7%
No	93%

Were the lessons easy to follow?

For the section ***Overall comments on the module***, the average response for the three modules for the question ***Were the lessons easy to follow*** is as follows:

Yes	65%
No	18%
Not Checked	7%
Not Completed	10%

Would you recommend this book to others?

For the section ***Overall comments on the module***, the average response for the three modules for the question ***Would you recommend this book to others*** is as follows:

Yes	82%
No	10%
Not sure	2%
Not checked	3%
Not completed	3%

4.2 Findings – Individual Modules - Learners

Individual Modules - ES 102: Learner Evaluation

Tally of Lessons 1 -12

Did you find the lesson interesting?

Yes	85%
No	8%
No comment	5%
Not checked	2%

Rating for the lesson

Excellent	25%
Good	58%
Fair	13%
Not checked	4%

Suggestions for improvement:

Yes	8%
No/Not filled in	92%

Overall comments on Skill Book ES 102

Were the lessons easy to follow?

Yes	58.3%
No	25.0%
Not completed	8.3%
Not checked	8.3%

Would you recommend this book to others?

Yes	75.0%
No	9.0%
Not checked	8.3%
Not completed	8.3%

Comments:

The book was well written.

The instructions were very clear and easy to understand

Individual Modules - ES 103: Learner Evaluation

Tally of Lessons 1 -12

Did you find the lesson interesting?

Yes	68.0%
No	14.5%
No comment	8.5%
Not checked	9.0%

Rating for the lesson

Excellent	5%
Good	53%
Fair	29%
Not checked	13%

Suggestions for improvement.

Yes	5.5%
No/Not filled in	94.5%

Overall comments on Skill Book ES 103

Were the lessons easy to follow?

Yes	44%
No	22%
Not completed	22%
Not checked	11%

Would you recommend this book to others?

Yes	78%
No	22%

Comments:

The book was interesting overall, but the print was unclear in a lot of places, which meant it was hard to see and understand (*due to photocopy quality*).

Individual Modules - ES 2010: Learner Evaluation

Tally of Lessons 1 – 12.

Did you find the lesson interesting? (Average for lessons 1 -12)

Yes	84.2 %
No	7.8 %
No Comment	3.3 %
Not Checked	4.7 %

Rating for the lesson. (Average for lessons 1 -12)

Excellent	67.1 %
Good	23.7 %
Fair	5.8 %
Not Checked	3.4 %

Suggestions for improvement (Average for lessons 1 -12)

Yes	8%
No/not filled in	92%

Comments on Skill Book ES 2010

Were the lessons easy to follow?

Yes	93 %
No	7 %

Would you recommend this book to others?

Yes	93 %
Not sure	7 %

Comments

- The program was great and very fun! I learned a lot from it.
- I would recommend it to someone who needs help to use a computer. I knew everything in the book, it didn't help me.
- It was a nice program.
- It's nice to know more about Services Canada
- The instructions were easy to follow.
- Interesting and helpful to us all. Hope the next person enjoys it, I did and our class did.
- It was alright.
- Excellent!
- The book was very easy to follow and I learned a lot.
- The book was good. Some was clear and some was not.
- The book, I thought was great. It was very detailed and easy to understand. I really enjoyed this program. It will be a big help to those who are not able to properly use a computer.

Section B

4.3 Summary of Findings - Tutors

The following is a summary of the findings of ES 101, ES 102, ES 103, and ES 2010 based on the feedback of tutors who field tested the *Essential Skills – Have You Used Yours Today?* modules with learners over a maximum period of 3 months. Tutors made a variety of suggestions that were reviewed and implemented as deemed appropriate. Many felt that one on one tutoring would be more beneficial to learners participating in this program, particularly for low literacy learners doing ES 102 and for many doing ES 2010, particularly in the beginning stages of the module. Also, tutors felt that it was important that the Skill Books be produced in colour as the graphics are difficult to distinguish in black and white.

Following the summary is a breakdown of findings from each individual module.

Not all tutors/instructors filled out the Lesson-by-Lesson Evaluations. For those who didn't, reports/comments are included in the next section, **Findings – Individual Modules**.

Those who filled out evaluation forms did not check all spaces. Analysis is based on the number of responses and include evaluation from all modules.

Content rating based on 161 responses:

Excellent	50%
Very Good	37%
Good	11%
Fair	2%

Ease of Use rating based on 153 responses:

Excellent	48%
Very Good	40%
Good	11%
Fair	1%

4.4 Findings – Individual Modules – Tutors

Individual Modules – ES 101: Tutor Evaluation

Three tutors worked on this module with three learners. This module is very basic and introduces learners to practical application of basic essential skills. Although not compulsive at this level, learners are given the opportunity to use a computer to practice writing letters and numbers. One of the students who field tested this module used a computer to do her spelling words and, with the help of her tutor, proudly printed her work to take home.

Some of the feedback from those who tested ES 101 includes the following:

“(My student) really loved the book. The lessons were really easy to follow and such a super addition to the skill book (*referring to LWRS, Book 1*). The extra work is more than needed. The lessons were very interesting and quite easy to follow. I would definitely recommend the book to others! In fact I am meeting with (person) to recommend they be implemented into the level 1 program - not just that one but all the books.”

Lillian Pinsent, ABE Instructor/Laubach Tutor/Trainer

“I have used both ES 101 and 102 with my client. I know that my client found this material very helpful. I also enjoyed using the material. My student and other clients did and will find this type of learning very rewarding. I would be interested in using the complete series with future clients.”

Shelly Duffett, Supervisor/Laubach Tutor

“I thought it would be a great idea to have paper money and coins for this lesson; also miniature food items/various prices put on flash cards.” (*Other suggestions included miniature animals, calculator*) “Student was very comfortable locating lower case letters, we were able to do more – used space bar, did spelling words.” “I think page 4 is excellent (*camping list*); the use of “lists” for shopping – great idea. “I cut out the letters for Lesson 10 and laminated them – this works very well for making words”

Irene Collins, Retired Teacher/Laubach Tutor

“I read both guides and it is clear, concise and straight-forward. Being a new tutor myself, I gained more confidence in tutoring by looking at the objectives, which are very attainable to the student who wants to use Essential Skills for everyday living. It has both tutor and student in mind – that will be “essential” for a one-to-one relationship. Well done, and congrats!

Cynthia Greene, Laubach Literacy Tutor

Individual Modules – ES 102 and ES 103: Tutor Evaluation

ES 102 and ES 103 were both field tested in a classroom setting with 12 women (older adults) enrolled in a Targeted Initiative for Older Workers (TIOW) program through Women in Successful Employment (WISE) located in Carbonear. In addition, two tutors from Bay St. George Literacy Council field tested ES 102. Comments from the first tutor, who also tested ES 101, is included in the feedback portion of **Individual Modules – ES 101: Tutor Evaluation**.

The second tutor field tested ES 103 as well as ES 102. The ES 102 student was able to complete only the first 4 lessons in the module due to relocation. This tutor rated the lessons in ES 102 and ES 103 as Excellent and made the following comments. Excerpts from reports submitted by WISE are on the next page.

Re ES 102: “Student was really excited about how to obtain a gift card. After reading the lesson, he suggested it was a good item to give his wife as a gift.”

“Although student said he knew how to take a telephone message before the lesson, he did not know he should write things down and not rely on memory.”

Re ES 103: “Participant stated that he liked the lesson on comparing prices which would help him with managing his money. Personally and professionally I found that all books used "a grassroots approach to teaching, allowing the individual to identify his/her strengths and weaknesses in certain areas and then proceeding where he/she needed to enhance and/or learn the skill taught.”

Mag Snook, Laubach Literacy Tutor/Trainer

Excerpt from WISE Reports re ES 102 and ES 103: The test group consisted of 12 women ranging in age from 50-64 currently enrolled in a Targeted initiative for Older Works program designed to assist women of this age group to find employment.

Field Test Evaluation: Tutor Report ES 102

Curriculum Objectives and Content:

The objectives are clear and well defined for all lessons; however, some participants felt that they had sufficient skill and knowledge in most areas presented in ES 102 booklet and felt the lessons were very elementary. In such situations, the materials provided an excellent jumping off point to further discussion which increased the students' depth of knowledge and expanded upon other areas. For example, lesson 1 on debit cards expanded into a discussion on fraud and security issues related to use of debit and/or credit cards, as well as online banking.

The activity on gift certificates evolved into a discussion on expiry dates and an online search of laws governing gift certificates.

The combinations of print and online resources are well integrated into the curriculum and addressed the issues of the importance of individuals becoming computer literate as well as addressing different learning styles.

We feel the online resources provide a means whereby individuals can practice their skills to enhance mastery of some concepts. Unfortunately, the websites and online learning were underutilized by this group of individuals due to the participants' lack of experience with the computer and the limited time frame in which we were able to conduct the field test due to site scheduling.

The overall appearance and presentation of the material was very good. Clarity of some of the graphics and websites became an issue on times, but this appeared to be more a problem with the photocopying. The use of coloured graphics is very important.

Field Test Evaluation: Tutor Report ES 103

Curriculum Objectives and Content:

Again, the objectives are clear and well defined for all lessons. This module is very relevant for both students and job seekers. The section dealing with job search is very good. Again, this provided a good introduction to job search and an excellent starting point to build upon these types of skills.

Unfortunately, the entire group was unable to complete this section. We found this required more one on one interaction with the tutor and due to scheduling; we did not have sufficient time to field test the entire module with all students.

Some suggestions made by tutors using these modules were to include more material related to job maintenance, advancement, and workplace communication, much of which is covered in the ES 2010 module. Since this group did not have access to ES 2010, they were not privy to that information at this time.

Individual Modules – ES 2010: Tutor Evaluation

The majority of participants field testing the Essential Skills – Have You Used Yours Today? modules used the computer module. In addition to the site originally assigned to field test the module, requests came from other groups and individuals, such as Skills Link , CAP, and Exploits Literacy Council. The following is tutor feedback from

1. Those who did not complete the Field Test Booklet, including an excerpt from the Skills Link report (below)
2. Statistics compiled from feedback by those who completed the booklet (page 39)
3. Pre and post evaluations from Learner Workshop in Burin, October 2010 (page 42)

“I spent approximately 15 hours using the material. It was extremely useful to my clients and me. The best part of the book was the resource websites. Almost all of my clients benefitted from this including those with and without limits in literacy. The book is set up in such a way that it was easily understood, especially for those who are nervous or self-conscious about learning to use a computer.”

Chantal Drake, Computer Trainer, Stephenville

The Port au Port Skills link team field-tested the program for NLLLC from September 7 to November 4, 2010. During this time, the ten participants were supervised and assisted by the coordinator. The overall visual layout of this program is very appealing and friendly to the learner. The use of language is easy to read and understand with the help of a tutor and the large print makes it easier to follow. Overall, the content in each lesson is interesting to learn, appearance of white space and font size is appealing.

Corinne Tulk, Laubach Tutor, Skills Link Coordinator

4.5 Percentage of Improvement Table

Table 4

Percentage of Improvement from Pre to Post Usage of ES 2010 Lesson by Lesson Evaluation - Tutors				
Task	Pre- evaluation (Yes #'s)	Post- evaluation (Yes #'s)	Difference	Percentage of improvement
Identify the computer's main parts & their functions	5/12	12/12	7	58%
Understand basic computer terms	4/12	12/12	8	67%
Turn on a computer	9/12	12/12	3	25%
Access the internet	6/12	12/12	6	50%
Understand the reason for having a <i>User Name</i> and <i>Password</i>	5/12	12/12	7	58%
Identify parts on the desktop, taskbar, icons, and start menu	5/12	11/12	6	50%
Use the various functions of the Mouse with ease (clicking, double-clicking, right-clicking)	4/12	12/12	8	67%
Use the on-screen calculator	2/12	12/12	10	83%
Use the on-screen keyboard	0/12	12/12	12	100%
Use Notepad	2/12	12/12	10	83%
Create and print a WordPad document	1/3	3/3	2	67%
Insert Date and Time in a WordPad document	0/3	3/3	3	100%
Use keyboarding skills	4/12	12/12	8	67%

Open/Exit Microsoft Word	0/4	4/4	4	100%
Create a Word document	0/4	4/4	4	100%
Make changes to font type & size in a Word document	0/4	4/4	4	100%
Create and name a Folder	0/4	4/4	4	100%
Save a Word document in a Folder	0/4	3/4	3	75%
Locate a Folder	1/11	11/11	10	91%
Retrieve a document	0/11	9/11	9	100%
Edit a document	0/11	11/11	11	100%
Add Clip Art to a document	0/11	9/11	9	82%
Save and Print a document	0/11	11/11	11	100%
Identify basic Shortcut keys	0/10	8/10	8	100%
Navigate the internet	3/10	10/10	7	70%
Identify and use Search Engines	1/10	10/10	9	90%
Understand the basics of how the Web works	2/11	11/11	9	82%
Conduct an online job search	0/10	9/10	9	90%
Create an email account	2/11	8/11	6	55%

Send and receive email messages	4/11	9/11	5	45%
Create a Contacts List	1/11	9/11	8	72%
Understand internet safety and netiquette	0/9	9/9	9	100%
Use an online ATM	2/9	9/9	7	78%
Access online services	1/10	10/10	9	90%
Access and print online documents	2/9	9/9	7	78%
Use a payroll deductions online calculator	0/9	9/9	9	100%
Total percentage (36 tasks)				2873%

Overall percentage of improvement to the nearest percent: 80%

$$(2873 / 36 = 79.81)$$

4.6 Practical Skills Computer Workshop (ES 2010)

Statistics on the following page are taken from Self-checks completed by learners before and after a three-hour workshop.

Results indicated an increased knowledge of computer skills, particularly in basic computer knowledge, using the mouse, online banking/shopping, and accessing online government services.

The following are responses to questions on the post evaluation self-check:

1. What did you learn today?

- That using a mouse is easier than I thought
- How to bank online
- Where to get math help to help me in my math (*ABE student*)
- Parts of a computer and online banking
- Where to find online tutorials
- How to be more independent about going on the computer without depending on someone else

2. What else would you like to know about computers and the internet?

- Face Book, internet searching
- Email and where to find people and business
- How to pay my bills online
- Everything we need to know
- Many more things

Table 5

Pre-Workshop Self Check – Computer Workshop			
Task	Yes	Somewhat	No
Have you used a computer before?	75%	8%	17%
Can you use a mouse?	83%		17%
Can you type letters?	58%	17%	25%
Do you have email?	75%		
Do you buy items online?	8%		92%
Do you use online banking?	25%		75%
Do you use an ATM card?	42%		58%
Do you use debit at the store?	33.3%	33.3%	33.3%

Table 6

Post-Workshop Self Check – Computer Workshop			
After taking part in this workshop, do you feel you know more about:	Yes	Somewhat	No
The parts of a computer	91%	9%	
Keyboarding	73%	27%	
Using the mouse	100%		
Writing a letter	73%	9	18%
How to protect yourself while online	27%	27%	45%
Online shopping	37%	18%	45%
Online banking	73%	18%	9%
How to find government services online	64%	27%	9%

4.7 Conclusion

This concludes the Training Package Facilitator's field test report. Data collected indicates that the material is well suited for literacy practitioners and learners across the country. All modules have been thoroughly tested, as has been the Training Manual and PowerPoint that accompanies it. The following quote from Provincial Training Officer, Bev Hulan, sums up the overall satisfaction with the *Essential Skills, Have You Used Yours Today?* Training Package:

“The student workbooks and tutor handbooks of the recently released NLLLC book series *Essential Skills, Have You Used Yours Today?* are so in keeping with the original Laubach Way to Reading series that they seem to have naturally evolved! Linda Collier, author of the complete series, followed through with the same step-by-step instruction when she wrote the Trainer Manual and accompanying PowerPoint presentation. As a result, tutors will be familiar with the program before they take on their mission of empowering students in the essential skills they use in their lives.”

For more information on this project, see the *Essential Skills Literacy Training Tools for Older Adults* Final Project Report 2011.