Broadband Plan
Urbana Free Library
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Executive Summary

The Urbana Free Library (UFL) is committed to meeting the needs of its patrons. In terms of broadband, the library already has a fiber optic connection and has an already established workshop infrastructure to teach its patrons how to use it. Patrons frequent their computer lab and technology volunteers from GSLIS in addition to reference librarians are available to assist them with any computing needs they may have. Based on our observations the UFL can serve as an example and hub to other UC2B anchor institutions, by providing meeting space, curricula, and instruction about applied broadband uses. This plan explores the technological history of the UFL, examines broadband opportunities and obstacles it has, provides a technology assessment, complies and analyzes technology volunteer data, and explains how to implement this plan at the library and the community at large.

The Broadband Opportunity

There are several benefits that come with being connected to the UC2B broadband. Here are some of the benefits for UFL.

Funding

Broadband can make anchor institutions more competitive when it comes to finding out about grants, gathering data and information for grants, and making compelling applications. A grant application rich with multiple forms of media (written, audio, and video) will offer the grant write and the grant reader more insight on an institution and their needs.

On top of that high speed internet will better connect the library to the community, its past patrons, future patrons, past staff, future staff, and other libraries around the country. With more bandwidth the library can take advantage of video conferencing to share best practices or increased their visibility through Facebook, YouTube or podcasts. Ultimately these connections will allow the library to maintain and develop these vital relationships that make it such an integral part of the community.

Access

With high speed internet access, anchor institutions will not have to worry about issues of bandwidth. Issues of how many patrons are able to consume that bandwidth or what is transmitted on that bandwidth will become moot with so much bandwidth at their disposal. More bandwidth means more access for more material to more people. This will contribute to freeing up the staff's time, aid patrons in their information seeking needs, and make the library's resources more accessible to more people.

All of these elements combined together will allow for better marketing at the library. If UFL is better funded, in touch with more people, and is able to draw more people to their site because of better access, they will be able to market themselves in more detail, in more types of media to a wider audience. Increased visibility will act like a catalyst creating more grant opportunities, making the library a more desirable place to spend time, and it will better meet the needs of its patrons.

Obstacles

As with all the sites, the three major obstacles to achieving these goals are time, money, and experience.

Time

The staff at our anchor institutions for the most part already have very busy schedules. And if they do not have busy schedules, the vulnerable populations we wish to work with do. If these sites/populations cannot make technology a priority and attend classes or use the machines at public computing centers, then no progress will be made. Unfortunately, employers will not give their employees time to bridge this digital divide.

Money

Sites and their users do not have extra money that would necessary to offer more classes, offer larger classes, or attend more classes. Without proper funding sustainability, outreach, marketing, and data gathering will prove difficult. UFL has done a better job than most anchor institutions in creating a bond with the U of I community, with a reliable pool of GSLIS volunteers. UFL should make sure to sustain this bond, and perhaps can provide an example to other anchor institutions of how to utilize student volunteers.

Experience

Since many of these anchor institutions do not use this type of technology, they will have to be taught the basics. This involves classes and workshops (for which there's already neither time nor money) but it also involves experience. If there is no one experienced to teach these classes effectively, then our anchor institutions will not benefit from the broadband. Individuals from the community and from the anchor institutions must become experienced and continue to teach the community from within if this project is ever to sustain itself. UFL can make sure that its computer classes and volunteer assistance are made known to the other anchor sites.

The Organization

About the Urbana Free Library

The Urbana Free Library was founded in 1874 and is one of the oldest libraries in Illinois. It has been at its current location, 210 West Green Street, since 1918. In 2005, the library was remodeled and expanded to be twice its original size. The Urbana Free Library has had internet access since 1994 and broadband since 2005.

About the UFL Technology Assistance Volunteer Program

The technology volunteer program, which draws volunteers from the community, particularly GSLIS, to assist patrons with the computers. The volunteers must fill out an application pass a background check and receive two hours of training from the program coordinator. This program

was started in January 2009 by Susan Rodgers, a GSLIS practicum student. It is currently run by GSLIS student Jenny Cavallero, who started co-coordinating the group with Susan in January of 2009. When Jenny leaves in the spring of 2010, she hopes to find another interested student to take over. There are currently 23 trained volunteers, including Jenny.

Before the volunteer program was established, the reference desk librarians, in addition to their other duties, provided computer help. Reference librarians still assist with computers when no volunteer is available or when the computer lab is particularly busy.

Brian Bell, a faculty member of Parkland College's Computer Science & Information Technology department, arranged for a paid lab assistant to supplement the technology volunteer pool. James Reiter, the lab assistant, works ten hours a week during some of the lab's peak usage afternoon hours on Tuesdays, Thursdays, and Saturdays. James started at UFL in August and will continue to work there until the end of the school year. This position is being paid under a Digital Divide Grant, which was recently awarded to Parkland by the State of Illinois. This arrangement represents an emerging partnership between Parkland's Computer Technology Center, the library, and the Independent Media Center's Help Desk. Besides the paid position, Brian has also offered the library and the IMC free computers, which were donated by State Farm in Bloomington. However, UFL declined these computers because their technical specs were not up to the library's needs.

Current tasks
According to adult librarian John Gehner, the UFL computer lab is in need of a new lab infrastructure, possibly one involving thin clients. This would allow for all computers to be updated simultaneously off of the server. Currently, Pat Clifford, the IT specialist, has to do quarterly updates on each PC individually. According to the library's technology plan, about a third of the lab computers need to be updated due to their age.

Technology inventory

The library is well-positioned to be an example to other anchor institutions in terms of its technology inventory. They maintain a large, open computer lab that is staffed by a paid intern, technology volunteers, and library staff. The library also provides a variety of useful programs and supplemental hardware to assist users with everything from social media interaction to resume creation and job searching to printing and scanning. It creates strong social capital by creating a space where members of the community can come together to use technology and gain assistance from knowledgeable people. By creating a space for one-on-one help both spontaneous (when needed in the lab) and scheduled (during the course of monthly Saturday classes), the library also connects members of the community with students from the university, strengthening social bonds.

Hardware

Aside from a variety of stations throughout the space dedicated to searching the library's online catalog and other resources, it also maintains a public computer lab on the second floor near the Reference Desk. The lab includes computers that are open to the public, regardless of whether they have a library card or live in the local community, and computers solely for the use of patrons with a valid library card from either Urbana Free or Champaign Public Library. They also reserve computers for specific user groups, including adults only, retired people, and people working in teams or groups.

Open Access Computers (No Card Needed)	20
Adults Only (Card Required)	8
Express Computers (Limited Time)	4
Teamwork/Group Work Computers	3
Seniors (Senior Library Card Required)	2
Computer with Attached Scanner	1

Figure 1. Breakdown of Computer Lab Stations by Category

Each computer has a log-in system, and users are given access to the computer for a 30-minute sessions. That time is automatically renewed, with the number of renewals depending on the area of the lab, and the librarian or tech volunteer on duty can extend the time beyond those automatic renewals if the lab is not full and there is no one waiting to use a computer. The library also installed a computer reservation system, which allows users to reserve a computer, either to ensure that the next computer is theirs during busy times when the lab is crowded or to ensure that a computer is available at a particular time.

The lab also maintains a printer that is networked to all the computers in the lab area. Users can print in black and white for $.10 a page and in color for $.50 a page. There is also a scanner that can be used to create digital files of pictures and documents that can then be saved to disc or uploaded to the internet.

All of the computers are networked and connected to broadband internet access with a T1 line that originally provided 1.5mb/s and now runs at 8mb/s. The City of Urbana provides the infrastructure that allows them to connect to their internet provider, ICN. The library also provides free wireless connections through Volo, so users with a laptop can get access to the internet at no cost.

Software

The library computer lab provides access to a large variety of different kinds of software, filling a host of different users' needs from internet searching to entertainment to education. Most of the programs can be grouped into categories.

Library Resources	Online Library Catalog Library Article Databases Link to the Library Website
Educational/Informational	Learning Express Library Google Earth
Web Searching	Internet Explorer Mozilla Firefox
Document Creation	Microsoft Office 2007 Suite: • Word, Excel, PowerPoint, Publisher, Access Link to Open Office WordPad and Notepad
Document Viewing	Adobe Acrobat IrfanView Image Finder
Media Players	Quicktime Player Real Player Windows Media Player
Interactive Media Programs	iTunes Movie Maker Audacity CD Burner

Figure 2. Categorized list of software offered on library computers

Human Capital

The primary source of human capital for the library is its professional and paraprofessional staff. Besides the librarians themselves, the library also employs an IT Specialist who: oversees the OPAC station, the computer lab, the network, and the wireless access; coordinates updates and troubleshoots computer problems; and helps the library staff plan for the future in ways that will increase efficiency and improve services. The library also has a paid lab assistant whose focus in on maintaining the computer lab and its various accessories and software. As noted above in the description of the Technology Assistance Program, the library has 23 volunteers from the university, particularly the GSLIS program, who regularly staff the help desk in the computer

lab. In creating the tech volunteer program, the library is able to supplement its internal human capital while giving students an opportunity to gain real-world experience working with library patrons and interacting with library staff. When tech volunteers are not available, the librarians stationed at the Reference Desk provide assistance.

Social Capital

As an integral and respected part of the community, the library depends on social capital. The library is supported by the community, not only financially but in less tangible ways as well, and the community in turn benefits from the services and resources the library and its staff provide. The library also fosters the creation of social capital within and between different parts of the community by serving as a space for social interaction, including offering meeting rooms and bulletin boards, and by offering resources like programs and computer assistance. Part of what we propose for the library as an anchor institution builds on this notion of the library as both participant in and creator of social capital, by advising that they become a physical and virtual resource for other anchor institutions, contributing to their technical knowledge and bridging different groups who want to learn the same things.

Relevant ideas from class

Throughout the semester, we have encountered readings and speakers in our Community Informatics class that have helped us conceptualize our experiences with UFL and UC2B. Here are a few key concepts we would like to share. Citations for these articles can be found in Appendix F.

Patrick Finn, Literacy With an Attitude

The ideas presented by Patrick Finn in Literacy With an Attitude are applicable to teaching computer literacy. He proposes that there is not "literacy" and "illiteracy," but rather there are four levels of literacy: performative literacy, functional literacy, informational literacy, and powerful literacy. Powerful literacy is "the ability to evaluate, analyze, and synthesize what we read" (Finn 124). Currently, few of the patrons seeking help from the computer volunteers have powerful computer literacy. Often they only have functional literacy or lower. They can perhaps do a simple task like checking email, but do not know how to apply their knowledge of email to do something like attaching a file to an email. The reasoning behind turning UFL into a hub for anchor institutions is to create this literacy among these institutions who direly need it.

Lynette Kvasny, "Cultural (Re)production of digital inequality in a US Community Technology Initiative"

This article describes the potential shortcomings of ICT education from those with high social capital to those with lower social capital. Students who were taught at a state-funded Community Technology Center in a low-income neighborhood learned computer skills through '"scholastic labor" such as note-taking and rote memorization, a "type of learning [that] lacks depth and durability in its effects. It also limits the extent to which people feel like legitimate users and

stymies self-confidence" (Kvasny 173). To gain comfort with computers, a certain level of practice and self-learning is necessary. This is something that can be possible at UFL's computers, assuming library patrons feel sufficiently comfortable.

Abdul Alkalimat and Kate Williams, "Social Capital and Cyberpower in the African American Community: A Case Study of a Community Technology Center in the Dual City"
The authors explore the correlation between racial inequalities in the US and the digital divide. They argue that "the social capital invested in a community technology center determines its role in the community and the continuing freedom struggle". To be successful, a CTC needs both bonding social capital (from within the community) and bridging social capital (from outside the community). The computer users at UFL who seek help from the volunteers are a diverse group, including many African Americans. However, the majority of UFL library staff and UIUC volunteers are white and middle-class. (Information gathered from informal observation while volunteering at UFL.) Speaking with librarians at UFL has revealed that they are aware of and concerned about the relative lack of diversity among staff and volunteers, but are not sure about how to address the issue. In spite of this UFL is still a neutral place in the community - working with both the city and university while serving the community. This unique position gives UFL the ability to create and use both types of social capital during the UC2B roll out.

Manuel Castells, "Grassrooting the Space of Flows"
The library holds a liminal space in terms of community use. It can function as a formal or informal meeting space. Patrons can both work and play while they are there. People can collaborate or reflect on their own. It has resources much of the community does not have access to, and yet, many community members do not take advantage of this. Framing UFL as a hub to disseminate applied uses of broadband and hold workshops is an example of rerouting the space of flows. This is a rare moment where the library can unite and invite the community to the library for a specific use (how to use UC2B broadband). It is a reason for the library to deliberately reach out to specific patrons (or anchor institutions) and it is a reason for patrons (or anchor institutions) to take advantage of this precious resource. If pursued correctly it will aid with the successful implementation of high speed internet to under-resourced individuals and institutions which will ideally contribute them to having a better business and/or standard of living.

James S. Coleman. "Social Capital in the Creation of Human Capital."
The author defines social capital as a kind of resource similar to physical capital and human capital, but a kind of capital that is inherently tied to social networks and community connections. Social capital of this kind is essential to all groups associated with the UC2B project, particularly anchor institutions like the Urbana Free Library. As an inherently social place designed around physical and digital communication networks, the library is itself an institution that is at its core about creating bonding human capital between itself and the

community and within groups and members of the community. Like social capital, the library depends on and is made stronger by a strong community. At the same time, the UFL can be counted on to create social capital and increase human capital by educating and connecting members of the community in both physical spaces and across virtual networks. It can, as a central resource and meeting place for anchor institutions, as an information channel, create the kind of close communities that Coleman argues are essential to social capital and human capital creation.

Our proposal
What to do
Our proposal for the UFL in reference to the UC2B broadband plan has several facets, some of which include continuing and building on efforts they are already making and others include taking on a role as a center for other anchor institutions to learn about applied uses of broadband.

Continue Providing Technical Assistance Through the Volunteer Program
The value of the current volunteer program is evident. It has a strong base of volunteers who regularly offer assistance in weekly shifts. Data collected from statistics sheets show that well over 1000 questions have been asked since the beginning of this year, just during the times of coverage. The program also provides students form GSLIS the opportunity to gain experience working with both users and technology in a library setting. At the same time, it provides community members with access to the skills and expertise of the university's students. In this way, the program contributes directly to the creation of bonding social capital for the library, the university, and the community. Despite the fact that the volunteer program is relatively new and its coordinator by necessity changes as people graduate, it is important that the library and the GSLIS program work to find replacement coordinators in order to maintain the program.

Extend Computer Classes
The success of the beginner computer class offered on Saturday in October convinced the library staff to make it a regular class. Though the intention was to offer a hands-on course to a group, the volunteer program generated enough volunteers that one-on-one instruction was possible. This format turned out to be more effective, since attendees had varying skill levels and were looking for different kinds of help. We propose that the library continue these one-on-one classes as long as volunteer turn-out allows; but we also suggest that certain classes focusing on particular skills might be useful. Data from the volunteer statistics sheets and from the questions asked at the Saturday class suggests that users have specific concerns about areas that might be covered in small, short classes: how to create and use an email account, how to participate in social media, how to use Word or Excel, and how to use the scanner to save or upload pictures and other documents. Students from the Graduate School of Library and Information Science who are looking for experience in teaching technology

skills or working in public libraries might be interested in teaching these kinds of small, short classes to the community.

Create Computer Classes for Anchor Institutions
The library holds a unique position in the community, especially as an anchor institution. Several of its members are active in the UC2B planning process; there is an already established infrastructure for technology education; and most importantly, the library plays a neutral role in the community and has resources that several anchor institutions do not have. We propose, then, that the library create special classes and curriculum that can provide information to other anchor institutions about the value of UC2B broadband and all the possibilities it can provide. Since the library already has broadband access, a large public computer lab, and a group of knowledgeable assistants, it is in a perfect position to help spread that knowledge through institutions to members of the community who may not use the library itself. By creating small, focused curriculum that targets concerns of anchor institutions and promoting it to representatives of those institutions, the library can facilitate a shift to broadband beyond its walls. Anchor institutions can familiarize themselves with email, word processing, media creation, social media, and other ways of participating in the digital culture. Also courses can be offered, for example, on internet safety for institutions that work with children, or on web-based resources for seniors, or on government sources for those working with people who need access to government assistance, or on how churches are using the internet to reach new and current members outside the walls of their church. Representatives of anchor institutions can learn new technical skills while at the same time communicating and participating with other anchor institutions with the same focus and technical needs, creating common ties between related groups that otherwise might be working in isolation.

Serve as a Resource Center for Anchor Institutions
Building on the library's long-standing position as a community resource center, we propose library become a central point for gathering and distributing information about the UC2B project and the various anchor institutions. In this way, they supplement the knowledge that might be gained by on-site courses, while at the same time providing useful knowledge to those who cannot attend those courses. It also facilitates communication between other groups. An excellent example of this can be seen in the wiki created out of the community informatics group working with the Champaign Public Library. There is no reason necessarily to replicate their efforts specifically for the Urbana Free Library, since the purpose is to create a community-wide resource. We would suggest that such efforts become the product of cooperative efforts from groups from both libraries and that access be promoted by both libraries, so that all areas of both cities can be served by one resource. By serving as an online and physical resource for other anchor institutions and as a physical

space for representatives of those institutions to come together to learn about technology and communicate with each other.

Why to do it

It is instrumental that the library play this role in UC2B because fiber already exists there. It is pointless for these anchor institutions to have a lag in use once the fiber is installed. The grant writers would benefit from immediate use because they could start collecting data for government follow-ups. Anchor institutions would benefit because they could start implementing new business plans, reach out to new clients, and begin gathering their own data for future grant possibilities.

The library would benefit from this because it would bring several institutions to the library which would increase the library's profile. They could advertise for future workshops and reach out to the clientele, congregations, or others affiliated with these anchor institutions.

One of the most important aspects of UC2B will be sustainability. Years from now the library will be a neutral institution with recent technology and a staff that is knowledgeable on using it or finding places where patrons can learn. As technology changes, patrons will have to keep up with ways to use the fiber and the library will be a central location for this. With support from GSLIS and the city the library will have access to several resources and act as a natural bridge between these institutions and the community. Sustained support will always flow from the city and the University through the library to the community.

How to do it

Implementation of this plan will require a great deal of organization among UFL, University of Illinois, UC2B, and anchor institutions. In order for UFL to become a hub for workshops and classes for broadband application, curricula have to be created, classes need to be scheduled, and anchor institutions need to commit to attending. Although the library already has broadband, resources are still sparse in terms of manpower for the library. The U of I could help close this gap with student volunteers and technology resources (lab space, laptops, software licenses, etc.). The best way to begin this outreach is for UFL to reach out to anchor institutions that have existing labs, classes, or staff that know about applied broadband opportunities. This will allow those anchor institutions to reach out to other institutions that do not have as many resources, creating a cascading effect. UC2B policy and marketing meetings would be two places the library could learn more about anchor institutions, their needs, and planned outreach sessions to these institutions. This process has already begun as UFL has been well represented at UC2B meetings, a workshop with Salem Baptist Church, and at the eBlack symposium. With testing and their approval we also recommend that UFL make its computer curricula and resources available on its website. UC2B could then broadcast this "meta-resource" to the 300+ anchor institutions.

Our methods

All three members of our group became trained as UFL technology volunteers by Jenny Cavallero, and each of us volunteered for at least one shift at UFL. Renata and Alaine volunteered nearly every week. Will's schedule permitted him to attend UC2B meetings, and he reported back to Renata and Alaine about the proceedings. Renata and Alaine provided Will with more perspective on the day-to-day happenings in the computer lab. All three group members met and emailed periodically with John Gehner to keep him abreast of our activities and thoughts.

A cumulative overview of our activities can be found in Appendix E.

Data Analysis

We took nine months' worth of statistics sheets filled out by technology volunteers at UFL's computer desk and compiled all of the data using Google Forms into a Google spreadsheet (see Appendix C). That data was then translated into charts and graphs to make analyzing the data that much easier.
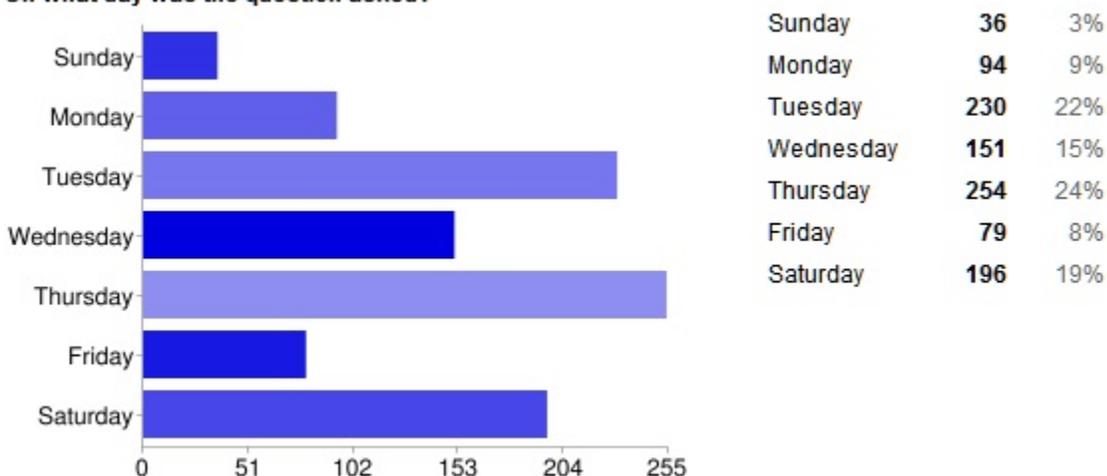
On what day was the question asked?

Day	Count	Percent
Sunday	36	3%
Monday	94	9%
Tuesday	230	22%
Wednesday	151	15%
Thursday	254	24%
Friday	79	8%
Saturday	196	19%

Figure 3. Day-relative breakdown of questions asked to tech volunteers, January 2010 – October 2010

What time of day was the question asked?

Morning (Open to 11am)
Late Morning/Early Afternoon (11am to 2pm)
Late Afternoon (2pm to 6pm)
Evening (6pm to close)

Figure 4. Charted times during which UFL tech volunteers answered questions, January 2010 – October 2010

What category did the question fall under?

Category	Count
Data Management	27
Log-In Question/Getting an account	185
Social Media	8
Personal Computer Help	19
Internet Searching	44
Email Help	23
Printing	164
Scanning	31
Document Creation	62
Troubleshooting	40
Operating the Computer	21
Extend Time/PC Reservation	316
Directional	12
Other	88

Figure 5. Categorical breakdown of questions asked to UFL tech volunteers, January 2010 – October 2010

How much time did it take to help the patron?

Time	Count	Percent
1 minute	594	57%
2 minutes	138	13%
2 to 5 minutes	167	16%
6 to 10 minutes	61	6%
more than 10 minutes	80	8%
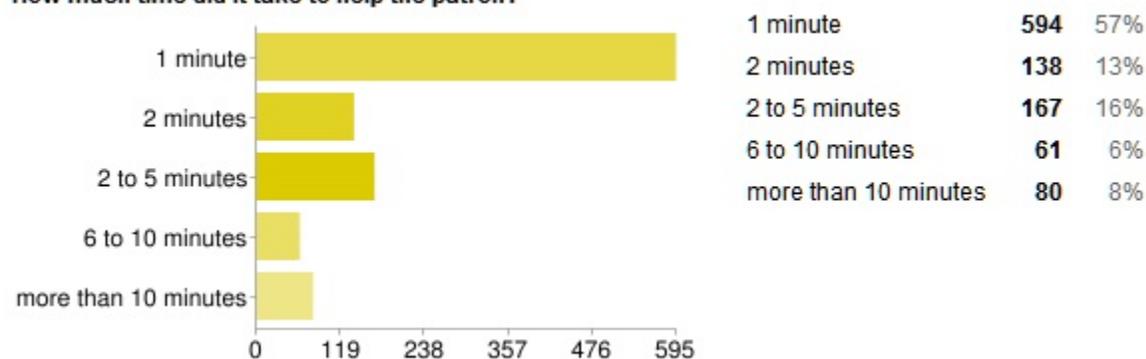
Figure 6. Time-spent breakdown of questions asked to UFL tech volunteers, January 2010 – October 2010

Based on this data we can see that Tuesdays, Wednesdays, Thursdays, and Saturdays receive the most amount of activity from patrons. Tuesdays, Thursdays, and Saturdays are also the days where James, the paid lab assistant, has his shifts. He was originally placed to work on those

days because they were the busiest. It is also possible that now people who have questions are more likely to visit the lab on those days because they are sure to find technology assistance.

Tech volunteers spent the most time working with patrons on the PC reservation system, helping people log on, making a reservation, or extending the time allowed by the system. The third most time consuming issue concerned printing, which could mean either learning how to print a document or using the printing queue payment system set up by the library. From this we can see that there needs to be another outlet for patrons to receive instruction on specific programs and how to use them. More than half of what the volunteers do pertains to administrative policies of the library. Logging on, creating an account, and printing are constructions that the library has made. In this respect patrons are not being educated in software or research techniques as much as they are being taught how to navigate the library's system to access the internet and printer. Regardless of what the interaction consists of, the tech volunteers spend several hours every day with patrons. This is a great opportunity for patrons to become familiar and comfortable with asking volunteers (and reference librarians) questions that they may not be used to asking - questions that may lead to issues of technology and instruction.

We were aware from the beginning that the collated data has its limitations. Data is only collected when volunteers are staffing the tech help desk, not when the librarians alone are assisting with the computer lab. As a result, data regarding the time that questions are asked is skewed towards afternoon and evening hours. This limitation may also affect the data on the days that questions are asked, since the volunteers may be more available on those days. Despite these limitations, however, John Gehner and Jenny Cavallero were interested in having this data as proof of the programs usefulness and insight into possible areas of improvement.

Resources Created
Collated Data
Using the statistics sheets that tech volunteers fill out while at the desk, we collated the available data about the volunteer program into various forms that might be useful to UFL staff and the volunteer coordinator. We sought input from both John Gehner and Jenny Cavallero concerning what kind of information might be most useful to them and focused our efforts accordingly. They were particularly interested in the kinds of questions asked most often, as well as the day and times when most questions were asked. All of the available data was inputted into a spreadsheet. We then created a pivot table of the data, to allow for variable comparison of the data. This pivot table will be made available electronically to Jenny Cavallero, John Gehner, and other interested parties. The resulting charts above, as well as the data-entry form and resulting spreadsheet, will also be made available.

Curriculum for Volunteers and Patrons
Noticing that both volunteers and computer lab users had experience with different versions of Microsoft Office products, we thought it would be useful to create guides to using the specific

version available in the library. The library already provides useful step-by-step guides for creating email accounts; so we were building on this idea. John Gehner noted in a meeting that if we could create the content, he can have professional looking brochures made by the graphic artist already employed by the library. We created guides to Microsoft Office 2007 (Appendix A), which are primarily intended for the technology volunteers and reference librarians, since they assume an existing knowledge of earlier versions of Microsoft Office. While patrons with little knowledge of computers will be better served by an informed volunteer than by a handout, handouts like those for email will be available so users can take the knowledge home.

Curriculum for Anchor Institutions
As noted above, the library could become a place for anchor institutions to come to learn about the value of and possibilities created by UC2B and broadband access. In hearing from groups working with other anchor institutions, we learned that there are overlapping concerns and common areas of interest the link institutions in reference to increased technology in their spaces. So we created a list of resources tied to those concerns and interests that the library could make into distributable pamphlets or use as the basis for classes that representatives from the anchor institutions could attend. Anchor institutions then can utilize these curricula to train staff, volunteers, clients, and members on the applied uses of broadband. (Appendix B)

Thank you
We would like to thank Debra Lissak, Carol Inskeep, and especially John Gehner for always making time for us, being open to our ideas during this process, and for their unwavering support for the community in pursuing this exciting initiative. We would also like to thank Jenny Cavallero for her work in sustaining the technology volunteer program, her guidance, and her wealth of information about the library.

Appendix A
Curriculum for Volunteers

MS Word 2007 Basics

Are you familiar with an earlier version of Microsoft Word? Here are some key differences between Word 2007 (the version on the library computers) and earlier versions.
- The menus and toolbars have been replaced by the "Ribbon," a series of tabs on the top of the screen. The tabs more or less correspond to the different toolbars of previous versions of Word, but some common functions are in counter-intuitive places for those accustomed to the old toolbars.
- The "File" button has been replaced by the "Microsoft Office button," the round button with the Office logo.

Looking for:
- Alignment options?
  - "Home" tab
- Bullets and Numbering?
  - "Home" tab, "Paragraph" group
- Clip art or picture options?
  - "Insert" tab
- Columns?
  - "Page Layout" tab
- Font options?
  - "Home" tab
- Footnotes?
  - "References" tab
- Header/Footer?
  - "Insert" tab
- Margins?
  - "Page Layout" tab, "Page Setup" group
- New document?
  - Microsoft Office button
- Page Break?
  - "Page Layout" tab, "Breaks" group
- Page orientation (portrait or landscape)?
  - "Page Layout" tab
- Print document?
  - Microsoft Office button
- Save document?
  - Microsoft Office button
- Spacing options? (Double space, single space, etc.)
  - "Home" tab, "Paragraph" dialog box
- Special characters (like ¿ and ∆)?
  - Insert" tab, "Characters" group
- Spellcheck?
  - "Review" tab, "Proofing" group
- Tables?
  - "Insert" tab
- Text style and color options?
  - "Home" tab
- Watermark?
  - "Page Layout" tab, "Page Background" group

Adapted from: http://www.fgcu.edu/support/office2007/word/

MS Excel 2007 Basics

Are you familiar with an earlier version of Microsoft Excel? Here are some key differences between Excel 2007 (the version on the library computers) and earlier versions.
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- The "file" button has been replaced by the "Microsoft Office button," the round button with the Office logo.

Looking for:
- Cell borders?
  - "Home" tab, "Font" group
- Change column/row size?
  - "Home" tab, "Cells" group, "Format"
- Charts?
  - "Insert" tab
- Font options?
  - "Home" tab
- "Go to"?
  - "Home" tab, "Editing" group
- Insert cells/rows/columns?
  - "Home" tab
- Margins?
  - "Page Layout" tab

- Merge cells?
  - "Home" tab, "Alignment" group
- New document?
  - Microsoft Office button
- Orientation?
  - "Page Layout" tab
- Page orientation (portrait or landscape)?
  - "Page Layout" tab
- Save document?
  - Microsoft Office button
- Sort and filter?
  - "Home" tab
- Spell check?
  - "Review" tab

Home: Clipboard, Fonts, Alignment, Number, Styles, Cells, Editing
Insert: Tables, Illustrations, Charts, Links, Text
Page Layouts: Themes, Page Setup, Scale to Fit, Sheet Options, Arrange
Formulas: Function Library, Defined Names, Formula Auditing, Calculation
Data: Get External Data, Connections, Sort & Filter, Data Tools, Outline
Review: Proofing, Comments, Changes
View: Workbook Views, Show/Hide, Zoom, Window, Macros

Adapted from:
http://www.fgcu.edu/support/office2007/excel/

MS PowerPoint 2007 Basics

Are you familiar with an earlier version of Microsoft PowerPoint? Here are some key differences between PowerPoint 2007 (the version on the library computers) and earlier versions.

- The menus and toolbars have been replaced by the "Ribbon," a series of tabs on the top of the screen. The tabs more or less correspond to the different toolbars of previous versions of Word, but some common functions are in counterintuitive places.
- The "file" button has been replaced by the "Microsoft Office button," the round button with the Office logo.

Looking for:
- Background styles?
  - "Design" tab
- Charts?
  - "Insert" tab
- Font options?
  - "Home" tab
- Images?
  - "Insert" tab
- New presentation?
  - Microsoft Office button
- New slide?
  - "Home" tab
- Open presentation?
  - Microsoft Office button
- Orientation?
  - "Page Layout" tab
- Paragraph alignment?
  - "Home" tab
- Print slides?
  - Microsoft Office button
- Save presentation?
  - Microsoft Office button
- Spell check?
  - "Review" tab
- Tables?
  - "Insert" tab
- Text boxes?
  - "Insert" tab
- Themes?
  - "Design" tab
- Transitions?
  - "Animation" tab
- WordArt?
  - "Insert" tab

Home: Clipboard, Slides, Font, Paragraph, Drawing, and Editing
Insert: Tables, Illustrations, Links, Text, and Media Clips
Design: Page Setup, Themes, Background
Animations: Preview, Animations, Transition to this Slide
Slide Show: Start Slide Show, Set Up, Monitors
Review: Proofing, Comments, Protect
View: Presentation Views, Show/Hide, Zoom, Window, Macros

Adapted from:
http://www.fgcu.edu/support/office2007/ppt/

Appendix B
Curriculum for Anchor Institution Sessions

Internet Safety: Learning to Protect Our Children
A Resource Guide

The internet can be an amazing place for children and young adults to learn, to explore, to communicate, and to grow. But it can also be a dangerous place, especially for children who use the web without guidance and insight for parents or the adult community.

If you are interested in learning how to protect your children online or in teaching them how to protect themselves and make smart choices in the digital world, here are some useful tools.

A lot of these resources are web-based but can easily be printed and distributed.

For Parents, Educators, and the Community
NetSafe: Using the Internet Safely (http://ila.org/netsafe/)
A website from the Illinois Library Association, including links to printable resources

NetSmartz (http://www.netsmartz.org/index.aspx)
A blog and links to education programs from the Center for Missing and Exploited Children
Includes resources in Spanish

FBI: Safe Online Searching Internet Challenge (http://www.fbi-sos.org/)
For educators. A free internet safety and cyber-citizenship program for grades 3 through 8.

Internet Safety Curriculum (http://www.isbe.state.il.us/curriculum/html/is_resources.htm)
A list of resources from the Illinois State Board of Education

Online Safety Webinar (http://www.isbe.state.il.us/curriculum/ppt/internet_safety_webinar.pdf)
Educational Resources for those teaching others about internet safety

ConnectSafely (http://www.blogsafety.com/category/Connectsafely-Forums/3)
A forum for discussion about social networking safety

Tips for Adults (http://www.ag.state.il.us/children/parentstips.pdf)
From the Illinois Attorney General's Office

OnGuard Online (http://www.onguardonline.gov/topics/social-networking-sites.aspx)
A parent's guide to social networking safety

Kid's Privacy (http://www.onguardonline.gov/topics/kids-privacy.aspx)
A resource for teaching children about the value on online privacy)

An Online Safety Agreement (http://www.ag.state.il.us/children/internet_agreement.pdf)
A printable list of rules that parents and children agree to follow to keep themselves safe.

For Teens and Children

NetSmartz Teens (http://www.nsteens.org/)
Site specifically targeted at teens

NetSmartz Kids (http://www.netsmartzkids.org/indexFL.htm)
Site specifically designed for young children

Smokescreen (http://www.smokescreengame.com/)
An online game designed to teach teens how to decide who to trust online

Tips for Teens (http://www.ag.state.il.us/children/teenstips.pdf)
From the Illinois Attorney General's Office

Tips for Kids (http://www.ag.state.il.us/children/kidstips.pdf)
From the Illinois Attorney General's Office

Resources on Bullying

Dealing with CyberBullies: Tips for Kids (http://ila.org/netsafe/ILA_Blogging_Bookmarks.pdf)

Cyberbully Help (http://www.cyberbullyhelp.com/)

Cyberbully411 (http://www.cyberbully411.org/)

PTA Resource on Cyberbullying (http://www.pta.org/2210.htm)

Seniors Online
A Resource Guide

Internet Resources for Seniors
(http://www.ascpl.lib.oh.us/internetresources/hh/ResourcesforSeniors.pdf)
A printable booklet, organized by useful subtopics, collated by the Akron Public Library

Learnthenet
(http://www.learnthenet.com/)
An online tutorial for new internet users.

RetirementNet
(http://www.retirementnet.com/)
Called the biggest retirement community on the web.

Senior.Com
(http://www.senior.com/)
Membership-based. Offers information on health, travel, recreation, and other subjects.

Internet Safety for Seniors
(http://www.atg.wa.gov/InternetSafety/Seniors.aspx)
Information about staying safe online, focused on risks for seniors

SeniorNet
(http://www.seniornet.org/)
A membership-based website for seniors, focused on education and making social connections

Teaching Seniors? Try these Resources!

Chalkboard: Online Resources for Seniors
(http://www.sandiego.gov/public-library/catalog-databases/senior.shtml)
A resource for creating technical-literacy courses designed for seniors

Printable Resources for Courses
Definitions List
(http://www.cityofseattle.net/tech/seniors/training/definitions.doc)
Controlling the Active Window
(http://www.cityofseattle.net/tech/seniors/training/controllingactivewindow.doc)
Turning the Computer On and Off
(http://www.cityofseattle.net/tech/seniors/training/onandoff.doc)
Parts of the PC
(http://www.cityofseattle.net/tech/seniors/training/pcparts.doc)
Web Tips
(http://www.cityofseattle.net/tech/seniors/training/webtips.doc)
 Keyboard Shortcuts
(http://www.cityofseattle.net/tech/seniors/training/shortcuts.doc)

Appendix C
Input Form

The following is the form created using Google Forms for the purpose of inputting data from the statistics sheets used by tech volunteers into a Google Spreadsheet. The digital version of the form and connected spreadsheet will be shared with the Urbana Free Library and the tech volunteer coordinator for them to use in the future.

Computer Lab Help Desk Statistics

For each question noted on the statistics sheets, answer the three following questions:

* Required

On what day was the question asked?

- ● Sunday
- ○ Monday
- ○ Tuesday
- ○ Wednesday
- ○ Thursday
- ○ Friday
- ○ Saturday

What time of day was the question asked? *

- ○ Morning (Open to 11am)
- ○ Late Morning/Early Afternoon (11am to 2pm)
- ○ Late Afternoon (2pm to 6pm)
- ○ Evening (6pm to close)

What category did the question fall under? *
Define category under "other" if the question doesn't fall under the given categories.

- ○ Data Management
- ○ Log-In Question/Getting an account
- ○ Social Media
- ○ Personal Computer Help
- ○ Internet Searching
- ○ Email Help
- ○ Printing
- ○ Scanning
- ○ Document Creation
- ○ Troubleshooting
- ○ Operating the Computer
- ○ Extend Time/PC Reservation
- ○ Directional
- ○ Other: _____

How much time did it take to help the patron? *

- ○ 1 minute
- ○ 2 minutes
- ○ 2 to 5 minutes
- ○ 6 to 10 minutes
- ○ more than 10 minutes

Appendix D
Volunteer Application Form

The Urbana Free Library Volunteer Application Form

Thank you for your interest in volunteering at The Urbana Free Library. The information on this form will be used to help determine a volunteer assignment that will be well suited to your background and interests.

NAME: _____

PHONE: Home _____ Cell _____ Work _____

ADDRESS: _____

EMAIL ADDRESS: _____

Tell us something about yourself and why you are interested in volunteering at The Urbana Free Library.

What previous relevant experience do you have?

What skills or hobbies do you have to bring to a volunteer position?

Language(s) in which you consider yourself fluent:

How often are you available to volunteer?
Please indicate the number of hours you would like to volunteer (e.g., 1 hr, 2 hrs).

_____ Once a week   _____ Twice a week   _____ Daily   _____ Other

What hours/days of the week are you available to volunteer?

_____ Monday   _____ Tuesday   _____ Wednesday   _____ Thursday

_____ Friday   _____ Saturday   _____ Sunday

In case of an emergency, please contact:

Name _____

Relationship _____ Phone number _____

FOR AGE 16 AND ABOVE:

Personal References: Please list two non-family members whom we may contact and who would be able to tell us about you. Include *at least one* method of contact.

Name _____   Name _____

Address _____   Address _____

Email _____   Email _____

Daytime phone _____   Daytime phone _____

Relationship to you _____   Relationship to you _____

Convictions:

Within the past 10 years, have you been convicted as an adult of a felony or misdemeanor classified as an offense against a person or family, of public indecency, or of a violation involving a state or federally controlled substance? _____ If yes, please explain the nature and date of the offense:

_____

Volunteer Release Statement:

I hereby certify that the above information on this application is true, accurate, and complete to the best of my knowledge. My signature authorizes The Urbana Free Library to verify any of the information on this application and secure information from personal references. If I am accepted as a volunteer at The Urbana Free Library, I agree to abide by the library's rules and regulations.

_____   _____
                    Signature   Date

ALL INFORMATION ON THIS APPLICATION WILL REMAIN CONFIDENTIAL.

If accepted as a volunteer of The Urbana Free Library, please complete the following:

I have received and read a copy of "Information for Volunteers at The Urbana Free Library."

_____   _____
                    Signature   Date

Appendix E
Cumulative Field Notes

Date	Event	Key Points and "Aha!" moments
9/3/10	Meeting between Renata Sancken, Will Kent, and John Gehner at UFL (ALL)	Introduced ourselves and the class, toured the library, discussed potential projects
9/8/10	Volunteer training session with Jenny and John Dunkleburger (W)	Met some regulars, John had several stories about the library and his how to deal with his favorite patrons
9/15/10	Volunteer session at UFL (W)	Introduced a patron to email and everything that comes with that
9/17/10	Volunteer training at UFL with Jenny Cavallero (R)	Learned the expectations for volunteers, began to familiarize myself with the computer system and the needs of patrons
9/22/10	Volunteer session at UFL (W) Volunteer session at UFL (R)	Quiet morning session. First solo volunteer session, gained more familiarity with the computer system
9/23/10	Digital Divide Lecture Series (ALL)	(W) Met with Mike Smeltzer to learn all about UC2B. Gathered information to introduce him as a Digital Divide Lecturer.
10/1/10	Volunteer session at UFL (R)	Felt annoyed by loud kids in computer lab and wondered what after school programs might be available for them
10/5/10	Volunteered with Girl Talk teen program at UFL, run by youth librarian Carol Inskeep and University Extension employee Jamie Kleiss (R)	Exciting program, but meets once a month. Low attendance, but a close-knit group of high-schoolers from different schools who clearly enjoy the program
10/6/10	Volunteer session at UFL (R)	Volunteered with Alaine and felt confident enough to

		show her a little bit about the computer system at UFL, and also learned about the capabilities of Google Maps from her
10/7/10	UC2B Policy Meeting (W)	Introduction to the planning process
10/11/10	UC2B Marketing Meeting (W)	Breakout sessions to address the marketing of UC2B
10/12/10	Meeting with Alaine Martaus and Jenny Cavellero at GSLIS to talk about volunteer data (R)	Learned that a lot of data has been collected about the computer volunteers, but no one has had time to do anything with it. Alaine and I volunteered for our group to input the data, and decided the best way to do it would be with a Google Spreadsheet and survey
10/13/10	Volunteer session at UFL (R)	The Computer Reservation software on the volunteer computer crashed while I was using it, which took all the computers off the network for a few minutes. Most of the patrons were very frustrated and Pat the IT guy vaguely held me responsible for the software crash, although I was using it the way I had been trained to use it. It was unpleasant all around.
10/16/10	Beginner Computer Class at UFL (A)	The idea was to have volunteers help with a class, but there were enough volunteers to allow us to work one on one with the six people who showed up for the class. Almost all the people who showed up were seniors looking for introductory information. I worked with a 78 year old man who was thinking of buying a laptop because all his friends in his senior group had one. He was nervous when we started, but after working together for an hour or so, he was a lot more comfortable.
10/19/10	Volunteer Session at UFL (A)	For the most part, a typical evening. One elderly man was looking for information on political rallies in the area and wanted a copy of the ballot for the upcoming election. He didn't want to use the computer though. He wanted me to find all the information for him.
10/20/10	Meeting with John Gehner, Will Kent, Alaine Martaus, and Renata Sancken at UFL (ALL)	We checked in with John about our statistics project and UC2B. We invited John to attend eBlack and provided him with registration information. John

		invited us to visit Salem Baptist Church with him on the 4th and Will said he was available.
10/20/10	Volunteer session at UFL (R)	Business as usual at UFL.
10/21/10	UC2B Policy Meeting (W)	Proposal Tweaking, keeping constructing jobs local
10/26/10	Volunteer Session at UFL (A)	Quiet morning/afternoon session. Expected more people at lunch, but it didn't work out that way.
10/28/10	Data entry (R)	Spent about three hours inputting my share of volunteer data into Google. Realized that the form would be more helpful if it were more specific about some things, like account creating and document creation (what kind of account or document)? Also wondered if we could edit our form to include month (are there more or fewer questions in summer?) However, if the volunteer form becomes too complicated perhaps the volunteers would not fill it out as diligently. And if our group's data processing becomes too complicated, we might not have time to complete the project this semester.
11/4/10	UC2B Policy Meeting (W)	Budget approval, marketing and legal questions (no money in the grant for them), eBlack CU plug.
11/5-11/6/10	eBlack conference (ALL)	Got a chance to see some of the variety of programs and spaces that exist in the C-U community. It made more clear to me the need for some kind of centralized list or directory of social programs.
11/9/10	Volunteer Session at UFL (A)	Worked a six-hour shift. Had volunteered to work 11-1 and 3-5, but the person in between could not come, so I filled in because there were always people needing help. Most memorable moment: helping a large, intimidating man post his love poems to his blog.
11/16/10	Volunteer Session at UFL (A)	Expected a quiet afternoon, but a woman came in looking for help using her new laptop. Worked for an hour with her on Wi-Fi, email, Word, and Excel. She is coming back Saturday to work with me again during the monthly beginner computer class.

Appendix F
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