

PROJECT JUSTIFICATION

Problem, Challenge, or Opportunity the Project Will Address: In Philadelphia and throughout the United States, there is a significant gap in digital literacy between individuals with greater access to resources, and those within marginalized communities. Philadelphia has a stark digital divide: just 71.6% of households had broadband access in 2017 (compared with 83.5% nationally and 88.1% in the surrounding suburbs); in some Philadelphia neighborhoods, just 37% of households have access to broadband internet (Zeglen, 2019).¹ This divide is further magnified for some of the most vulnerable Philadelphians. Two-thirds of seniors use the internet; however, this figure drops to just over one-quarter among seniors with annual household incomes below \$30,000 (Andersen et al, 2017). People with chronic illness are also left behind: internet use is lower among people living with HIV than in the general population, and those using the internet are younger and have higher socioeconomic status (Blackstock et al, 2015).

To further compound this issue, lack of digital literacy skills fuel Philadelphia's high rates of unemployment and low rates of educational attainment. According to the Bureau of Labor Statistics, 4.9% of Philadelphians were unemployed in December 2018, versus 4.2% in PA and 3.7% in the US. Philadelphia's rate of unemployment is among the highest in US major cities; 35,000 Philadelphians are unemployed (2019). Philadelphia's unemployment rate is artificially reduced by individuals exiting the labor force altogether. Black and low-income Philadelphians experience the brunt of city's issues with unemployment. Furthermore, 204,676 adults in Philadelphia do not have a high school credential; these adults "experience poverty and unemployment at rates considerably higher than the city wide average" (Philadelphia Workforce Steering Committee, 2018). According to the City of Philadelphia's Citywide Workforce Strategy, Philadelphians' basic educational and digital literacy skills hold many of our poorest residents back from breaking the cycle of poverty, and funding available to support adult education programs in "reading, writing, numeracy, and digital literacy skills falls far short of the need" (Philadelphia Workforce Steering Committee, 2018).

However, acquiring these critical digital literacy skills requires a significant degree of time and resources, which can be difficult for any adult to maintain over a sustained period of time. Not only do students need intrinsic motivation to further their skills and education (Rothes et al, 2016), but they also need to have the flexibility to complete their studies at their own pace, and to be able to devote sufficient time out of class to their families, jobs, and other home-life commitments; programs lacking this flexibility often have higher rates of drop-out (Wilkinson et al, 2017).

To solve this problem, we must create an integrated approach that not only serves those with the highest degrees of need, but recognizes that many of the City's most vulnerable have a variety of motivations for furthering their digital skills and education. While many individuals seeking digital literacy skills are highly motivated by the prospect of obtaining employment, not all will take this route. Some may wish to seek out higher education, either to obtain employment in a particular sector or to embrace lifelong learning for reasons unrelated to employment. As such, for those with extremely limited skills, any successful solution will recognize and tailor its approach to the unique needs of each learner.

Best Practices Informing the Approach: Critical Path Learning Center's *Digital Skill Building Pathway* takes a holistic approach to fostering digital literacy. Based on best practices, the core components of our *Digital Skill Building Pathway* project are: 1) assessing adult learners to determine existing digital skills; 2) helping these learners to determine their goals; 3) identifying the best courses or "pathway of learning" for them to meet their goals; and, 4) supporting them with case management along the way to ensure that they can focus on learning even when barriers to engagement arise.

Studies of adult learners consistently find that adults need "individualized counseling and follow-up" to be retained in coursework (Nash et al 2009). For adults, learning is not compulsory, and there is no penalty for exiting their coursework; as such, adults must develop persistence to work through their studies and to achieve their academic goals. Persistence is defined as "intensity (the hours of instruction...) and duration (the months of engagement in instruction)" (Comings 2007). Factors that interrupt adult learners' persistence include competing needs and demands on their time. As such, skilled staff must be able to work directly with learners to accommodate work, childcare, and other schedules such that they can prioritize their education (Nash et al 2009). Furthermore, programs must include conversations about students' motivations. Clear goals lead to greater student persistence, self-efficacy, and engagement because this will "help students connect their learning to a long-term vision for their lives and for their families" (Nash et al 2009).

¹ Full citations provided in "References Relevant to the Proposed Project Design," attached as Supportingdoc4.pdf

According to Knight Foundation's report titled *Digital and Media Literacy: A Plan of Action*, there are five key components of digital and media literacy: accessing critical tools and information; analyzing and evaluating these messages critically; creating original content; reflecting on an individual's responsibility in digital spaces; and, acting to share knowledge (Hobbs 2010). Our program works to address all of these components by accepting learners with all levels of digital skill, fostering basic competencies, and helping learners to progress to advanced levels of digital literacy. Learners first learn how to use the computer, move towards learning how to use the internet, and then learn how to use critical programs (e.g. MS Office and email applications) to generate their own messages. At each step of the way, our instructors integrate messaging around responsible internet use that protects the learner and contributes positively to online communities. When our learners exit the program, they are prepared to take a greater role in the digital world.

Qualification as Small Library: While Philadelphia FIGHT is a mid-sized nonprofit organization situated in an urban setting, the Critical Path Learning Center (CPLC) represents a small portion of Philadelphia FIGHT's budget and resources. CPLC is an educational commons and stigma-free space devoted to the intersection of health and literacy for the digital age. Launched in June 2018, CPLC is an expansion of the AIDS Library, the nation's only library focused on the needs of people living with HIV and those at risk, and Critical Path Project, a comprehensive digital literacy and internet access program. We are designated as a Special Library by the Commonwealth of Pennsylvania (#1486 in the County Listing of Libraries for Philadelphia County). We carry on the legacy of the AIDS Library by offering a collection of hard-copy and digital health and wellness books, journals, videos, and other educational content through our collections and available databases. Like other public libraries, we offer open access to a range of computers (desktops, laptops, and iPads), a suite of public programs, largely focused on health and wellness, and adult education classes.

While the CPLC offers a diverse array of services, the physical footprint of the site is small. Our space is roughly 3600 square feet, including restricted office space and non-program space, e.g. our laundry room. Our collection includes 430 books, 30 serials, and 60 DVDs. From June 2018, when CPLC opened its doors, through December 2018, we served 1,284 unique individuals. Despite the number of patrons we serve every year, the staff of the CPLC is currently comprised of 7 individuals—a library supervisor, a librarian, a case manager, a part-time library assistant, and three instruction staff. At any given time, we have over 120 individuals registered to attend digital literacy and ABE/ASE courses. By contrast, the Free Library of Philadelphia has 54 branches and serves 6 million people each year.

Who Will Benefit, and How they Were Engaged: The beneficiaries of this project include extremely high-need Philadelphians with low access to educational supports and high rates of unemployment and homelessness. CPLC serves a population that is often not served by other area nonprofits. The levels of digital skills among individuals in our population vary, with many of our patrons needing support with very basic skills such as using the mouse and typing. Very few of our patrons are able to maintain living-wage employment, and our service population has an average reading level between the fourth and sixth grades. Three-quarters of our service population has incomes below the federal poverty line, about half have histories of incarceration, and more than one-third will experience homelessness at some point during any given year.

We collaborated with CPLC patrons in all aspects of developing our new CPLC space and programmatic offerings. Not only did we review data on existing patrons' levels of digital literacy and extant needs, but we have conducted focus groups with our patrons, surveyed our patrons regarding what they would like to see from CPLC programming, and we regularly discuss program ideas with our Education Community Advisory Board, a group composed of program participants interested in providing feedback to FIGHT staff about our education programs. Our adult learner population has consistently expressed a need for educational opportunities that will further their career goals, along with supports that will help them meet basic needs while they work towards meeting their employment and educational goals. Additionally, we have operated a pilot version of integrated digital literacy and adult basic education (ABE) and adult secondary education (ASE), along with limited case management services, and have found that these services are in high demand and meet the expressed needs of our population. This project seeks to bring this instructional design pilot project to scale.

How the Project Addresses the Goals of the APP: We seek to further the goals of the APP by developing new approaches to adult digital inclusion that use the unique resources of our small library setting. A critical feature of our small space is that our staff is able to interact with all of our patrons on a regular basis, developing valuable and trusting relationships that support accountability between staff and learners. Therefore, we aim to use this feature to our advantage

create a comfortable and safe environment for learners who often have difficulty maintaining sustained engagement in educational programming, and would otherwise struggle to remain engaged in coursework throughout several months.

Our selected project category is Digital Inclusion. We address this priority by seeking to foster digital literacy among a population of individuals with extremely low levels of digital literacy, and to do so by connecting critical digital literacy skills to concrete learner needs. While we will offer coursework that goes beyond digital literacy education, including ABE/ASE and workforce development, our program goals are anchored in the acquisition of digital literacy skills that will enhance our learners' abilities to transition into the workforce or into further education.

The Agency Level Goal we selected was Promote Lifelong Learning, with the primary element of "Adult Programs." Our project engages adult learners with critical gaps in digital, general, and workforce development education by tying learners' personal goals into reengagement with, commitment to, and engagement in learning programs. As such, we aim to move our learners towards self-efficacy by emphasizing the benefits of lifelong learning, and to enable them to view their own lifelong learning as a source of pride and growth.

PROJECT WORK PLAN

Specific Activities to be Carried Out: Over the course of the proposed two-year project, *CPLC Digital Skill Building Pathway*, we will enroll at least 50 high-need, low-resource adults in comprehensive digital education services. The goal of digital education offered through this project is to address the digital skills and holistic education gaps contributing to vast differentials in employment and education among low-income Philadelphians. Each of these learners will be retained for at least one 10-week class, but may engage in as many classes as desired, and may remain in the program for the duration of the project period. Learners will work towards utilizing their newly developed digital and life skills to fulfill a concrete personal goal, such as matriculating into secondary education, a pre-apprenticeship, or a vocational training program.

Learners will enroll in the program by completing a comprehensive intake. To determine our learners' pre-existing skills, each learner will complete an orientation (offered monthly) assessing their competencies in digital literacy (tested using a standardized digital skills assessment created by NorthStar) and literacy and numeracy (evaluated using a TABE test). Learners will also complete a pre-enrollment self-assessment survey of their perceived skills and the areas in which they feel most and least comfortable with computer and internet usage. Once the results of their test have been evaluated, each learner will meet with our CPLC Case Manager for an intake meeting. The learner and the CPLC Case Manager collaborate to identify each learner's personal goals, and to develop an individualized instruction plan (IIP) for our series of courses. New student enrollment and intake is ongoing throughout the project period.

Each learner's IIP will center on digital literacy coursework, and courses will be conducted over a rotating series of 10-week classes. In some cases, an IIP may also include ABE/ASE or workforce development courses offered by CPLC. The first digital literacy class that all of our learners will take is called *Digital Skill Building*, and covers foundational skills and concepts underlying a strong and diverse understanding of digital tools. Course topics include:

- *The Basics* – a review of the basic parts of the computer and an overview of the various uses of computers
- *Getting Around the Computer* – a lesson on how the computer is organized, how to use auxiliary tools such as flash drives, mice, and computers, and how to navigate computer programs through the Start menu
- *Web Browsing* – an orientation to web browsers and social networking sites, and a discussion of internet privacy
- *Email* – a session devoted to setting up an email account and learning how to send, receive, and reply to emails

Learners may enroll in more than one course at a time, but some courses will require prerequisite skills; for example, a student in need of support with using the mouse cannot enroll in a class on video editing. At least 3 digital literacy courses are offered during each 10-week session; 5 sections of ABE/ASE are offered as well. While learners can complete an intake assessment at any point and begin ABE/ASE coursework, they will not be permitted to join digital literacy classes in progress, and will be asked to wait until the next 10-week term launches. In order to ensure that program participants remain engaged, they can receive one-on-one support for computer tasks during drop in hours at the CPLC.

To support learners work towards their goals, all program participants will be required to complete regular case management sessions. Each month, the learner will meet with either the CPLC Case Manager or with one of the instructors to discuss learner challenges and successes and to re-evaluate the learner's IIP. During this meeting, the CPLC Case

Manager or instructor will help the learner to identify barriers to program engagement and will work to mitigate these issues using the variety of wraparound services provided by the CPLC. These wraparound services include, but are not limited to: public benefits access counseling; health literacy classes and library collections; amenities kits and personal hygiene supplies; laundry services; clothing closet; and, linkages to social and medical services. Key program staff will keep comprehensive files on each student and will have regular case conferences regarding learners in this program.

The project will be divided into the following phases:

Phase 1 (Months 1-4): Planning and Recruitment. In our first phase, we will complete all pre-implementation activities, including: performing outreach to CPLC patrons and at all FIGHT locations; working with external agencies to identify program candidates; and, marketing the course on social media and email listservs, which reach many program candidates, and encouraging partner agencies to market the program. Outreach continues throughout the program period.

Learners who will begin their coursework during the first 10-week session will complete intake during this period. All initial testing will be conducted, intake appointments will be completed with the CPLC Case Manager, and each learner will receive their own IIP. While learners entering during the earlier part of this period will not be able to begin *Digital Skill Building* immediately, we will ensure that learners can take advantage of other educational programs offered. Learners will also be encouraged to take advantage of CPLC wraparound services, including case management and our open access computers and other technology.

Final adjustments will be made in the course curricula during this period. While some course topics will be pre-selected by our staff, some topics offered in the first 10-week session will be determined based on learner interests and needs as identified during intake for the first cohort. *Digital Skill Building* will be offered during every cohort. Examples of courses previously offered through CPLC include MS Office Suite, covering Word, Excel, and PowerPoint; An Introduction to Social Media; Job Readiness; How to Find Reliable Information on Line; and, Blogging 101.

Phase 2 (Months 4-6): First Courses, and Evaluation. All students in the first cohort begin coursework in Month 4. Students who enrolled in coursework in Phase 1 will begin *Digital Skill Building*, along with any other digital literacy or ABE/ASE courses offered in this 10-week period. At the end of the course, students will be asked to develop a course portfolio which will include at least three items relevant the class. For courses with clear outputs, e.g. a course on email, the student will be asked to produce three pieces of relevant work, for example, sending three emails to the course instructor. If appropriate, the portfolio may also include the results of in-class assessments paired with student self-reflections of progress collected throughout the course. Students will also take a post-course digital literacy assessment as well as a satisfaction survey and a survey querying learners whether or not they report increased self-efficacy.

Monthly check-ins with the CPLC Case Manager and/or course instructors, as well as case conferences, begin during Month 5 and are ongoing throughout the project period as new students begin coursework.

Phase 3 (Months 7-18): Ongoing Course Offerings: The beginning of Phase 3 will include a month-long break to re-evaluate course offerings using data from the first course, including, but not limited to, student assessment results, student pre- and post-course self-evaluation surveys, and learner portfolios. Using this information, the instructors will identify areas of course planning and execution that must be altered to improve learner outcomes and experience, and will make these changes prior to bringing in the next cohort of learners.

Courses to be provided during future cohorts will include Digital Skill Building as well as courses matching the interests and needs of new and existing learners. ABE/ASE and health education courses are also offered on an ongoing basis. End-of-term assessments and portfolios will mirror those from Phase 2. We will conduct a total of 3 10-week sessions during Phase 3. Each course will end with a one-month planning period to recruit additional students and to utilize data collected from the previous set of courses to inform the content and instructional design of future courses.

In Month 13, we will begin to identify new sources of funding for the project, described in greater detail in the section titled “How the Benefits are Sustained Beyond Project Funding.”

Phase 4 (Months 19-24): During this period, we will conduct our final 10-week course while planning to offer the program without additional funding from IMLS. To do so, we will continue to submit funding applications, and will incorporate the services provided through the funded project into the regular spate of programs offered by the CPLC.

Who Will Plan, Implement, and Manage the Project: The project will be implemented by the CPLC staff team, with the majority of work carried out by our Adult Education team. This staff team is responsible for providing instruction in digital

literacy, ABE/ASE, and workforce development. The project will be planned by the Adult Education Team, in consultation with other key CPLC staff, including our CPLC Case Manager. Full job descriptions are provided in Supporting Documents.

Kelly Sines will manage the project as Adult Education Supervisor and will be responsible for providing instruction for some digital literacy courses. Kelly Sines is responsible for the development and planning of all adult education courses, including our digital literacy and ABE/ASE classes. Kelly Sines has over 10 years' experience working in adult literacy, as an instructor, a program manager, and a programmatic evaluator, providing a unique perspective on critical strategies for improving literacy skills among a diverse group of adult learners. Since they began working with FIGHT in August 2018, they have overseen the expansion of our adult education programs. Prior to their current employment, Kelly Sines worked at Temple University managing over 20 adult education tutors, designing program curricula, and providing direct adult literacy instruction. Kelly Sines earned their M.Ed. in Adult and Organizational Development in May 2018.

Jameil Johnson will be responsible for teaching a majority of our digital literacy courses. He will begin a position as Digital Literacy Instructor on March 1, 2019. Mr. Johnson has worked with Philadelphia FIGHT since August 2016 within our Institute for Community Justice (ICJ) prison reentry service program. Within ICJ, Mr. Johnson designed and conducted digital literacy education for returning citizens, developed outreach materials, and conducted program recruitment.

Melvina Johnson, MSW, is our CPLC Case Manager, and will be responsible for implementing the case management components of this project. Prior to working at FIGHT, Ms. Johnson worked at a number of outpatient institutions, where she provided therapy and case management services to vulnerable adults and foster children, focusing on achieving greater life stability, including but not limited to achieving better mental health and obtaining housing and supportive services, and performing intakes and progress evaluations. Ms. Johnson received her MSW in 2017.

Resources Needed to Carry Out the Activities: In order to carry out these activities, the primary resource required is adequate staff time to complete all facets of the proposed project. As such, our primary funding request is for staff salaries, including .1 FTE of Kelly Sines, .3 FTE of Jameil Johnson, and .1 FTE of Melvina Johnson. This team will work interdisciplinarily to ensure that each of our students achieves progress throughout their program involvement, and that they are on track to matriculate into further secondary or vocational education, or into a pre-apprenticeship. Because of the level of attention that will be paid to each student, our staff will need to devote a significant amount of time to this project.

In addition to the staff time requested, we will need basic supplies to ensure that our learners are adequately equipped to participate in class. To ensure that our learners are able to access our classes without financial hardship, we provide each learner with roundtrip transportation via public transit, and with a meal. We also offer our learners school supplies, e.g. paper, pencils, and notebooks, so that they do not need to spend money on materials to participate. The primarily educational materials that we will need for this program are TABE Tests. TABE Tests assess adult learners' grasp of literacy and numeracy. Other materials and equipment, e.g. laptop computers and digital literacy tests, are in place.

Risks to the Project: The primary risks to this program are low enrollment or high attrition rates. Many of our adult learners balance many competing priorities including caregiving for children or grandchildren, navigating chronic illness, and working in non-traditional employment, and struggle to maintain the commitment to attend class on a regular basis.

We have been successful in recruiting high-need, low-resource learners by designing courses that value their life commitments and honor their needs. Not only do we provide transportation and food for any learners who need it, but we schedule courses at times that students are able to attend classes; and, if they are able to obtain employment that changes their schedules, we are able to offer one-on-one instruction that enables them to obtain the instruction that they would otherwise have missed. Furthermore, we work towards developing longstanding relationships with our learners and have many students that have taken a number of classes with us. Therefore, we are able to build positive word of mouth throughout many of our learners' communities, enabling us to develop community trust that boosts program enrollment.

To mitigate the impact of attrition, we plan to start our program with significantly over 50 students, with the goal of retaining 50. Additionally, we will use a rolling admissions model, so learners can begin the intake process at any time and we are able to have a broader window of enrollment. We offer adult education orientations monthly, and will incorporate interested students into the proposed program within three months of the program launch.

Measurement and Evaluation: We will measure the success of our program using the following criteria:

Measurement 1: 50 students will be retained in at least one 10-week course

Outcome: 50 students complete intake, as well as least 75% of course meetings, for at least one 10-week course. This

includes completing a learner portfolio at the end of the course, and attending monthly case management meetings.

Evaluation: Notes on student intake and case management meetings are documented by the CPLC Case Manager (or by relevant CPLC instructors), are recorded in files that to be kept on each learner. Class attendance is recorded through a sign-in sheet provided at each class. Results of intake testing, as well as learner portfolios, are also kept in learner files.

Measurement 2: Students' digital literacy skills improve over the course of their program participation,

Outcome: Of the 50 students retained in this program, 80% demonstrate progress in digital literacy skills.

Evaluation: Progress is measured by difference in scores on the NorthStar Digital Literacy assessment between intake and the end of course.

Measurement 3: Students participating in our program make concrete gains towards meeting their personal goals.

Outcome: Of the 50 (or more) students retained in this program, 80% make measurable progress towards meeting the goals identified in their intake and subsequent case management meetings.

Evaluation: During their case management session, learners will be asked to provide self-report data on their goal progress.

Measurement 4: Students demonstrate program satisfaction and an increased sense of self-efficacy through participation.

Outcome: Of the 50 (or more) students retained in this program, 80% make measurable progress towards meeting the goals identified in their intake and subsequent case management meetings.

Evaluation: Each student will complete a pre- and post-program evaluation of their self-efficacy; we anticipate that students will move at least one point on a 5-point Likert scale between pre- and post-program testing. Students will also be asked to complete a post-program evaluation of instruction; we anticipate that at least 80% will indicate satisfaction with instruction.

PROJECT OUTCOMES:

Intended Results and Outputs, and How They Address the Need: The intended results, as discussed in the section titled "Measurement and Evaluation," include: 50 total students enrolled and retained in the program; increased digital literacy skills among learners in the program cohort; learner progress towards meeting personal goals; and, increased learner self-efficacy. These results and outputs address the need articulated in the Project Justification by providing tools for that will enable our learners to move towards sustainable employment, vocational training, or post-secondary education.

Definition of Project Success: While the success of the specific project activities are measured through the measurements noted in the Work Plan, the hope that the broader impact of our program will be to cultivate 21st Century skills within our service population. If this project is successful, the learners who complete the program will have met, or be well-positioned to meet, their articulated personal goals, which they otherwise would not have been able to accomplish.

Plan for Data Collection and Reporting on Performance Goals and Outcomes: We will submit all required reports by synthesizing data regularly collected on learner and programmatic progress. Data will be synthesized by Kelly Sines, who will review learner progress on a monthly basis to ensure that data are regularly and accurately entered, and as necessary, will aggregate learner enrollment and learner progress data for submission to the IMLS. Data are collected on each learner through diagnostic and in-class exams, learner portfolios, notes on case management meetings, and sign-ins during each class, and will be stored in a digital file to be kept on FIGHT's secure server. This procedure follows FIGHT's reporting protocol for similar opportunities funded by a variety of funders, including the National Networks of Libraries of Medicine and the City of Philadelphia Digital Literacy Alliance. We have provided funder-required reporting on digital literacy programs for over 20 years, and have a strong history of success in ensuring that reports are on time, complete and thorough.

How the Benefits are Sustained beyond the Funding Period: Funding provided by IMLS will enable us to create a well-articulated, innovative model that will demonstrate clear outcomes and impact. After funding ends, we hope to both continue to offer this program, and will share our program model with others in our networks. CPLC is part of a variety of digital inclusion networks, including the Technology Learning Collaborative, and has a variety of nonprofit and governmental programmatic partners seeking to incorporate digital inclusion within their workforce development and educational programs (letters of support provided in Supporting Documents). In this way, we hope to support citywide digital inclusion.

To incorporate *Digital Skill Building Pathway* within our regular series of offerings, we will begin to identify new sources of funding for the project in Month 13, including, but not limited to: finding new grant funding; working with donors to determine potential individuals interested in supporting the program; and, determining the degree to which referrals from this program result in billable sources for the agency, and carving out a portion of this revenue to offset the cost of this program.

Schedule of Completion
Philadelphia FIGHT - Critical Path Learning Center - Digital Skill Building Pathway - Year 1

YEAR 1	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Program participant recruitment												
Monthly program orientations for new participants												
Intake meetings with CPLC Case Manager												
Course refinement based on participant needs												
Cohort 1 of Digital Skill Building												
Monthly check-ins with CPLC Case Manager or Instructors												
Learner portfolios due for Cohort 1												
Data from Cohort 1 are reviewed, and classes for Cohort 2 are planned												
Cohort 2 of Digital Skill Building												
Learner portfolios due for Cohort 2												
Data from Cohort 2 are reviewed, and classes for Cohort 3 are planned												

Schedule of Completion
Philadelphia FIGHT - Critical Path Learning Center - Digital Skill Building Pathway - Year 2

YEAR 2	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Search for new program funding, including collaborating internally to allocate dedicated program funding for CPLC Digital Skill Building												
Program participant recruitment												
Monthly program orientations for new participants												
Intake meetings with CPLC Case Manager												
Cohort 3 of Digital Skill Building												
Monthly check-ins with CPLC Case Manager or Instructors												
Learner portfolios due for Cohort 3												
Data from Cohort 3 are reviewed, and classes for Cohort 4 are planned												
Cohort 4 of Digital Skill Building												
Learner portfolios due for Cohort 4												
Data from Cohort 4 are reviewed, and classes for Cohort 5 are planned												
Cohort 5 of Digital Skill Building												
Finalize plans to continue program beyond IMLS funding												