Evaluation Report: Impact of Northstar Assessment and Related Computer Skills Programming on Employment in CTEP Programs

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Evaluation Report: Northstar Assessment and Adult Learner Employment Outcomes

Purpose of the study

The Community Technology Empowerment Project (CTEP) sought to determine the effect that its program, and specifically the use of Northstar Digital Literacy Assessments and related computer skills instruction, had on the employability of adult learners, and then contrast these results with a comparison group from the Minnesota Department of Employment and Economic Development. CTEP contracted with the Minnesota Literacy Council to design a study to evaluate whether participation in Northstar Assessments and related computer skills instruction (i.e., the "program") improved job placement rates for adult learners.

CTEP has three years of outcome data indicating that its program led to job placement for unemployed participants, but until now there had been no third-party evaluation of the program.

CTEP functions as a key program of its parent organization, Saint Paul Neighborhood Network (SPNN). Founded in 1984 as a nonprofit community media training center, SPNN works through community partnerships with nonprofits and governmental entities to increase digital and media literacy and to better educate the community. SPNN's existing partnerships with many social service organizations provide a strong training network for CTEP members.

Summary of Findings

In total, 208 surveys were administered to adult learners who participated in Northstar-related basic computer skills classes at one of 28 unique CTEP host site locations, out of a total of 30 CTEP host sites. This study found that there was a noteworthy increase of 14.9 percentage points in the employment rate among the adult learners who were surveyed. Also notable is that among adult learners that were unemployed upon initial attendance in Northstar-related basic computer skills classes *and* reported that they were looking for work, 50 percent had gained employment at the time of survey administration, compared to 29.9 percent of all unemployed adult learners in the survey. In addition to employment information, the study looked at reasons for attending these classes and the top three reasons why adult learners attended Northstar-related basic computer skills classes were reported as 1) for personal improvement (non-employment related), 2) help with job search (e.g. cover letter, resume, online applications) and 3) improve skills in Microsoft Word.

As part of this study, the researchers obtained an employment sector comparison group from six Twin Cities metro-wide workforce center for the same time period of this study. Approximately 41 percent (339/818) of people who received at least 4 hours of assistance at a WorkForce Center in Hennepin or Ramsey County between July 1, 2014 and March 31, 2015 found employment 90 days after their last date of service. This compares to the 50 percent change in employment that was found for the comparable group of participants in this study of CTEP program participants.

Technical summary is available on page five.

Background Information on CTEP and Northstar Digital Standards and Assessment

Each year, CTEP trains around 35 AmeriCorps members to teach computer literacy skills intended to improve job placement and retention for low-income, low-skilled residents in the Twin Cities metropolitan area. Members provide training at no charge to adult learners at more than thirty community-based locations including libraries, public housing, social service agencies, workforce centers, youth employment programs, and disability inclusion organizations. Members use assessment tools and computer skills curriculum based on Northstar Digital Literacy Standards that were designed and developed by the St. Paul Public Library in 2012 with state and federal funding. Since then, these standards have been adopted as statewide digital literacy standards by Minnesota Adult Basic Education, and put into use in more than 225 Northstar public computer access locations in 27 states nationwide.

In 2010, the St. Paul Public Library and the St. Paul Community Literacy Consortium began a community process to determine how best to assess and quantify digital literacy knowledge among lower-skilled adults, as well as for displaced workers who might lack such skills. The intent was to provide meaningful assessment that could lead to a certificate useful for employers and job seekers. Through an open community process, the Northstar Digital Literacy Standards were designed over a period of several months by a taskforce with representatives from non-profit community-based agencies, public and academic libraries, Minnesota Department of Education, DEED and workforce centers, Adult Basic Education professionals, and others.

In 2011, the Friends of the St. Paul Public Library obtained funding through the Otto Bremer Foundation and the Library Services and Technology Act, from the Institute of Museum and Library Services, administered by the Minnesota Department of Education, State Library Services Division. These funds supported the hiring of a professional design team to create the online assessments. The Design Team included Jen Vanek, Project Liaison, Michael J. Graif, Digital Literacy Designer, and Jennifer Asp, Educational Specialist, under the coordination of Tom Cytron-Hysom, Project Manager. A Community Advisory Group, organized by St. Paul Library Director Kit Hadley, provided feedback and assistance to the Design Team. A CTEP Community Engagement Project assisted in designing online training for proctors at approved sponsor sites.

In late-2011 to mid-2012, online assessment modules were designed, piloted, and implemented. A process through which organizations could be certified to award the Northstar Certificates was developed. A database and other technical infrastructure were completed.

CTEP adopted the Northstar Digital Literacy Standards as a way to establish common criteria amongst all CTEP sites for what constitutes learning computer literacy skills. The standards were created by skilled consultants with funding from Otto Bremer Foundation and Friends of the St. Paul Public Library. All consultants had advanced degrees in adult basic education and professional experience creating online learning modules. Beginning in September 2012, all CTEP members began proctoring pre- and post- assessments around the five Northstar Standards: Basic Computer Use, Internet, Operating Systems, Email, and Word Processing.

All of the assessments can be accessed at: https://www.digitalliteracyassessment.org/.

Each assessment takes roughly 30-45 minutes for a participant to complete and they are free and available on the internet. Each assessment has about 40 questions, and for an individual to be counted as making progress, they would need to score less than certification level of 85% correct on the pre-assessment, and score above the certification level on the post-assessment. CTEP provides a standardized curriculum connected to each standard. Members can teach participants skills above and beyond this list, but at least one of these standards must be incorporated into programming.

The Northstar Digital Literacy online assessments are designed to be an economical means by which digital literacy can be evaluated for purposes of aiding instruction and for conferring recognition of digital literacy. The assessment tool was designed to assess behaviors in the form of simulated tasks that digitally literate people can be reasonably expected to be able to perform, knowledge of technology information in the form of structured questions that digitally literate people can be reasonably expected to answer correctly, and attitudes about appropriate use of digital technology in the form of structured questions in which technologically literate people can be reasonably expected to identify appropriate use. The assessment tool was tested for question validity by piloting beta versions both in groups thought not to be digitally literate and groups that are believed to be digitally literate. Questions in each group were identical. Results were analyzed to determine questions which may not be valid assessments of digital literacy within the context of these results. The assessment tool can be said to be reliable as it does not rely on independent observers potentially introducing observer bias but instead programmatically assesses user responses according to predetermined values in a consistent way. The tool was tested technically to ensure accurate and intended performance and thus can be expected to produce reliable results across use.

Each year in the first month of service for all CTEP members, the educational consultants from the St. Paul Community Literacy Consortium, who created the Northstar Standards and Assessments, lead training for CTEP members on the Northstar standards, assessments, and technology curriculum implementation best practices.

Study Design

CTEP contracted with the Minnesota Literacy Council to design and conduct this study. Daniel Backman, Strategic Initiatives Manager at the literacy council, was the lead evaluator on this project. Mr. Backman is a graduate of the Humphrey Schools of Public Affairs with a Master's Degree in Development Practice (MDP) and holds a B.A. in Sociology from Iowa State University. The MDP degree program trains students in program design, research protocol, program evaluation and statistical analysis. Mr. Backman is the lead evaluator of internal programs at the literacy council and is the lead evaluator on multiple external evaluation contracts with public and nonprofit partners.

This evaluation was designed as a quasi-experimental study with a comparison group. The evaluator developed the study and survey tool in conjunction with the CTEP senior staff Joel Krogstad and Lisa Peterson-de la Cueva.

The survey instrument was designed to be administered by trained CTEP members. CTEP members were utilized to deliver the survey because each member and their host site has different methods and data practices for recording student data, including contact information, class attendance records and Northstar Assessment results. A committee of CTEP members were consulted on the design of the survey instrument and provided

edits at multiple stages of the survey instrument design. All CTEP members were trained in the use of the survey instrument on February 6, 2015.

The survey instrument developed for this study contained a total of 23 questions. The first ten questions of each survey are filled out by CTEP members based on their records and data of the adult learner who was to be interviewed with the survey instrument. Demographic questions were intentionally eliminated to reduce length of the survey and CTEP senior staff did not intend to analyze results based on demographic data, except for age. The questionnaires were developed in English and translated into Hmong. 92.6% of the questionnaire respondents were interviewed in English and 7.4% were interviewed in Hmong.

In order to create a comparison group, the Department of Employment and Economic Development (DEED) was contacted to assemble comparison employment data for participants who were served across six metro-wide WorkForce Centers. To meet the same criteria of a "4 hour minimum of service," only those who attended 3 or more workshops, or who spent 240 or more minutes on a resource room computer, were included. "Service in a WorkForce Center" referred to those who either attended a workshop or used a resource area computer. Finally, only those WorkForce Centers in Hennepin and Ramsey County were included, which is the same geographic region where CTEP members serve. Next, the group was further filtered on whether they first received services between July 1, 2014 and March 31, 2015. The employment status of this group of job seekers was then analyzed, and only those who were unemployed during the quarter of first receiving services were retained. The employment status 90 days after the last date of service was then analyzed for this refined group to produce the final employment statistic.

Methodology

Research Questions

1. From a representative sample of adult learners in CTEP programs, we sought to determine the employment rate of learners upon entering CTEP programs and the employment rate of learners after attending at least four hours of computer skills programming in a CTEP program.
2. From a representative sample of adult learners in CTEP programs, we sought to determine the purpose of learners' attendance in CTEP basic computer skills programs.
3. From a representative sample of adult learners in CTEP programs, we sought to determine the employers and job types of adult learners who have attended at least four hours of computer skills programming in a CTEP program.
4. From the Department of Employment and Economic Development, we sought to determine how the CTEP employment result compares to a metro wide employment comparison group.
5. From a representative sample of adult learners in the CTEP program, we sought to determine the Return on Investment for the value of all new jobs received.

A full copy of the survey instrument is located in the Appendix.

Adult learners responding to the questionnaire were screened for eligibility by a CTEP Member based on the criteria below. CTEP staff established these criteria to conform to the average intervention.

In order to be eligible for survey, the adult learner:

- Must have attended **at least four hours** of Northstar-related computer programming,
- Must have passed at least one Northstar Assessment,
- Must have passed their first Northstar Assessment at least **four weeks prior** to administration of survey (only assessments used as post-tests qualify)**,**
- Must have attended Northstar-related computer programming **after** May 26, 2014
- Must be older than the age of 16 at the start of class

Of the 4941 adult learners participating in CTEP's programming in its 2015 fiscal year (August 2014 to July 2015), 1611 adults passed Northstar Assessments. 208 participants (n = 208) passed the screening and were administered questionnaires.

CTEP senior staff worked with each CTEP AmeriCorps member to establish screening protocols, administered screening, schedule questionnaire interviews, and ensure effective data collection and input. All data was input into Survey Monkey to facilitate analysis.

Questionnaires were created on paper and in Survey Monkey by the evaluator. CTEP AmeriCorps Members were trained in a one-day orientation on February 6, 2015 on consistent methods to question, record, and input questionnaire data. Members interviewed participants and entered responses directly into Survey Monkey, using a link provided by the evaluator. Between March 2 and July 7 (2015), twenty-eight CTEP members completed 208 surveys of adult learners who participated in computer skills programming at twenty-eight unique site locations. This date range was chosen to correspond to the last few months of the CTEP service year, which allowed enough time for the CTEP AmeriCorps Member to have an adequate number of adult learners who have passed the Northstar Assessment in their program year.

CTEP sites were not able to equally provide survey data because some sites such as the public libraries have privacy restrictions that do not make it easy to contact participants in the future. Also, some sites did not administer Northstar Assessments during the survey time period. Therefore, different members had different quotas of how many surveys they would administer.

Technical Summary

In total, 208 surveys were administered to adult learners who participated in Northstar-related computer programming at one of 28 unique CTEP host site locations, out of a total of 30 CTEP host sites, which resulted in 93% coverage of CTEP host sites in the survey results.

CTEP reported that the total number of adult learners who passed at least one Northstar Assessment in the program year (August 2014-July 2015) was 1611. At a confidence interval of 95%, the sample size of 208 results has a margin of error of 6.34%.

Overall, the majority of the adult learner population surveyed reported that they were unemployed (61.9%, 127/205) at initial attendance in basic computer skills class. Among all survey respondents, both employed and unemployed, over half reported that they were currently looking for work (53%, 111/208)[1]. Among only those who reported being unemployed at initial attendance in basic computer skills classes, just over half (53.5%, 68/127) reported looking for working since first attending basic computer skills class. Overall, the employment rate changed for all survey respondents from 38% (78/205) at time of first class attendance to 52.9% (108/205) at the date of survey administration.

Of the 111 survey respondents who reported looking for employment, over 80% (89/111) of adult learners reported that attending computer skills classes helped them in looking for employment. Of all survey respondents who reported that they were employed at the date of survey (108/208), the average annualized salary was $32,466.88 based on their reported employer and job title[2]. Meanwhile, of only survey respondents who transitioned from unemployment to employment over the course of the survey time period, their annualized average salary was $31,226.61. The three most common sectors of employment for all currently employed survey respondents were: office and administrative support, sales and related occupations and personal care and service occupations.

Of the 127 survey respondents unemployed when starting computer skills programs, 68 survey respondents, or 53.5% (68/127), reported that they have looked for work since starting a computer skills program. Of those 68 survey respondents who have looked for work since they began program attendance, 34, or 50% (34/68), reported that they currently have a job (at the date of survey administration). Of those 34 survey respondents who reported current employment, 24 survey respondents, or 70.6% (24/34), reported that that attending computer class helped in getting offered their job.

To compare the employment results of adult learners in surveyed CTEP programs, the researchers utilized employment data from six Twin Cities WorkForce Centers, which operate under the Department of Employment and Economic Development. DEED reported that 41 percent (339/818) of people who received an intervention of similar time duration (at least four hours of assistance) found employment 90 days after their last date of service during the same time period. This compares to 50 percent employment rate of comparable participants in the surveyed CTEP programs of this study.

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[1] The discrepancy between the total amount surveyed (205 vs. 208) is that three survey respondents skipped the question which asked about their state of employment at the first attendance in class. The total number of 208 and 205 are used respectively where appropriate.
[2] Average annualized salary was obtained by comparing survey respondents' reported job title and employer with corresponding job data from the Bureau of Labor Statistics for the Minneapolis/Saint Paul/Bloomington metropolitan area. http://www.bls.gov/oes/current/oes_33460.htm

Return on Investment

To report on the return on investment of the Community Technology Empowerment Project for the program year 2014-2015, the following formula is proposed:

Formula: 1611 x 16.3% x $31,226.61 x 70.6% x (+/-) 6.34% = ROI (+/-)

Total Return on Investment: $5,789,121.78 (+/- $367,030.32)

- **1611**: Total number of adult learners that passed at least one Northstar assessment in CTEP programs
- **16.3%**: The percentage of sample who reported unemployment at initial class attendance (127/208) **AND** who reported that they looked for a new job since initial class attendance (68/208) **AND** who reported current employment at date of survey administration (34/208).
- **$31,226.61:** Average annualized salary of those who transitioned from unemployed to employed (based off sector and job title provided by survey respondents, salary data used from Bureau of Labor Statistics within the Minneapolis-St.Paul-Bloomington metropolitan statistical area.
- **70.6%:** The percentage of those who reported that they looked for jobs, went from unemployed to employed **AND** who reported that attending CTEP computer skills programming helped them look for jobs
- **6.34%**: The margin of error of survey sample size based on total CTEP population who passed Northstar assessments

From the survey results, **16.3%** of the adult learner population sample who passed at least one Northstar Assessment reported that they had looked for work since first attending the basic computer skills class **and** also transitioned from unemployment to employment. We can reasonably apply this percentage to the total population of adult learners across all CTEP programs (**1611**) who passed at least one Northstar Assessment to be representative of the percentage people in all CTEP programs that will transition from unemployment to employment if they are job-seeking. The average annualized salary of those who transitioned from unemployed to employed in the sample is **$31,226.61.** Of those who transitioned from job-seeking survey respondents who transitioned from unemployment to employment, **70.6%** reported that attending CTEP computer skills programming helped them look for jobs. Thus, we can apply **16.3%** to **1611**, to assume that 262.6 adult learners from the CTEP adult learner population also transitioned from unemployment to employment if they were job-seeking. Of those 262.6 adult learners, we can assume that 70.6%, or roughly 185.4, of those would report that attending CTEP computer skills programming helped them look for jobs. Thus, you can take the 185.4 adult learners multiplied by the annualized average salary (**$31,226.61)** of the adult learner population sample who transitioned from unemployment to employment, for a total estimated economic impact of **$5,789,121.78.** The sample has a margin of error of 6.34%, which needs to be applied to final number.

All data is provided in a spreadsheet titled Master Northstar Evaluation Data for verification purposes.

Demographics of Adult Learners

To preserve their anonymity, the 208 participants surveyed were not asked to report their race, ethnicity or primary language spoken. The questionnaire did capture age (see Table 1 in appendix) and language in which

the questionnaire interview was conducted (see Table 2 in appendix) to gather basic demographic data without compromising anonymity.

The majority of respondents (124, or 59.9%) were between the ages of 25-54. The next two largest groups of respondents were in the age groups of 55-64 (39, or 18.8%) and 16-19 (22, or 10.6%), as represented in Table 1 in the appendix. These age ranges were chosen as they are standard age ranges used by the Bureau of Labor Statistics[3]. The vast majority of surveys were administered in English, with 7.4% administered in Hmong.

Adult Learners, Northstar Assessments and Computer Skills Programming

The average amount of Northstar-related programming attended by survey respondents was 22.9 hours, though the median amount of hours attended was 12 hours (see Table 3 in the appendix). This implies that the average number of hours is skewed higher by some outliers who have attended many hours of programming. The highest number of hours that a survey respondent reported attending Northstar-related programming was 160 hours, and the most common reported amount of time spent attending programming was 10 hours.

The average amount of days between the date of first attendance in Northstar-related programming and passing their first Northstar Assessment was 32.18 days, though the median amount of days between first attendance and passing an assessment was nine days (see Table 4 in the appendix). Thus, over half of all survey respondents have passed an assessment in less than nine days of first attending class, and on average, survey respondents will pass their first assessment in just over one month.

The most common assessment passed by survey respondents was Basic Computer Skills (63.2%), followed by World Wide Web (43.1%), MS Word (35.8%) and Email (30.4%). On average, survey respondents passed 2.28 assessments each (see Table 5 in the appendix).

The majority (65.7%) of all survey respondents did receive certification for passing a Northstar Assessment in the form of a printed certificate (see Table 6 in the appendix). The Mozilla badges were only given to two survey respondents, indicating a lack of interest in adult learners, a lack of communication or marketing on part of the CTEPs, CTEP coordinators or the Northstar team or a system that has not yet been fully implemented. Overall, there are a significant number of survey respondents (34.3%) who opted not to receive any certification, which indicates that there may be a lack of interest in obtaining this type of credential in certain populations (see Table 6 in the appendix).

The top three reasons for attending Northstar-related programming are for personal improvement (42.9%), help with job search (41.9%) and to improve skills in MS Word (37.4%) (See Table 7 in the appendix).

For those who indicated that they attended Northstar-related programming for educational advancement (64 survey respondents), the two most common responses were that they applied for or are attending community, tech or vocational school or attending or have attended a more advanced class within ABE (Adult Basic Education) (See Table 8 in the appendix.)

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[3] http://www.bls.gov/cps/demographics.htm#age

Employment

The majority (62%, 127/205) of survey respondents were not employed when they began attending Northstar-related programming (see Table 9 in the appendix). Over 54% of respondents reported that they have looked for work or a different job after they began Northstar-related programming (see Table 10 in the appendix). Of those survey respondents who noted that they are looking for work, the vast majority (80.14%, 89/111) indicated that going to computer class helped them look for jobs (see Table 11 in the appendix). However, only a small amount (34%, 36/106) of the same group indicated that they discussed the Northstar assessment or certifications in their job interview, on their resume or on their job application (see Table 12 in the appendix). This discrepancy could indicate that a larger emphasis needs to be placed on communicating to adult learners that this certification is valuable to employers and should be utilized as such.

The employment rate of survey respondents improved markedly between the first date of attendance in Northstar-related programming and the date of survey. Employment rate changed for all survey respondents from 38% pre-class to 52.9% at the time of survey administration (see Table 9 and Table 13 in the appendix). Of the 108 survey respondents who indicated that they currently have a job, 35% (or 38 survey respondents) were not employed prior to beginning Northstar-related programming. Of these 38 survey respondents, 68.4% (or 26 survey respondents) indicated that they think attending computer class helped them in getting offered their job. Within the same group of 38, 73.7% (or 28 survey respondents) indicated that their current job is an improvement over their most recent job.

Of those employed at the time of survey, the average length of employment in their current job was just under three years, or 34.58 months (see Table 14 in the appendix). However, the median length of employment was seven months, indicating that many survey respondents were relatively new to their job. Supporting this, the most frequent length of employment was one month. Overall, this indicates that Northstar-related computer skills programming serves a wide range of adult learners in relation to employment status, with many adult learners looking for work or in new jobs but also long-term employees looking to learn or refresh their computer skills.

Of those who reported current employment, 93 survey respondents provided their employer name and position title. The evaluator downloaded economic and employment data from the Bureau of Labor Statistics (BLS, May 2014) for the Minneapolis-Saint Paul-Bloomington metropolitan area. The evaluator matched each survey respondent's employment position and employer with the corresponding BLS job sector and job category, as accurately as possible. This data is available in an attached spreadsheet to this report. Each job category had mean and median salary data, as well as a defined job sector.

Overall, the average wage for all combined survey respondents is $15.62 per hour, with a median wage of $15.08 per hour. The average wage annualized results in a mean average salary of $32,466 (can be seen in attached Excel file title Master Data). 71% (71) of survey respondents reported that they are making more money (51%) or the same amount of money (20%) (see Table 17 in appendix). The most common job sectors for survey respondents are Office and Administrative Support Occupations (e.g. receptionist, administrative assistant), Sales and Related Occupations (e.g. retail salesperson, cashiers), Personal Care and Service

Occupations (e.g. personal care aide, nursing assistants) and Food Preparation and Serving Related Occupations (e.g. waiters and waitresses, restaurant cook).

END OF ANALYSIS

APPENDIX

DATA TABLES.

Table 1. Age of Questionnaire Respondents		
Survey Question #2: What is the age of this learner?		
Answer Options	**Response Percent**	**Response Count**
AGES 16-19	10.6%	22
AGES 20-24	6.3%	13
AGES 25-54	59.9%	124
AGES 55-64	18.8%	39
AGES 65+	4.3%	9
	answered question	**207**
	skipped question	**1**

Table 2. Language of Survey Administration		
Survey Question #3: Will this survey be administered in a language other than English?		
Answer Options	**Response Percent**	**Response Count**
Yes (Hmong)	7.4%	15
No (English)	92.6%	189
	answered question	**204**
	skipped question	**4**

Table 3. Hours of Attendance	
Survey Question #6: How many approximate hours of Northstar-related programming did this learner attend? Must be over four hours.	
Answer Options	**Response Count**
	201
answered question	**201**
skipped question	**7**
Median: 12 hours	
Average: 22.9 hours	
Mode: 10 hours	
Range 4 - 160 hours	

Table 4. Time in program before passing first assessment

Survey Question #7-8: Number of days in between the date of first attendance and the date of passing first assessment.

Answer Options	Response Percent	Response Count
Date / Time		**203**
	answered question	203
	skipped question	5

Mean:	**32.18**	**days**
Median:	**9**	**days**
Mode:	**4**	**days**
Range:	**0-345**	**days**

Table 5. Type of Northstar Assessment passed

Survey Question #9: Which Northstar assessments did the learner pass?

Answer Options	Response Percent	Response Count
Basic Computer Skills	63.2%	129
World Wide Web	43.1%	88
MS Word	35.8%	73
Email	30.4%	62
Windows	21.1%	43
Excel	20.6%	42
Social Media	8.3%	17
Max OS X	5.4%	11
	answered question	**204**
	skipped question	**4**

Average number of assessments completed per survey respondent: **2.28**

Table 6. Type of certificate the learner received

Survey Question #10: Did they receive certification for any passed assessment? If so, please specify. Choose all that apply.

Answer Options	Response Percent	Response Count
Mozilla badge	1.0%	2
Printed certificate	65.7%	132
None	34.3%	69
	answered question	**201**
	skipped question	**7**

Table 7. Reason for program attendance

Survey Question #11: Why did you attend the computer class (Northstar-related)? Choose all that apply.

Answer Options	Response Percent	Response Count
For personal improvement (non-employment related)	42.9%	87
Help with job search (e.g. cover letter, resume, online applications)	41.9%	85
Improve skills in MS Word	37.4%	76
Educational advancement (e.g. GED, training to work program, other training program, other classes)	31.5%	64
Improve skills in Excel	31.5%	64
Improve skills in using the internet	30.5%	62
Improve skills in using email	25.6%	52
Improve typing speed	20.7%	42
Improve skills for current job	20.2%	41
Other (please specify)	15.0%	15
MFIP or other welfare program participant	12.3%	25
Improve skills in obtaining citizenship	2.0%	4

Table 8. How did attending computer skills classes improve the learner's education?

Survey question #12: How did attending computer skills classes improve your education? Please choose all that apply.
Responses only include survey respondents who indicated Educational Advancement in survey question #11.

Answer Options	Response Percent	Response Count
Applied or attending community/tech/vocational school	31.1%	19
Attending or have attended a more advanced class within Adult Basic Education	29.5%	18
None of the above	23.0%	14
Attending or have attended a more advanced workforce training system	19.7%	12
Attending or have attended GED classes	14.8%	9
Applied or attending four-year college or university	6.6%	4
Obtained a GED	1.6%	1
Other (please specify)		8
answered question		*61*
skipped question		*147*

Table 9. Learner employment at first attendance in class

Survey question #13: When you started computer class, did you have a job?

Answer Options	Response Percent	Response Count
Yes	38.0%	78
No	62.0%	127
Other (please specify)		3
answered question		205
skipped question		3

Table 10. Recent job search rate among adult learners

Survey question #14: Since you attended computer class, have you looked for work or a different job?

Answer Options	Response Percent	Response Count
Yes	54.1%	111
No	45.9%	94
Other (please specify)		3
answered question		**205**
skipped question		**3**

Table 11. Of adult learners who have looked for jobs, did computer class help?

Survey question #15: Did going to computer class help you look for jobs? *Responses included only from those who responded that they have looked for work or a different job*

Answer Options	Response Percent	Response Count
Yes	82.4%	89
No	17.6%	19
Other (please specify)		3
answered question		**108**
skipped question		**100**

Table 12. Did adult learner discuss Northstar Assessments in their job application, interview or resume?

Survey question #16. Did you talk about the Northstar Assessment in your job application, interview or resume? *Responses only included from those who responded that they have looked for work or a different job.*

Answer Options	Response Percent	Response Count
Yes	34.0%	36
No	66.0%	70
Other (please specify)		7
answered question		**106**
skipped question		**102**

Table 13. Is the adult learner currently employed?

Survey question #17: Do you have a job now?

Answer Options	Response Percent	Response Count
Yes	52.9%	108
No	47.1%	96
Other (please specify)		6
answered question		**204**
skipped question		**4**

Table 14. Time spent in current job

Survey question #20: How long have you worked at this job? Answer in Months and/or Years.

Answer Options	Response Count
	100
answered question	**100**
skipped question	**108**
Mean	**34.58** *months*
Median	**7** *months*
Mode	**1** *months*
Range	**0-444** *months*

Table 15. Did attending computer class assist adult learners in obtaining employment?

Survey question #21: Do you think attending computer class helped you in getting offered your job?

Answer Options	Response Percent	Response Count
Yes	41.0%	41
No	59.0%	59
	answered question	**100**
	skipped question	**108**

Table 16. Improvement in quality perception of current employment compared to previous employment

Survey question #22: Is your current job an improvement over your last job?

Answer Options	Response Percent	Response Count
Yes	56.6%	56
No	7.1%	7
Same/No change	30.3%	30
Not sure	6.1%	6
	answered question	**99**
	skipped question	**109**

Table 17. Earning improvement of current employment compared to previous employment

Survey question #23: Are you making more money in your current job than your last job?

Answer Options	Response Percent	Response Count
Yes	51.0%	51
No	20.0%	20
Same/No change	27.0%	27
Not sure	2.0%	2
	answered question	**100**
	skipped question	**108**

Table 18. CTEP Host Sites and number of adult learners surveyed at each respective site	
Survey Question #4: At what organization did this learner attend Northstar-related programming?	
Answer Options	**Response Count**
	203
answered question	**203**
skipped question	**5**
Project For Pride In Living	37
Hubbs Center	17
IOCP	17
Central Library	14
LEAP High School/YMCA Twin Cities	12
Neighborhood House	11
Hmong American Partnership-Arcade	10
Emerge	8
Hmong American Partnership, University	7
Resource EAC	7
Rice Street Library	7
Saint Paul Public Library	7
Adult Education Center Columbia Heights/Fridley	6
MERC Alternative High School	5
Minneapolis North WorkForce Center	5
CLUES-MPLS and Andersen School	4
CTV North Suburbs	3
George Latimer Central Library	3
St. Paul Public Housing	3
Waite House	3
Arlington Hills Community Center (AHCC)	9
CLUES	2
Rondo Library	2
St Paul Central Library	2
EAC-N	1
Highland Park and AHCC	1
St. Paul Regional Water Services	1

COPY OF SURVEY INSTRUMENT.

SURVEY: Northstar Assessment Adult Learner Employment Outcomes

Name of adult learner taking this survey:

Date of survey:

Questions #1-10 (indicated by CTEP logo) should be completed by CTEP member prior to the interview with the adult learner. If the answer is unknown to the CTEP member, please verify with adult learner during the interview. **Questions that are indented and have an ➡, are only to be answered based on a response to a previous question.**

---

1. **Name of CTEP member filling out this form.**
   _____

2. **What is the age of this learner?**
   - AGES 16-19
   - AGES 20-24
   - AGES 25-54
   - AGES 55-64
   - AGES 65+

3. **Will this survey be administered in a language other than English?** o
   Yes
   - No

4. **At what organization did this learner attend Northstar-related programming?**
   _____

5. **What is the name of the Northstar-related programming this learner attended?** *Please list all that apply.*
   _____

6. **How many approximate hours of Northstar-related programming did the learner attend?** *Must be over four hours.*
   _____

7. **On what approximate date did the learner BEGIN Northstar-related programming?**
   __/__/__

8. **On what approximate date did the learner pass their first Northstar Assessment?** *Must be at least four weeks prior to the date of this survey administration. Pre-assessments do not qualify.*
   __/__/__

9. **Which Northstar assessments did the learner pass?** *Please check all that apply.*
   - □ Basic computer skills   □ Windows
   - □ Mac OS X   □ MS Word
   - □ World Wide Web   □ Social Media
   - □ Email   □ Excel

10. **Did they receive certification for any passed assessment?** If so, please specify. Choose all that apply.
    - □ Mozilla Badge
    - □ Printed certificate
    - □ None

Please begin interview with adult learner now. All questions beginning at Question #11 should be asked directly to the adult learner.

---

11. **Why did you attend the computer class?** *Please choose all that apply.*
    - □ Educational advancement (GED, training to work program, other classes)
    - □ Help with job search (e.g. cover letter, resume, online applications)
    - □ Improve skills for current job
    - □ Improve skills in obtaining citizenship
    - □ MFIP or other welfare program participant
    - □ For personal improvement (non-employment-related)
    - □ Improve typing speed
    - □ Improve skills in using the internet
    - □ Improve skills in Excel
    - □ Improve skills in Word
    - □ Improve skills in using email
    - □ Other (please specify) _____
      _____

➡ **12. How did attending computer skills classes improve your education?** *Please choose all that apply.*

- □ Attending or have attended a more advanced class within Adult Basic Education (ABE)
- □ Attending or have attended a workforce training system
- □ Applied or attending community/tech/vocational school
- □ Applied or attending four-year college or university
- □ Attending or have attended GED classes
- □ Obtained a GED
- □ None of the above
- □ Other (please specify) _____

13. When you started computer class, did you have a job?
- o Yes
- o No

14. Since you attended computer class, have you looked for work or a different job?
- o Yes
- o No

➡ **15. Did going to computer class help you look for jobs?** o Yes
- o No

➡ **16. Did you talk about the Northstar Assessment in your job application, interview or resume?** o Yes
- o No

17. Do you have a job now?
- o Yes
- o No

18. Where do you work?

_____

19. What is your job title?

_____

20. How long have you worked at this job? *Answer in months and/or years.*

_____

21. Do you think attending computer class helped you in getting offered your job?
- o Yes
- o No

22. Is your current job an improvement over your last job?
- o Yes
- o Same/No change
- o No
- o Not sure

23. Are you making more money in your current job than your last job?
- o Yes
- o Same/No change
- o No
- o Not sure

END SURVEY. Please enter results into the SurveyMonkey tool as soon as possible. https://www.surveymonkey.com/r/northstarevaluation

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