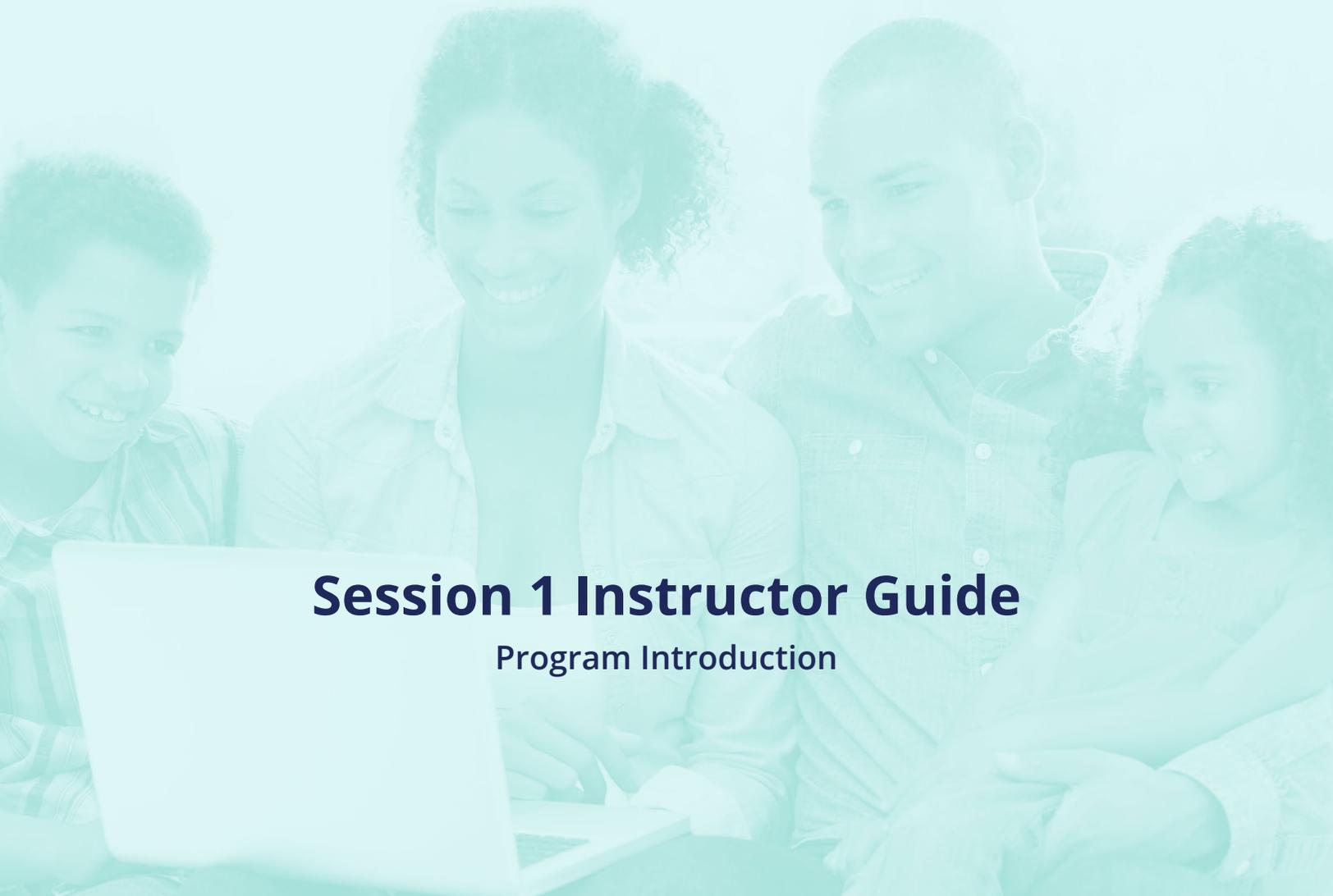


NC TOOLKIT for
Digital Readiness

A photograph of a diverse family of four—two adults and two children—gathered around a laptop. They are all smiling and looking at the screen, suggesting a collaborative learning or family activity. The image is overlaid with a semi-transparent light blue filter.

Session 1 Instructor Guide

Program Introduction

OVERVIEW

Session 1 - Program Introduction

Session Time

(1 hour and 45 minutes)

Description

Everyone is required to attend this session, during which participants will receive resources for home connectivity and devices and learn about the program. They will also be asked to fill out some paperwork to enroll in the program, and the rules and expectations for participating in the program will be explained.

*A Note About This Structure

Schools in pilot programs suggested that families would expect events at school to be “drop-in” and so might arrive late or plan to leave early, which was the experience of most libraries starting this program. To accommodate this expectation, a rotating station structure was used so families could arrive and progress at their own speed. In cases where that is not necessary or fewer staff are available, the same steps can be taken with a group.

Objectives

Families will have:

- A borrowed hotspot and/or device OR information about meeting connectivity and device needs.
- The ability to connect to the internet using their device in their home.
- An understanding of the program requirements, expectations, and benefits.
- Completed an assessment of their digital assets and needs.

Preparation

- The location should have computers available for participants to take their entrance surveys.



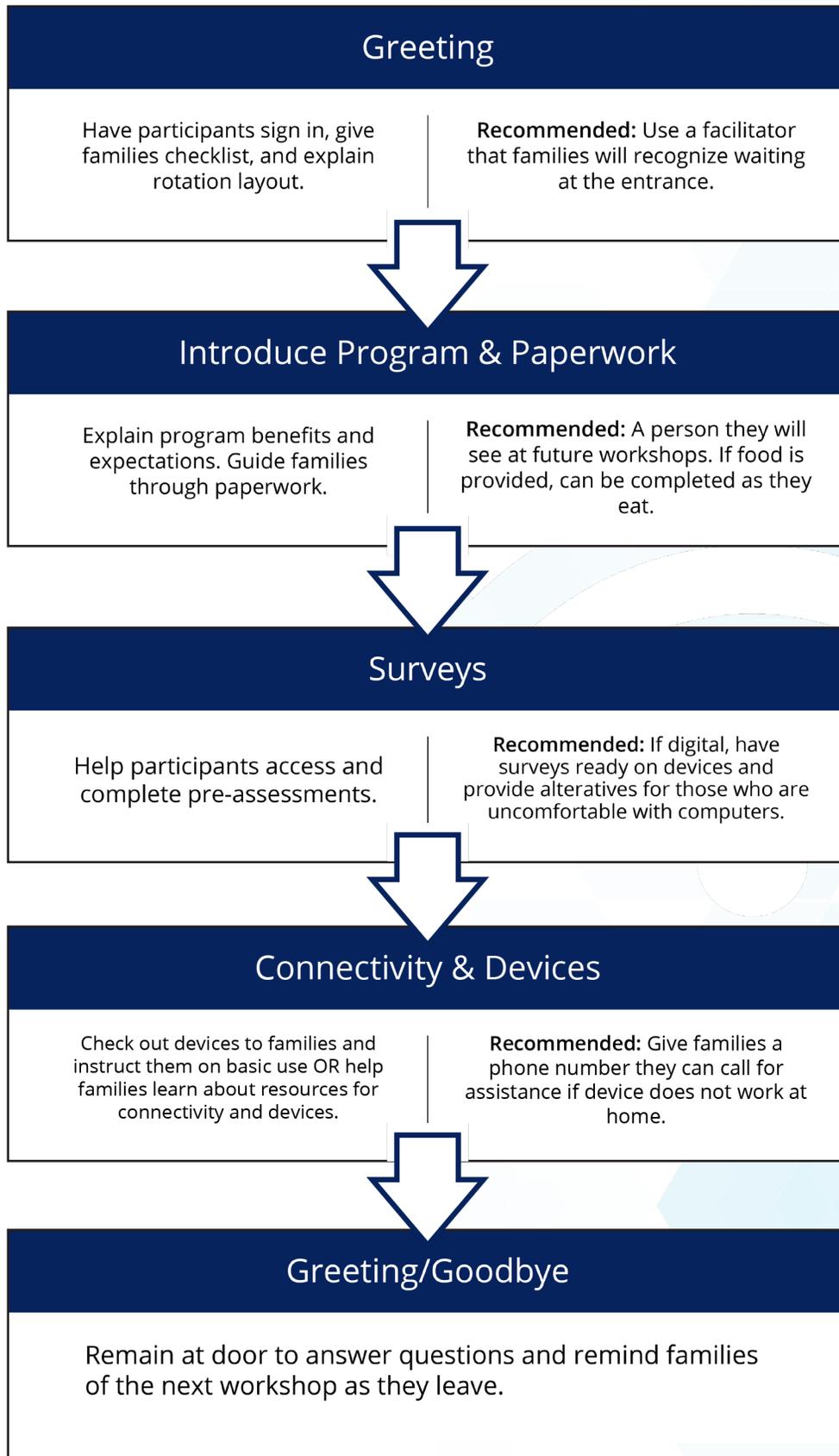
- Review facilitator roles and decide who will fill each.
- Print out instructions for each facilitator.
- Prepare a process for checking-out hotspots and/or devices to families OR prepare information about how families can gain needed connectivity or devices.
- Print necessary wayfinding signage.
- Fill folders with paperwork and handouts for each family.

Just Before Session

- Place sign-in sheet near entrance.
- Prepare computers with participant entrance surveys open.
- Hang wayfinding signage.
- Station each facilitator at their assigned location with the materials necessary for their role.



Rotation Layout





Facilitator Role #1: Greet

(School Representative)

Materials:

- Checklists
- Sign-in sheet
- Pens

Responsibilities:

- Greet participants where they enter the building.
- Have both adults and students sign in.
- Give each family a checklist.
- Direct families to the next facilitator.
- As families leave, ask if they have completed their checklist and if there is anything else they need before they go.

FAQs:

- Who needs to sign in?
 - Tonight, we need everyone to sign in just so we know how many people attended.
- How long do we have to stay?
 - Tonight, you just need to finish this checklist. It will probably take about an hour. At future workshops, you'll need to be here the entire time.



Facilitator Role #2: Introduction & Paperwork

(Library Representative)

Materials:

- Folders of paperwork
- Pens

Responsibilities:

- Give each family a folder of paperwork. Refer them to the **Overview** handout.
- Introduce families to the program, using these bullet points:
 - Tonight, we are enrolling families in a program in which they will borrow a mobile internet hotspot for the school year.
 - It is a partnership between the school and the public library.
 - To participate in this program, the student and one guardian need to attend at least 6 of the 8 workshops. Tonight counts as one of those workshops.
 - The workshops are offered monthly and will last two hours. The topics, times, and dates are listed in your folder.
 - The same adult needs to attend with the student each time.
 - *If applicable*: If your family attends the required workshops, you will be eligible to receive a free desktop computer to keep at the end of the program.
 - *If applicable*: If you do not attend, the internet to the hotspot may be turned off.
- Walk families through paperwork:
 - Participant agreement (Required): Agrees to attend workshops and return hotspot at the end of the program.
 - Photo release (Optional): Give permission for the project partners to use photos taken during the workshops.
- Review workshop schedule in folder
 - Required to attend 5 more workshops this school year
 - Future meetings are not drop-by sessions, so try to attend from start to end.
 - Student must bring assigned computer to workshops
- Direct families to the next facilitator

FAQs:

- Who should attend with student?
 - A guardian who is interested in improving their computer and internet skills.
- What if that adult isn't here tonight?
 - Please write their name on the form and fill it out anyway. You do not need to take the survey but they do. Tell the next facilitator that is the case.
- What if I don't want to complete the photo release?
 - Not completing those forms will not affect your ability to participate.
- I have two students in the program. Do they each need their own adult?
 - One adult per family is required to attend and up to one adult per student is allowed.





Facilitator Role #3: Entrance Surveys

Materials:

- Devices ready to access online survey and/or paper surveys and pens
- At-home survey instructions, if available

Responsibilities:

- Prepare surveys for participants.
- Have the following participants complete entrance surveys:
 - Any student in the selected grades who will be participating in the program.
 - The adult who will be attending workshops with them.
- Introduce survey to participants using these bullet points:
 - This is a survey to help us know what to teach in the workshops. It is not a test.
 - If you want to skip a question, that is allowed.
 - The adult survey can alternatively be completed on paper, if you prefer not to use the computer.
 - The adult survey is available in English or Spanish.
 - Someone can help you read the survey and/or input your answers into the computer for you if you would like some help.
- As participants complete the survey, direct them to where they can wait for their adult/student to finish the survey before continuing to the next facilitator.

FAQs:

- I'm not sure if I will be the adult attending the workshops.
 - You can go ahead and take the survey just in case. If it turns out that you will not, the other adult needs to take the survey later.
- The adult who will be attending the workshops is definitely not here.
 - No other adult needs to take the survey tonight. The adult who will attend needs to take it before their first workshop by either visiting the library, completing it at home, or arriving early to the first workshop. **Give survey instruction handout.**

- I don't understand this question.
 - (You can try to help them understand the question, but do not guide them to the answer. They can also guess or skip the question.)
- How do I change the online survey to Spanish?
 - Use the dropdown box in the top right corner.





Facilitator Role #4: Hotspots

If Lending Hotspots or Devices at this Event:

Materials:

- Hotspots ready to lend
- Method of recording hotspot check-outs

Responsibilities:

- Give one hotspot per household.
- Record which family received which hotspot.
- Direct families to Hotspot Info Sheet in folder and cover these points:
 - The hotspot uses mobile networks like your phone.
 - *[Any specific data limits or access limits for the hotspots]*
 - *If applicable:* As long as you continue with this program, you will keep this hotspot until the end of the school year.
- Have everyone turn on their hotspot and connect their school-issued device.
- Offer some basic troubleshooting suggestions:
 - It may take a few minutes for your hotspot to connect to mobile networks
 - You may try different locations in your home if your hotspot does not work.
 - If you are not able to connect to the internet, call us.
- Remind families about the workshop schedule in their folder.
 - The workshops are listed in your folder, so put that in your home somewhere you will see it.
 - You need to attend five more workshops, so pick dates and topics that suit you.
 - The same adult should attend each time.
 - Your student needs to bring their school-issued computer.
- Direct families to the contact information in their folder in case they have any questions in the future.
- If they have completed their checklist, they are free to go.



Facilitator Role #4: Connectivity & Device Needs

If NOT Lending Hotspots or Devices at this Event:

Materials:

- Information about available connectivity and device solutions
- Method of collecting information for those needing follow-up

Responsibilities:

- Ask each family if they feel they have a home internet connection sufficient to support their child's schoolwork.
- Provide information about low-cost internet options or hotspot lending programs at the school or library.
- Ask each family if they feel they have a sufficient device to support their child's schoolwork as well as their own needs.
- Provide information about other options for device access including device lending programs at the school or library, low-cost devices available for purchase, or public access computers.
- Answer any questions each family has about their current internet connection or devices.
- Offer follow-up assistance with home internet access or devices option provided. Collect information from families who request follow-up.
- Remind families about the workshop schedule in their folder.
 - The workshops are listed in your folder, so put that in your home somewhere you will see it.
 - You need to attend at least five more workshops, so pick dates and topics that suit you.
 - The same adult should attend each time.
 - Your student needs to bring their school-issued computer.
- Direct families to the contact information in their folder in case they have any questions in the future.
- If they have completed their checklist, they are free to go.