

Midlife Re-Careering Case Overview

This case is based on a real logic model developed by a participant in Shaping Outcomes Continuing Education. For more information, please see the attribution box at the end of the logic model.

Librarians in Dayton, Ohio, like librarians across the United States, have noticed a steady stream of requests from older adults for information about job seeking. Not only do library patrons need help building résumés and cover letters, they also are interested in the kinds of skills that attract job offers now. They are anxious about the changes in the job-seeking landscape, since many haven't sought employment in decades and wonder what kinds of strategies are successful in today's job market.



In a tough economy, jobs are scarcer for almost everyone, but the situation is even harder for older people than it is for middle-aged job seekers. In a survey commissioned by CareerBuilder in early 2009, 68 percent of workers aged 35 to 44 found new jobs within three months of becoming unemployed. Only 46 percent of age-55+ workers

found new jobs in a three-month period. In response to the needs of this part of the community, Dayton Metro Public Library developed a series of classes called "Reinvent Yourself 55+."

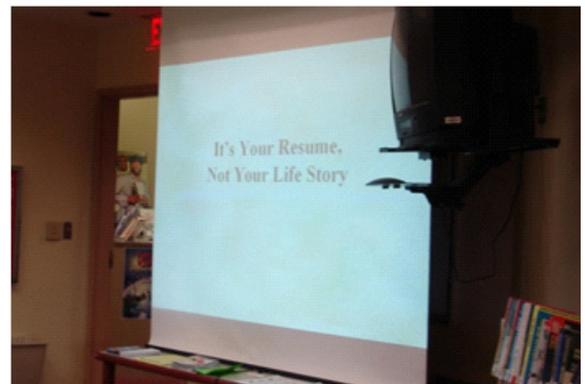


The classes are taught by a Career Specialist from Sinclair Community College who has a master's degree in counseling. They are supported by instruction on accessing library resources to help with job searching. The instructor provides information on basic job seeking tasks like building a résumé, writing a cover

letter, and interviewing. Students are given the opportunity to participate in aptitude and personality testing to assist them in identifying new areas of interest. The instructor also provides information and support as participants work through the difficult emotional aspects of job loss and financial concerns.

The program has been extremely popular. With full classes and waiting lists, it's easy to see that this is a program that is meeting a community need.

For more information, visit: www.daytonmetrolibrary.org.



Profiles of Stakeholders

These are fictional statements typifying attitudes and illustrating needs, not actual direct quotations.

Librarian

“There were so many people in their 50s and up who came to us asking for resources to help them seek new jobs. The traditional sources of that kind of support in our community are overwhelmed and not as well-suited for older job seekers. We, at the library, are happy to be so well situated to connect people with the resources they need. It is such a pleasure to be able to provide people with a non-judgmental place to learn.”

Community College Career Specialist

“People need support for career changes, regardless of the economic climate, but those needs are more acute during times of crisis and change. Working with the library has been great. We’ve been able to bring needed services to a portion of the community that I don’t normally see. Personally, I have enjoyed working with these older adults.”

Area Agency on Aging Staff

“Older Americans have seen such changes in the kind of lives they can expect to live as they near or even pass traditional retirement age. Changes in technology, the economy, and family structures are among the factors that have left many over 50 wondering what to do next. Our agency is pleased to support the public library in providing this part of our community with the resources to create the kind of work life that contributes to their happiness and well-being.”

Former Administrative Assistant

“For 30 years, I worked in an insurance agency. As I neared 60, my husband and I both planned to retire and take some time to travel and visit our children who are scattered around the country. My husband did recently retire from General Motors, but one of us needs to keep working for a few more years before we can afford to do the travelling we’re looking forward to. The insurance agent I worked for has gone out of business, and I need a new job. My computer skills were fine for what I was doing, but they were really specific to the insurance agency, and those jobs are hard to find now. I know I need new skills, but I am not sure where to focus my energy. I could really use some help sorting all of this out.”

Former Automobile Salesperson

“I love selling cars, but unfortunately these days, no one is buying. The dealership I had worked at for the past seven years laid off most of its sales force last month. I’ve sold a lot of different things, in industry and retail, but it doesn’t look like sales are a good way to earn a living anymore. I need

to figure out where I am headed and get there before I have to start using my long-term savings. The trouble is, I just don't know where to start.”

Former Manufacturing Account Manager

“I have worked with both old and new systems for business-to-business contacts: all those buyers and sellers of the widgets that go into the things you recognize, like cars and TVs. I started out using just a telephone and mail, and then learned some internet-based commercial tools. However, I was very focused on my own industry. My company was taken over and the owners brought in all their new staff—I took a buyout but I still need to work. Now, I don't know enough about what people do in other industries—industries that are growing. I can't learn everything but I am determined to learn what I need to contribute to a new company.”

Logic Model Worksheet

I. Situation: program partners and stakeholders	
What is the program's name ?	Second Season: Re-Careering in Midlife and Beyond
What partners are involved?	Area Agency on Aging United Way/AFL-CIO liaison Local AARP chapters Sinclair Community College Montgomery County Job Center
Who are the program's stakeholders ?	What does each stakeholder want to know?
People over 55 who are seeking jobs or considering job changes	Will this program series help me find out what jobs I might like/be good at, what skills they need, and how to find them?
Dayton Metro Library	Will this series attract an audience who will return over several weeks, who will learn how to use library resources in their job searches, and if they are new to the library, will they become ongoing library users after this series? Is the investment of library funds worth continuing this type of program? Will this advance the mission of the library?
United Way/county job center	Can this program benefit the many people losing their jobs as the GM and DHL facilities close, and as other jobs are lost in the ripple effect? Does this provide a unique benefit?
Agency on Aging/AARP	How can we help you promote this program? What benefits does it have for our constituents?

Sinclair Community College	If we provide an instructor, what benefits are there for us? How does this relate to our programs and mission?
Schools/ After school programs	How does this support our curriculum? How will our students benefit educationally by participating?
Friends of the Library	Did the program succeed in helping the attendees? Are the project results worth our continuing investment?

II. Program planning: connecting needs, solutions, and results

Who are the audiences ?	Adults 55+ who have lost jobs in the current economic climate, retirees looking for new full or part time careers, homemakers returning to the job market after raising families, employed workers who are exploring options for the future
What are the needs of the audience?	<p>All need a chance to explore their options in a non-judgmental forum. Some displaced workers feel embarrassment due to unemployment, others due to limited formal education. All participants need to be able to explore their interests and aptitudes without regard to formal training in the past, in order to be open to new possibilities.</p> <p>Participants may not have used computers or the Internet in their previous jobs.</p> <p>Participants need an instructor who understands how to teach older adults with an understanding of differences in learning styles, as well as understanding of the emotional stress of job loss.</p>
What are some audience considerations ?	Unemployed workers might not be able to participate if there is a fee involved. They would also want the program at a site with free parking. Those currently employed may want all evening classes so it would not interfere with typical work schedules.

<p>What solution fulfills the needs?</p>	<p>A program with an excellent instructor to provide career guidance and teach job seeking skills.</p> <p>Funding from the Friends will provide course materials so that no one need feel embarrassed by lack of funds. Have the class at a branch library rather than Main so free parking is available.</p>
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<p>What will be the desired results?</p>	<p>Participants will have:</p> <ul style="list-style-type: none"> • a better understanding of their own talents and aptitudes. • the ability to assess their options in the current job market. • the knowledge/skills to conduct a job search, and use computer skills to create/send a résumé. <p>Participants ultimately will get a job that meets their needs, or will come to an understanding that paid employment does not meet their needs at this time.</p> <p>Participants will increase awareness of library resources that can help them make life choices, and gain the skills necessary to use them effectively.</p>
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III. Logic model summary: program purpose statement

<p>We do what?</p>	<p>Offer a multi-week series of programs with a professional instructor to guide older adults through professional skills assessment, job search strategy and skills development.</p>
<p>For whom?</p>	<p>Displaced workers, retirees seeking new careers, homemakers new to the job market, employed persons exploring new careers for the future, primarily over 55 years of age.</p>

For what outcome /benefit(s)?	The ultimate (long-range) outcome is for participants to get a job that meets their skills and financial goals. The immediate outcomes are clear understanding of their aptitudes and marketability, improvement in job search skills, including how to find openings, creating résumés/cover letters, and interviewing. Ideally, participants will have discovered that the library is the place to pursue lifelong learning needs and will return often to find answers as new situations arise (health care/leisure pursuits/finances, etc).
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IV. Program elements

Inputs	Outputs (or counts)
Library staff/management team to plan and coordinate the project	Hours of staff time
Instructor (paid for both teaching hours and curriculum development)	Hours of instructor time
Copy of “What Color is Your Parachute” for each participant	
Supplementary training materials	
Meeting rooms at selected branches booked for this program	
Two public access workstations at selected branches reserved for participant for 1 hour prior to each program and for 2 hours each Saturday morning	
Activities	Outputs (or counts)
Recruit participants through project partners	# of participants reporting affiliation with one of our partners
Create media releases to attract participants not affiliated with project partners	# of participants gained through print and radio publicity
Create curriculum/weekly agendas, handouts for using library job search databases and online résumé products	# of curricula/agendas to match participant count # supplemental training materials for both participants and library visitors at large

Train branch staff to work with participants to learn online job search skills	# training sessions for staff, # of staff trained at each branch
Project manager tracks costs and staff/teacher hours	Budget report for project partners to assess effectiveness of contributed funds or in-kind donations; library can determine effectiveness for future programs
Create “classroom cart” of related books, magazines, audiobooks and DVDs to support curriculum	# of items checked out by participants
Create “did you know” handouts to highlight library resources on related topics of interest: retirement, finances, volunteering	# of handouts taken home Track usage of items on the handouts
Create surveys/evaluation tools: <ul style="list-style-type: none"> • participant pre-class survey to determine starting points for knowledge and background • post-class surveys to determine extent of learning and satisfaction with program. • three month follow-up survey to see how many participants have successfully completed a job search, and if participants have continued to use library resources. • six month follow-up survey to assess longer term progress in both the job/volunteer position searches and ongoing library use. 	# of survey responses for each
Services	Outputs (or counts)
Present workshop series	# of participants total, % completing entire series
Demonstrations of job search/resume online resources during designated times prior to classes and on Saturday mornings	# of participants attending demonstrations
One-on-one assistance provided during designated times and by appointment with library staff	# of participants requesting individual assistance

V. Outcomes

Outcome 1: Participants will feel confident that they have accurately assessed their aptitudes and options in the current job market.

Indicator(s)	Applied to	Data Source	Data Interval	Target
# and % of participants who can identify 2-3 specific strengths identified through project activities	Participants attending sessions incorporating this information	Brief survey administered after aptitude assessment activities and discussion	Midway through program series	90% of those attending

Outcome 2: Participants learn basic job identification and application skills.

Indicator(s)	Applied to	Data Source	Data Interval	Target
# and % of participants who identify at least three opportunities for jobs or volunteer positions	All participants	End of program survey	End of program	75%
AND # and % of participants who submit at least two complete resume and cover letter applications to the opportunities identified	Participants who agree to follow-up surveys	Resume and cover letter meet standards when compared with class checklist of basic elements; instructor feedback	3 months after program completion	50% of those attending all sessions

Outcome 3: Participants use library resources after the program for complex job related decisions such as retirement planning, insurance or career change.

Indicator(s)	Applied to	Data Source	Data Interval	Target
<p># and % of participants who name at least 2 library resources (books or databases) which they have used to gain information for life skills decisions</p> <p>OR</p> <p>Participants who attend future library programs on these topics, and report that information received will assist with decisions on the topics presented</p>	Respondents to 3-month surveys	Question on follow-up survey	3 months after program completion	80%

Outcome 4: Participants will achieve a job or volunteer placement that they find matches their current needs.

Indicator(s)	Applied to	Data Source	Data Interval	Target
# and % of participants who report that they have started a job or volunteer position and that Second Season played at least some role in their success.	Respondents to follow-up surveys	Surveys asking specifically if a job/volunteer search using program skills and resources was successful; include check-off list of resources and skills used to achieve placement result	6 months after program completion	30%

The Second Season: Re-Careering in Midlife and Beyond Case Study was based on a project proposed by Mimi Morris at the Dayton-Metro Library. For information on the Dayton-Metro Library system, visit <http://www.daytonmetrolibrary.org>.