

The CARE Resource Center
at the University of North Carolina at Pembroke

Honors Project

In Fulfillment of the Requirements for

The Esther G. Maynor Honors College

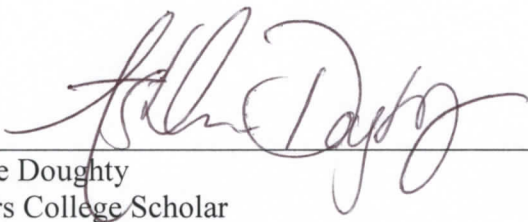
The University of North Carolina at Pembroke

By

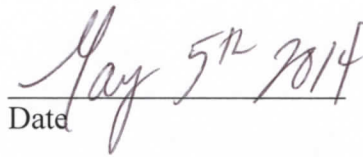
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May 5, 2014



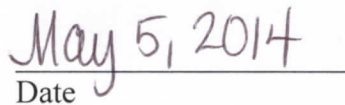
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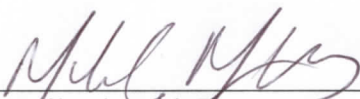
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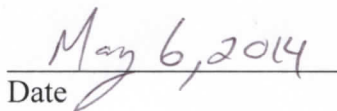
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Date

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Abstract

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By

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Bachelor of Science in Business Administration: Entrepreneurship

The University of North Carolina at Pembroke

May 5th, 2014

The CARE Resource Center is a community service center established to address the unemployment and poverty issues that currently exist in Pembroke, North Carolina and surrounding communities. The center is comprised of three components: a food pantry, a professional wardrobe closet, and a classroom. The classroom component of the CARE Resource Center hosts educational workshops directly related to career readiness and personal and professional development. These workshops exist to ideally serve someone of low-income, who has a high-school education or less. My involvement with the center extends to this component. As Classroom Curriculum Developer and Coordinator, my role was to gather information from the community as to what topics would be of most interest to the center's target audience, and then develop and implement a series of workshops using this information. To summarize my role with the CARE Resource Center: I initiated the center's classroom component which was not in existence prior to my involvement. In its first semester of use, the classroom component of the CARE Resource Center was a success.

Introduction

The CARE Resource Center is a community service center established to address the unemployment and poverty issues that currently exist in Pembroke, North Carolina and surrounding communities. The center was founded in October of 2013 by a student of the University of North Carolina at Pembroke (UNCP) named Evan Long, who is a service-leader within the Office for Community and Civic Engagement. The center is located in Wellons Hall on UNCP's campus and is comprised of three components: a food pantry, a professional wardrobe closet, and a classroom. The goal of the CARE Resource Center is to be a central, safe location for UNCP students, faculty and staff, and community members of Robeson County, to come and receive aid towards their food, clothing, and educational needs. All services are free for participants, donor supported, and student led. While the center will not solve Robeson County's unemployment and poverty issues alone, the CARE Resource Center is intended to provide necessary resources which will encourage participants to improve their quality of life both personally and professionally.

Background

The CARE Resource Center is a subcomponent of UNCP's Office for Community and Civic Engagement (CCE). The center's leaders are: Aubrey Swett, Director, Christie Poteet, Associate Director and Director of Service Learning, Evan Long, Manager of the CARE Resource Center and Student Service-Leader, Ja'Kayla Hill, Assistant Manager and Student Service-Leader, and Eric Hunt, Community Service Associate and Student Service-Leader. The CARE Resource Center's name derives from its host, the Campus Assessment Response and

Evaluation program (known on campus as the CARE team), which works to coordinate university resources to assist students who are at risk academically, or who exhibit maladaptive behavior or signs of emotional distress. The center is not exclusive to students only, though; rather, it offers its services to students, faculty and staff, and community members alike.

The CARE Resource Center receives support from UNCP, federal and state grants, donors, community partners, and volunteers to carry out its services. The only expectation of CCE's staff and student workers when operating the center is to be good stewards of the facility, utilize its resources efficiently and effectively, and serve the community. Regional engagement is one of UNCP's strategic goals; therefore, the establishment of the CARE Resource Center justifies its existence and strengthens the integrity of the University as a whole.

Need for Service

Robeson County encompasses 949.22 square miles. Its economy is primarily agricultural. According to the United States Census, Robeson County houses a growing population of 134,841 (United States Census Bureau. 2010). The census also lists some of the county's demographics as follows: 39% of the population is Native American, 27% is Caucasian, and 25% is Black American (United States Census Bureau. 2010). These are the three majorities in Robeson County, with two minorities, Native American and Black American, making up 64% of its population. Compared to the state of North Carolina's average of 84.5%, 70.9% of Robeson County's populations are high school graduates, and 12.9% have obtained a bachelor's degree whereas 26.8% have as a whole in the state of North Carolina (United States Census Bureau. 2010). A food insecurity rate of 23.57% also exists in Robeson County, which is higher than the state of North Carolina's rate of 19.30% (United States Census Bureau. 2010). Additionally,

31.9% of Robeson County's population lives below the poverty level, which is alarmingly higher than the state of North Carolina's 16.8% (United States Census Bureau. 2010). The average per capita money income is \$15,644 (United States Census Bureau. 2010). Robeson County has been named the poorest county in America, and has topped county charts in crime rate, health issues, sexually transmitted diseases, infant mortality, and other related issues. Robeson County is a county in need of community and civic engagement.

While there are other organizations in Robeson County that offer similar services, the CARE Resource Center is able to distinguish itself because of its affiliation with a state-supported University (UNCP). The campus is a central and safe location, the services are provided all under one roof (food, clothing, and educational assistance), and it is student-led. It is important to note, though, that the CARE Resource Center and other service organizations do not compete with each other; rather, they work together as community partners to share resources. Wherever there is a need that one organization cannot fulfill (in an instance where demand for their services exceeds capacity, or if a demand for a service that they do not offer exists, perhaps), that organization will join efforts with its community partners to ensure needs are met—regardless of which organization actually serves these needs.

Intended Audience

The CARE Resource Center's intended audience extends to those in need of food, clothing, and educational assistance in Robeson County and primarily the town of Pembroke. The center exists to ideally serve someone of low-income, who has a high-school education or less. The center's services do not target any particular age, race, gender, occupation, or marital status, although its participants tend to be young adults to middle-aged adults, of Native

American decent, mostly female and single, and who are either unemployed and seeking employment or employed part-time. The food pantry component of the CARE Resource Center in particular, though, tends to serve UNCP students most frequently.

The Classroom Component and My Involvement

The classroom component of the CARE Resource Center hosts educational workshops directly related to career readiness and personal and professional development. The goal of these workshops is to provide basic-level but credible knowledge related to the topics mentioned previously to truly benefit the center's intended audience. My involvement with the CARE Resource Center extends to this component. I decided to become involved because community and civic engagement are among my personal interests. I strongly believe in the importance of service within the community and feel it is a duty to align my leadership strengths within areas where they can be utilized for the betterment of others.

Since I began my work with the center in the spring 2013 semester I have served as the Classroom Curriculum Developer and Coordinator. My role was to gather information from the community as to what topics would be of most interest to the center's target audience, and then develop a series of workshops using this information. I was also challenged with the task of attracting volunteers (preferably students) who would lead these workshops under my guidance. It was my intention to design a curriculum that would fulfill the purpose of the classroom component while offering enough flexibility for volunteers to present the information in ways that best matched their expertise.

Once I developed the curriculum and gathered volunteers, I was tasked with the overall management of the workshops. I secured classroom locations (some computer labs) around

campus and attended as many workshops as I was able given my student class schedule. It was really important for me to attend the workshops so that I could gather feedback from my own perspective, and also to make volunteers feel more comfortable presenting to an unfamiliar audience. For the workshops I was unable to attend a volunteer proctor from within the Office for Community and Civic Engagement (CCE) was present.

My final task was to gather feedback information following each workshop for the purpose of assessing the workshop's effectiveness. With this information I was able to provide the center with insight as to how it can sustain and improve the quality of its workshops for the future. Throughout my journey as classroom curriculum developer and coordinator I have received a generous amount of guidance and support from CCE. I worked directly with Christie Poteet, Evan Long, and Eric Hunt. These three individuals were especially helpful in sharing resources and ideas so that I could accomplish my tasks. To summarize my involvement with the CARE Resource Center: I initiated the center's classroom component which was not in existence prior to my involvement.

Research and Findings

In July 2013 I released a community survey (see Appendix A) to the Robeson County community to gather information that would help me develop the CARE Resource Center's workshops. I distributed the surveys through CCE's community partners—organizations that represent the center's target audience, such as the Pembroke Housing Authority. The surveys were circulated for about one month and of 100 distributed, 29 were collected (see Appendix B). Questions regarding preferred time of day, day of the week, and obstacles to overcome (such as transportation or childcare) helped me determine when and how the center should offer its

workshops. The information of particular interest to me was the demographic information (such as age, race, highest level of education, and employment status) and the topics most beneficial to the community. The collected demographic information was beneficial in that it reinforced my understanding of the center's intended audience, and the collected interest evaluation information helped me determine what should be offered.

From the results it was obvious that the topics in greatest demand were those most closely related to career readiness. Of the options given, "How to Ace an Interview" and "Basic Computer Skills in Business Settings" acquired the greatest number of selections. Additionally, when survey participants were asked "What can we do to better serve your needs..." almost all responses indicated a desire to receive help searching for jobs. I concluded that because much of the center's intended audience either has a high school education or less and is unemployed and seeking employment or employed and working part-time, topics that would help them find a job and advance in the workforce would be the best topics to design the workshops around. Due to the overwhelming survey results that reflected my conclusion, I made these topics my priority when designing the curriculum.

Implementation

Based on the results of the distributed community survey, I came up with a workshop schedule that featured seven workshops (see Appendix C). The topics are as follows: "Identity Theft Protection" (held twice), "Basic Computer Skills in Business Settings," "Managing Personal Finances," "How to Find a Job," "Resume Building," and "How to Ace an Interview." The duration of each workshop ranged from an hour to an hour and a half, hosted an audience of 10-20 participants, and most included handouts for participants to take notes or some form of

interactivity (such as the use of computers). The workshops were held in the early afternoon and included a free lunch, provided by Sodexo, for participants and volunteers. Due to the slow opening the CARE Resource Center experienced in the fall 2013 semester and the snow days experienced in the spring 2014 semester, the workshops had to be pushed back to start at the end of February rather than begin in January as they were originally intended. One workshop was held in February, one in March, and the remaining five in April. Some workshops were held in a computer lab in the School of Business while the others were held in classrooms around campus. The Pembroke Housing Authority and other community partners graciously offered transportation to UNCP's campus for their own members, as transportation was an obstacle conveyed by the results of the community survey.

Gathering Volunteers and an Audience

To gather volunteers I reached out to UNCP faculty and staff. I was looking for student volunteers, primarily, or professionals if students could not be found. In particular, I sought out the assistance of service-learning classes. This turned out to be an ideal source of student volunteers. Service-learning classes, initiated by CCE, are classes that incorporate community service into their curriculum as a means of course completion. One service-learning class, under the instruction of Christie Poteet, actually adopted the center's last workshop as a class. For two of the center's other workshops I was able to find student volunteers encouraged by UNCP's Career Center and Division of Information Technology departments. For the other three workshops, Eric Hunt helped me find professional volunteers.

Once I secured volunteers I met with them to assist in the preparation of their presentations. In assisting the center's volunteers my role was minimal. I provided them with a

guided outline (see Appendix D) to give them an idea of what the center is looking for and what to expect, and answered any questions they had. Ultimately, the way that they presented the material was up to them. Most volunteers prepared PowerPoints and included handouts, while others were lectures. I wanted the CARE Resource Center's curriculum to be a legitimate source of volunteer experience applicable to a resume, especially for students.

Eric Hunt was my resource for gathering an audience. My role in this process was also minimal. I assisted Eric mainly by following up with him and providing him with encouragement, but Eric contacted the center's community partners and reached out to the community. Based on his reputation within the community and work-ethic, Eric was successful in procuring a sizable audience for each workshop—and, each participant was a person with needs that matched the needs of the center's intended audience.

Post-Assessment and Conclusions

Following the workshops I distributed a post-assessment survey for the purpose of evaluating the workshops' effectiveness (see Appendix E). My goal for the post-assessment surveys was to gather feedback from participants to ensure that the workshops are meeting their needs and to improve the workshops for the future. This survey was designed very similarly to the community survey released prior to the workshops' initiation; however, the demographic questions on this survey were less important than on the initial survey. The demographic questions were mainly useful in showing me that the workshops were attracting their intended audience. Participant feedback was really my main focus. There were only 18 post-assessment surveys completed. I later realized that some participants were repeat participants, meaning that they have already attended a workshop previously offered. For this reason I concluded that they

may not have wanted to fill out another survey if they had already completed one before, thus explaining why the amount of surveys collected were low. The surveys that were collected represent four out of seven of the workshops, as no surveys were given out for the first and last two workshops offered at the beginning and end of the series (February 24th and April 22nd's workshops).

To my surprise, almost every survey resulted in overwhelmingly positive feedback. I was honestly expecting more constructive criticism. When asked, “What did you learn from this workshop” and “What do you think is the most important “take-away” from this workshop,” every participant responded with a specific statement describing what they gained from their attendance. In addition to being specific, the responses also conveyed an enlightened tone. This showed me that participants were truly absorbing the material presented. On a scale of one to five with five being most valuable, 15 of 18 participants rated the information presented in their workshop as a five for most valuable. Two participants gave a rating of four, and one participant gave a rating of three. Every single participant responded with “yes” when asked, “In the future, would you like to see this workshop offered again?” Additionally, not a single participant offered suggestions when asked, “What would you have changed about this workshop?” Participants did, however, offer suggestions for how the CARE Resource Center can improve its workshops overall. A few to note were the desire for a wider range of job-related topics, more interactivity with the internet and hands-on time, offering a marketing workshop, and obtaining a larger room to host the workshops. This is exactly the type of feedback I was looking for, which I believe can be utilized to make the next series of workshops even better.

From my own personal experience sitting in on a few of the workshops, I noted a genuine desire in participants to learn. I observed them taking notes, asking questions, contemplating

concepts, relating the information presented to their own understandings, offering ideas to each other, and interacting with the volunteer speaker. I was very impressed with their willingness to actively engage in the presentation. Many had no reservations and jumped right into the discussion. I could not help but compare my observations of these participants to my observations of fellow students, and started to wonder why more students do not exhibit these qualities in a classroom setting. Reasons aside, I could see that the workshops were being well-received and concluded that participants were getting the most out of what they had hoped they would. It was obvious to me that when given an opportunity for advancement, participants are eager to do just that: advance.

Future Outlook and Sustainability

In its first semester of use, the classroom component of the CARE Resource Center was a success. Each of the seven proposed workshops not only attracted volunteers, an audience, and actually occurred, but also received much satisfaction from participants and community members alike. Many have said they are happy to know that the center's services as a whole are resources available to them, and see the center as a much needed resource to the community. Participants have also said that they view the CARE Resource Center as an opportunity for self-improvement which in itself conveys the long-term, positive impact the center has the potential to have within the community. The center's volunteers, too, expressed similar, positive regards towards the center's classroom component. When North Carolina's Board of Governors visited the University in February 2014, they were very pleased to see a center on campus that offers assistance—assistance that is student-led—in the ways that the CARE Resource Center does. They were also surprised that there is a need for the center's services. While serving the

community, the CARE Resource Center also has the ability to make an impact on those with decision-making authority.

To ensure the continuation of the CARE Resource Center's workshops, CCE has hired Eric Hunt, a freshman, non-traditional student who is well connected within the community, as the new Classroom Component Manager. Throughout the implementation process Eric worked with me, gathering insight and even initiating a few tasks of his own, so that he can sustain the program. When I graduate, Eric will essentially perform the same role as I have. Eric will develop a series of workshops for a new semester, gather volunteers and an audience, and oversee the implementation of the new workshops. CCE has also hired another student, Ja'Kayla Hill, to manage the CARE Resource Center and assist Eric with programs and workshops.

After working with the CCE team and experiencing the center's workshops in their first semester, I will be graduating with confidence knowing that the center's classroom component will sustain and be useful to the community. This was my goal prior to my involvement with the center. For the future, it is my hope that CCE will always find student leaders and volunteers to sustain the CARE Resource Center. It is also my hope that the center's workshops will continue to promote job stability and career readiness, and be a resource for personal improvement to the community. One day I would like to come back and volunteer at the center. For now, I am not sure what my involvement would look like, however, leading a workshop of my own interests me. At the very least I would like to help the center gain attention so that more people will get involved, and more community members will become aware of what the center has to offer. In closing, I am happy to have been a part of the center's success. What I am most looking forward to most is seeing how much of a positive impact the CARE Resource Center will continue to have in the future at UNCP and within the Robeson County community.

References

United States Census Bureau. (2010). State and County Quick Facts: Robeson County. Retrieved 4-6-14, from <http://quickfacts.census.gov/qfd/states/37/37155.html>

Appendix A: Community Survey



The CARE Resource Center at the University of North Carolina at Pembroke

The CARE Resource Center is a project that will address the unemployment and poverty issues that currently exist in Pembroke, North Carolina and surrounding communities. The center will be located in Wellons Hall on UNCP's campus and will be comprised of three components: a food pantry, a professional wardrobe closet, and a classroom. The goal of the CARE Resource Center is to be a central, safe location for UNCP students, faculty and staff, and community members of Robeson County, to come and receive aid towards their food, clothing, and educational needs. All services are free for participants and the center will be ready for use at the start of the Fall 2013 semester. **The following survey was created to gather information for the curriculum of the classroom component of the CARE Resource Center, which will host educational workshops directly related to career readiness and professional and personal development.**

Community Survey

1. Are you male or a female?
 - Male
 - Female
2. What is your age? _____
3. What is your race? _____
4. What is the highest level of education you have completed?
 - Less than High School
 - High School/GED
 - Some College
 - Two-year College Degree (Associates)
 - Four-year College Degree (BA, BS)
 - Master's Degree
 - Doctoral Degree
 - Professional Degree (MD, JD)
5. What is your current employment status?
 - Full-time Employee
 - Part-time Employee
 - Unemployed and Seeking Employment
 - Unemployed and not Seeking Employment
 - Retired
6. What is your current marital status?
 - Single
 - Married

- Separated
- Divorced
- Widowed

7. Which topics would be most useful to you? Circle all that apply.

- Financial Budgeting/Managing Personal Finances
- Understanding Taxes/Filing Taxes
- Resume Writing
- How to Ace an Interview
- Networking
- How to Utilize Social Media for Business Purposes
- Basic Computer Skills for Business Professionals
- Organizational Development and Leadership
- Other: _____

8. Which time(s) of day would be most convenient for you? Circle all that apply.

- 9-10 AM
- 10-11 AM
- 11-12 PM
- 12-1 PM
- 1-2 PM
- 2-3 PM
- 3-4 PM
- 4-5 PM
- Other: _____

9. Which day(s) of the week would be most convenient for you? Circle all that apply.

- Mondays
- Tuesdays
- Wednesdays
- Thursdays
- Fridays
- Saturdays
- Sundays
- Other: _____

10. Which of the following may be a challenge for you? Circle all that apply.

- Child Care
- Transportation
- My Work Schedule
- Location
- Time of Day
- Day of the Week
- Other: _____

11. What can we do to better serve your needs as they relate to career readiness and professional and personal development?

Thank you for completing this survey!

Appendix B

(adapted from an excel spreadsheet)

Community Survey: 29 Surveys Collected

1. Are you male or a female?

- Male **5 of 29**
- Female **23 of 29**
- N/A **1 of 29**

2. What is your age? _____

average: 33
range: 19-68
mode: 32

3. What is your race? _____

Native American: 15 of 29
African American: 8 of 29
Caucasian: 1 of 29
Hispanic: 1 of 29
Other: 1 of 29
N/A: 3 of 29

4. What is the highest level of education you have completed?

- Less than High School **5 of 29** 2
- High School/GED **11 of 29** 1
- Some College **11 of 29** 1
- Two-year College Degree (Associates) **2 of 29** 3
- Four-year College Degree (BA, BS) -
- Master's Degree -
- Doctoral Degree -
- Professional Degree (MD, JD) -

5. What is your current employment status?

- Full-time Employee **4 of 29** 3
- Part-time Employee **7 of 29** 2
- Unemployed and Seeking Employment **12 of 29** 1
- Unemployed and not Seeking Employment **4 of 29** 3
- Retired **2 of 29** 4

6. What is your current marital status?

- Single **19 of 29** 1
- Married **6 of 29** 2
- Separated **1 of 29** 3
- Divorced **3 of 29** 4
- Widowed -

7. Which topics would be most useful to you? Circle all that apply.

- Financial Budgeting/Managing Personal Finances **10 of 29** 3
- Understanding Taxes/Filing Taxes **10 of 29** 3
- Resume Writing **8 of 29** 4
- How to Ace an Interview **16 of 29** 1
- Networking **8 of 29** 4
- How to Utilize Social Media for Business Purposes **5 of 29** 6
- Basic Computer Skills for Business Professionals **14 of 29** 2
- Organizational Development and Leadership **6 of 29** 5
- Other: -

8. Which time(s) of day would be most convenient for you? Circle all that apply.

- 9-10 AM **11 of 29** 5
- 10-11 AM **12 of 29** 4
- 11-12 PM **10 of 29** 6
- 12-1 PM **6 of 29** 7
- 1-2 PM **13 of 29** 3
- 2-3 PM **14 of 29** 2
- 3-4 PM **14 of 29** 2
- 4-5 PM **17 of 29** 1
- Other: **evenings**

9. Which day(s) of the week would be most convenient for you? Circle all that apply.

- Mondays **18 of 29** 1
- Tuesdays **14 of 29** 3
- Wednesdays **16 of 29** 2
- Thursdays **18 of 29** 1
- Fridays **14 of 29** 3
- Saturdays **7 of 29** 4
- Sundays **1 of 29** 5
- Other: -

10. Which of the following may be a challenge for you? Circle all that apply.

- | | | |
|--------------------|---------------------|---|
| • Child Care | 11 of
29 | 2 |
| • Transportation | 12 of
29 | 1 |
| • My Work Schedule | 9 of 29 | 3 |
| • Location | 4 of 29 | 4 |
| • Time of Day | 3 of 29 | 5 |
| • Day of the Week | 3 of 29 | 5 |
| • Other: | - | |

11. What can we do to better serve your needs as they relate to career readiness and professional and personal development?

Personal improvement, overall

Investment, management

Need help searching for a job based on already existing skills

Need help searching for a job on the internet/websites

How to find jobs online

Provide daycare service/transportation

Appendix C

CARE Resource Center: Workshop Schedule Outline

- **February**

- **Monday, February 24th**

- **Workshop 1:** “Identity Theft Protection”—10am
 - Led by Lucile Locklear of LumbeeGuarantyBank

*This workshop will be held at the Pembroke Housing Authority.

- **March**

- **Wednesday, March 26th**

- **Workshop 1:** “Basic Computer Skills in Business Settings”— 9:30-11am
 - Led by Bethany McNeill, UNCP student of the Division of Information Technology
- **Lunch:** 11am-12pm
 - Provided by the CARE Resource Center

*Workshop will be held in the upstairs back computer lab in the School of Business (BA 242), but the beginning location and lunch location will be the CARE Resource Center. There is a possibility that transportation will be provided from the Pembroke Housing Authority to UNC Pembroke’s campus.

- **April**

- **Tuesday, April 8th**

- **Workshop 1:** “Identity Theft Protection”—11am-12pm
 - Led by Lucile Locklear of LumbeeGuarantyBank
- **Lunch:** 12-1pm
 - Provided by the CARE Resource Center
- **Workshop 2:** “Managing Personal Finances”—1-2pm
 - Led by Angela Chavis of First Bank

*Workshops will be held in UC 251. Lunch will be held at the CARE Resource Center in Wellons hall on UNC Pembroke’s campus. There is a possibility that transportation will be provided from the Pembroke Housing Authority to UNC Pembroke’s campus.

○ **Tuesday, April 22nd**

- **Workshop 1:** “How to Find a Job”— 10-11 am
 - Led by Emily Gray, UNCP student of the Career Center

* This workshop will be held in the upstairs back computer lab in the School of Business (BA 242).

- **Workshop 2:** “Resume Building” and “How to Ace an Interview”— 11am-12:30 pm
 - Led by students from Christie’s service-learning class
- **Lunch:** 12:30 pm- 1:00 pm
 - Provided by the CARE Resource Center

*Workshops will be held in UC 251. Lunch will be held at the CARE Resource Center in Wellons hall on UNC Pembroke’s campus. There is a possibility that transportation will be provided from the Pembroke Housing Authority to UNC Pembroke’s campus.

Appendix D



The CARE Resource Center at the University of North Carolina at Pembroke

The CARE Resource Center is a service center established to address the unemployment and poverty issues that currently exist in Pembroke, North Carolina and surrounding communities. The center is located in Wellons Hall on UNCP's campus and is comprised of three components: a food pantry, a professional wardrobe closet, and a classroom. The goal of the CARE Resource Center is to be a central, safe location for UNCP students, faculty and staff, and community members of Robeson County, to come and receive aid towards their food, clothing, and educational needs. All services are free for participants, donor supported, and student led.

Guided Outline for Workshop Volunteers

On behalf of the Office for Community and Civic Engagement and the CARE Resource Center, we thank you for volunteering to lead one of the CARE Resource Center's educational workshops. Your involvement will not only be a legitimate source of involvement to add to your resume, but will also add value to the lives of our participants and help UNCP achieve its goal of serving the local region.

The following information is provided to assist you in preparing for the workshop that you will lead. Should you have any questions, contact Christie Poteet, Director of Service-Learning and Associate Director for Community Service, at Christina.poteet@uncp.edu or at 910-775-4296.

1. What to expect:

You will be presenting basic, beginner-level information on a topic directly related to personal and professional skills and career readiness to community members of Robeson County. This may include UNCP students, faculty, and/or staff. The United States Census Bureau reports that 30.6% of Robeson County's 135,500 people are currently living below the poverty level, 46.3% are not in the labor force, and 10.8% are unemployed. The purpose of these workshops is to bridge the gap between these statistics and the needs of Robeson County's community members in the form of education.

2. How to present the information you will be covering:

You can present the information to be covered any way you would like. You may utilize a PowerPoint, include videos, a demonstration, an activity, etc. We encourage our volunteers to be creative and present information in ways that break away from a traditional lecture. We also encourage volunteers to interact with participants (perhaps, by asking them questions) and engage them in discussion. If you would like to include handouts for participants to follow along or have something to take home, which we also encourage, please email them to Christie prior to the event so that she can print copies for you. We are looking for presentations close to one hour or more in duration.

3. Remember to keep your audience in mind:

Based on the demographics of Robeson County and the members we intend to serve, your audience has the potential to/will likely consist of people who are unemployed or who are employed as part-time employees and have a high school education or less. It is also likely that these people will be attending your workshop because they wish to better themselves, and want to leave having gained something from the information presented. With this in mind, remember to keep the information simple, basic, and easy for someone without an advanced education to understand.

4. Have fun!

By leading one of the CARE Resource Center's workshops, you are impacting Robeson County in a positive way: you are utilizing your strengths and skills to be for the good of others in need. While these workshops will not solve Robeson County's unemployment and poverty issues alone, they will, however, empower participants to better themselves professionally and personally. We can guarantee that participants will be very appreciative to hear what you have to say. So, have fun with you presentation!

Appendix E



The CARE Resource Center at the University of North Carolina at Pembroke

The CARE Resource Center is a service center established to address the unemployment and poverty issues that currently exist in Pembroke, North Carolina and surrounding communities. The center is located in Wellons Hall on UNCP's campus and is comprised of three components: a food pantry, a professional wardrobe closet, and a classroom. The goal of the CARE Resource Center is to be a central, safe location for UNCP students, faculty and staff, and community members of Robeson County, to come and receive aid towards their food, clothing, and educational needs. All services are free for participants, donor supported, and student led. **The following post-knowledge assessment survey was created to gather information on the effectiveness of the classroom's educational workshops.**

Post-Knowledge Assessment Survey

12. Are you male or a female?

- Male
- Female

13. What is your age? _____

14. What is your race? _____

15. What is the highest level of education you have completed?

- Less than High School
- High School/GED
- Some College
- Two-year College Degree (Associates)
- Four-year College Degree (BA, BS)
- Master's Degree
- Doctoral Degree
- Professional Degree (MD, JD)

16. What is your current employment status?

- Student
- Full-time Employee
- Part-time Employee
- Unemployed and Seeking Employment
- Unemployed and not Seeking Employment
- Retired

17. What is your current marital status?

- Single
- Married
- Separated
- Divorced
- Widowed

18. Is this your first time visiting the CARE Resource Center? **Circle:** Yes or No

19. Is this your first time attending one of our workshops? **Circle:** Yes or No

20. On a scale of 1-5, with 1 being *least valuable* and 5 being *most valuable*, how valuable was the information presented in this workshop? **Circle:** 1 2 3 4 5

21. What did you learn from this workshop?

22. What do you think is the most important "take-away" from this workshop?

23. What would you have changed about this workshop?

24. In the future, would you like to see this workshop offered again? **Circle:** Yes or No

25. What can we do to improve our workshops in ways that will better meet your needs?

Thank you for completing this survey!

Appendix F

(adapted from an excel spreadsheet)

Post-Knowledge Assessment Survey

18 total participants

1. Are you male or a female?

- Male 0 Mode: 26
- Female 18

2. What is your age? _____

AVG: 30 Range: 23-40

3. What is your race? _____

Native American: 10
Caucasian: 2
Black American: 6

4. What is the highest level of education you have completed?

- Less than High School 4
- High School/GED 7
- Some College 5
- Two-year College Degree (Associates)
- Four-year College Degree (BA, BS) 1
- Master's Degree 1
- Doctoral Degree
- Professional Degree (MD, JD)

5. What is your current employment status?

- Student
- Full-time Employee 2
- Part-time Employee
- Unemployed and Seeking Employment 13
- Unemployed and not Seeking Employment 3
- Retired

6. What is your current marital status?

- Single 13
- Married 1
- Separated 2
- Divorced 2
- Widowed

7. Is this your first time visiting the CARE Resource Center? **Circle:** Yes or No
 13 5

8. Is this your first time attending one of our workshops? **Circle:** Yes or No
 11 7

9. On a scale of 1-5, with 1 being *least valuable* and 5 being *most valuable*, how valuable was the information presented in this workshop? Circle:

- 1: 0
- 2: 0
- 3: 1
- 4: 2
- 5: 15

10. What did you learn from this workshop?

11. What do you think is the most important "take-away" from this workshop?

12. What would you have changed about this workshop?

13. In the future, would you like to see this workshop offered again? **Circle:** Yes or No
 18 0

14. What can we do to improve our workshops in ways that will better meet your needs?

Larger room

Want more information about the internet

Marketing

Longer face time on the computer-more hands on

Help us find jobs online