Empowering the Students of the Worcester Clemente Course and Beyond

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Abstract

The Worcester Clemente Course in the Humanities teaches motivated and passionate individuals who are experiencing economic hardships. They learn about various topics surrounding the humanities in order to connect them to the moral life of downtown and enable them to further their careers or education. Currently, many of the students stop their education at the completion of the course because of a lack of knowledge on how to continue as well as other barriers preventing them from continuing. The goal of this project, and the resources guide that accompanies it, is to empower the students and alumni of the Worcester Clemente Course and enable them to continue their education outside of the Clemente Course Classroom. These resources include continuing education resources, humanities related resources in the Worcester area, and social service resource that have the ability to remove barriers in the way of someone trying to continue their education.
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1 Introduction

Since 1995 the Clemente Course in the Humanities has been empowering the economically disadvantaged to rise above the societal oppression that kept them from moving forward. Founder Earl Shorris was inspired to create this program, based on the concept that teaching the humanities changes the way people think and react to the world, giving the impoverished the tools they need to overcome what he called a “surround of force.” (Shorris, 6) Since then the Clemente Course has spread to cities throughout the United States and several other countries, helping people by building a community and teaching the humanities.

The Clemente Course in Worcester strives to accomplish this goal by bringing its students and their families closer to each other, the community, and to the resources they need to continue their education. Many students that graduate from the course go on to become leaders in the Worcester community and obtain degrees, and return for Clemente Worcester events. With each year this community grows as a new group of students experiences all the course has to offer. However, many students that graduate from the Clemente Course find that the high cost of education is still a barrier to getting a degree, and as the community grows it becomes harder to communicate event information, especially to past students who no longer live in the area. The Worcester Clemente Course mostly relies on mass emails and word of mouth to pass along event information, which can leave many people out. Although the Worcester Clemente Course has a website, it lacked the resources current students and alumni needed to help them overcome these obstacles.

The goal of this project was to help the Worcester Clemente community achieve their mission of building a community and teaching the humanities by updating and expanding their website to include the necessary resources. These resources covered three different categories, educational resources, humanities resources, and social service resources, that all work to help
students and alumni of the course to continue their education. The educational resources provided a way for students and alumni to move past the barrier of where to go next when they completed the Clemente Course. These resources included various classes in the Worcester area related to the humanities as well as degree help programs aimed at helping students earn a college degree. The humanities resources included museums, galleries, and organizations related to the humanities in the Worcester area. These resources all allow students and alumni to continue their education on their own, outside of the classroom. The social service resources includes information on shelters, food assistance, family assistance, and medical services that all aim at helping students and alumni to eliminate barriers preventing them working on their education. Together all of these resources help to empower the students of the Worcester Clemente Course and connect them further to the moral life of downtown.
2 Background

2.1 The Clemente Course in the Humanities

The Clemente Course in the Humanities is an adult education program that teaches the humanities at the college level to people living in economic distress. Students learn about moral philosophy, literature, history, art history, critical thinking, and writing in college-accredited courses taught by professors from local colleges and universities. The target audience for the course includes the poor, unemployed, low-wage workers, ex-convicts, addicts, and the homeless. It is offered in many different locations across the United States as well as in Canada and Australia. The course is based on:

the conviction that by studying the humanities, individuals who have been denied access to economic, cultural and social opportunities develop the critical, reflective, and creative skills that empower them to work effectively toward improving their own lives and those of their families and communities (“About the Program”).

To help students achieve these goals they are provided with tuition, books, childcare, and transportation at no cost in order to remove significant obstacles that prevent them from gaining access to higher education. The experience of the students of the Clemente Course in the Humanities has proven that through learning in a caring and respectful environment, people can be empowered to create personal and societal change.

2.1.1 History and Founding of the Course

The Clemente Course in the Humanities was founded in 1995 by Earl Shorris after a conversation he had with an inmate at the Bedford Hills maximum security prison in New York State. He was completing research for his book The New American Blues when he asked a group of inmates, “why do you think people are poor?” It was Veniece Walker, an inmate who had been there since she was 20 years old, who responded with the inspiring words that Shorris used
to start the course. She responded to his question by saying that poor people need to go
downtown to plays, museums, concerts, and lectures where they can, “learn the moral life of
downtown” (Shorris). She continued on by saying that the children who grew up in the city
needed a “moral alternative to the street” (Shorris). What she was explaining was that
underprivileged children rarely have the opportunity to learn the humanities and in turn grow up
to be poor adults who never had a proper education. Shorris believed that the ultimate skills in
life are reflection and critical thinking as taught by the humanities. These children who were
deprived of the humanities have a smaller chance of coming out of poverty. It was the idea that
studying the humanities is “in itself a redistribution of wealth” (Shorris) that sparked Shorris’
idea to create the course.

Since its inception in 1995 the Clemente Course has spread across the country and to
Canada and Australia. (“About the Program”) The original fundamentals of the Clemente
Course in the Humanities are still the same today as they were when the course was first started.

2.1.2 Mass Humanities and the Clemente Course in the Humanities

The first Clemente Course in the Humanities in Massachusetts started in October of
1999 in Holyoke. Today it has expanded to five other cities, including Dorchester, New
Bedford, Brockton, Worcester, and Springfield. All of these programs are funded by Mass Humanities as
well as other local organizations. Mass Humanities has played a large role in starting and
developing these programs into what they are today. They work towards expanding the course
and growing it into what it is today because of the vast success they have had throughout the
state. As seen below, the Clemente Course has helped students work towards life goals, have
greater confidence, and achieve education goals that they previously thought they could not do.
Figure 1: Clemente Course by the Numbers

Worcester’s Clemente Course in the Humanities restarted in 2015 after a hiatus of more than a decade. It is sponsored by Mass Humanities in partnership with Worcester Interfaith. Classes meet twice a week at the Worcester Art Museum and cover topics ranging from poetry to critical thinking and writing taught by professors from local universities. In the few years since its restart, Worcester’s Clemente Course has had major successes in empowering its students and creating a community of caring and connected individuals.

2.2 Learning Beyond the Clemente Course

While adult education courses are a great way for people in socioeconomic distress to expand their education, there can be many factors blocking them from completing these courses. There is also many students who do complete the course who still have a desire to continue learning. There are many different ways for these people to continue their education whether it’s through self-directed learning and learning through public means, taking local classes, or
working towards earning a degree.

2.2.1 Public Institutions for Education

Self-directed learning is a process in which an individual diagnoses their own learning needs, decides on their own learning goals, identifies resources for learning, implements learning strategies, and evaluates learning outcomes (Banz, 45). There are many benefits to self-directed learning including individualizing the learning experience and learning at a pace that the student is able to work at. When the student is deciding on what to include in their education they become more passionate about what they are learning and are more willing to put in effort. They also tend to have more success in their education when they are able to set the pace of their learning. Self-directed learning can be extremely beneficial to someone who wants to further their education and can easily be done by using readily available resources such as public libraries, museums, and cultural organizations.

Public libraries date back to 39 B.C. in Ancient Rome where Julius Caesar included them among his plans to adorn and build up the city of Rome (Dix, 286). They were used to make works, such as poems and books, available to a wider audience. These libraries, however, were intended for the higher classes of people because of the high level of illiteracy in the ancient world. Today, public libraries are a logical focal point for the learning society because of their many resources, They are the only major educational system that aims to cover the entire lifespan of its clients as well as serve clients at all levels of abilities. The public library allows for people of all ages, learning abilities, and socioeconomic status to enrich themselves in the humanities (McCook, 246). As Earl Shorris learned, this allows for people to fit in more with society and in turn become more successful in their life.

Museums offer a great deal of learning opportunities for self-directed learners. Their educational role is now considered to be at the core of their service to the public and their mission is a “responsibility to nurture the minds and the spirit of the communities it serves” (Soren, 149). In the museum the exhibitions serve as the facilitator in the teaching-learning transaction through self-guided galleries or interactive experiences. Today, museums act as
multi-dimensional institutions “with tremendous capacity for bringing knowledge to the public and enriching all facets of the human experience” (Soren, 152). Using self-guided tours or interactive exhibits allows people to find their own directions and forge their own paths as they are learning. This allows for the student to stay interested in what they are learning and become passionate about their education. Museum collections represent cultural, scientific, and natural heritage diversity throughout the world and are intended to “help individuals in society become aware and develop critical understanding of the diversity of human cultural achievements and past human behavior” (Soren, 150). These ideas all allow people to expand their education and continue their learning independently.

2.2.2 Obtaining a College Degree

Getting a college degree can be an important and empowering step in a person’s life. While it is not necessary for everyone to have a college degree, the benefits that come with having one are immense. With an ever-changing society, education is supposed to help “develop the general metacognitive abilities necessary to keep up with the changing skill requirements of the contemporary workplace” (Carnevale 24). This, in turn, allows for economic self-reliance and emotional and physical self-empowerment. Successfully obtaining a degree, however, is not an easy process, especially for people in socioeconomic distress. The high costs of obtaining a degree and knowing where to start can prove to be formidable barriers to many adults wishing to further their education. Luckily, there are many programs and services, such as tuition assistance programs, earning college credit through life experience programs, online degree programs, and community colleges, that work towards helping people receive a degree.

Tuition assistance programs and resources work towards allowing people from all backgrounds and socioeconomic status to have equal opportunity to get a degree. There are several different types of assistance programs including scholarships and grants, government aid, and employer assistance. Scholarships and grants are the most diverse and widely available tuition assistance resources. They are the most ideal resource as well because once they are awarded they do not have to be repaid. Government aid is a resource that is available to anyone who may need it and is awarded based on need. Federal student aid is the most common form of
financial aid and comes in the form of grants and federal loans. These loans, if accepted by the student, have lower interest rates than private loans making them more favorable. Some states also offer unemployment incentive programs that will aid the unemployed adult in furthering their education at no cost. On the other side, some employers offer tuition-reimbursement programs for students who complete job training programs. All of these resources can reduce the burden placed on students when they are trying to earn their degree and can remove the most significant barrier standing in their way.

A major barrier for adults trying to earn a college degree is not knowing where to start. Programs that allow them to earn college credit through life experience help guide adult learners towards their desired career goals through classes, experienced instructors, and advisors. Earning college credit through life experience is a phenomenon of the seventies that has continued to grow through to today. These programs merit academic credit when it is properly demonstrated and validated by awarding credits for knowledge acquired from activities like political work, retail management, corporate administration, writing, and even travel (Meinert, 339). There are a few different ways to earn these credits including challenge exams or creating an academic portfolio. Challenge exams test what older students already know about college-level subjects for a modest fee, awarding college credits for passing the exam. The exams cover the amount of material that would be covered in a single college course, but only cost a fraction of the price. The other option of creating an academic portfolio is beneficial for students who do not test well or for those whose work is products such as artwork, certificates, business plans, articles, software, videos, or written reports which attest to the competency in selected subject areas. Many colleges that accept these portfolios require students to enroll in a course that teaches them how to put together a portfolio and develop their applications. These programs together help guide adult learners towards getting their degree as well as gives them the motivation to continue pursuing their degree.

Many adults wishing to continue their education find that an online degree is more accessible and cost effective than a traditional on-campus degree. Online degrees have many benefits that create an easier time for adults to earn a degree. They are generally less expensive
than a traditional degree because of the ability to reuse lectures and deliver content to more people. Students are also not limited on geography and can therefore choose to enroll in a less expensive university that they would not be able to attend in person. The student also has the ability to decide when and where they want to do their learning. This creates the flexibility that is needed for some students to be able to complete their degree programs.

2.3 Clemente Course Websites

Having a website with various amounts of information can be extremely beneficial to past, current, and future students of each course. Enhancing the web presence of each course could eliminate the communication issue with students and faculty of the course as well as promote involvement from all groups of students.

2.3.1 Websites of Other Clemente Courses

Most courses have a web presence providing at least basic information about that specific course. These websites vary in the amount of information provided and the types of resources made available to its users. However, since many of the courses are sponsored by a college or university, the online information for the course is just a page on the college’s website. These pages generally contain information about the course’s goals, services offered, location, and the application process. These websites rarely address current and past students and focus more on future students and getting them interested in enrolling in the course.

Courses with their own website have more information, including more robust ‘About’ pages, blogs, and calendars. A select few of these website have resource pages for students and/or alumni. The Free Minds program in Austin, TX is a program affiliated with the Clemente Course and has an alumni resources page containing resources for continuing education, moving forward in their career, and discovering various humanities programs and organizations in Austin (“Alumni Resources”). This website, however, is an outlier. Many of the websites lack resources for past and current students and heavily focus on enrolling more students.
2.3.2 Worcester Clemente Course Website

The original website of the Clemente Course in Worcester was mainly directed toward prospective students and potential donors. It consisted of information about the course, an online application, a donation form, and blog and gallery pages specific to the Worcester course. However, the website lacked any information or guides for current and past students. It also did not appear to be kept up to date with current class offerings and blog posts. While there is a link to the Mass Humanities website, which contains a calendar of events in Massachusetts there are no resources or events directed at the Worcester Clemente Course and its students on the website.

![Figure 2: Current Header of clementeworcester.com](image)

3 Methodology

When starting this project we were tasked with the goal of finding a way to empower the students of the Clemente Course in the Humanities. Through research about the course and discussions with various stakeholders we decided to make our intervention on clementeworcester.com in the form of a resources page and calendar of events page.
3.1 Choosing a Focus Group

The stakeholders of this project include current students, alumni and past students, program directors, instructors, academic directors, families of students, and donors. After much consideration, we decided that focusing on the students and alumni of the course would make the largest impact. The other stakeholders were ruled out for a number of different reasons. Instructors already have their own way of teaching each course and keeping track of how students are doing that works for them. While standardizing this or providing a new resource for them could be beneficial, many of them may be unwilling to change the way they are teaching because what they have already works for them. Program directors and academic directors were ruled out for much of the same reason as professors; many of them have working tools needed to complete the tasks they need to get done. Families of students were largely considered as our focus group, however, were ultimately ruled out because there is a fair number of students and alumni in the course that this would not affect. Since we wanted to make the largest impact on the course that we could, we decided that focusing on this group would not be the best route to take.

The decision to focus on the students and alumni made the most sense to best benefit the course as a whole. The students and alumni can be broken into a number of categories, which includes students who completed the course, students who did not complete the course, present students, and future students. We decided that creating a resource that focuses on all of these groups would be the most beneficial to the course because it would impact the largest number of people.

Once we decided on which group of stakeholders to focus on, we needed to decided on whether to create a tool for the course as a whole or to focus on one area. We ultimately decided to focus on just the local course in order to create a more personalized outcome. This allowed us to go further in depth in our research, create a more personalized and useful finished product, and create a larger impact on the students. Our final product can also be used as a guide for other Clemente Courses to follow to create the same intervention at courses throughout the country.
3.1.1 Requirements Elicitation

We knew the intervention would be about the Worcester Clemente Course’s current website, so we began by analyzing the current site. We analyzed the information provided and the structure of the website to determine the target audience and reveal improvements that could be added. Our analysis revealed that the website was created to help prospective students learn more and apply to the course, and that the website was not accessible on mobile platforms. From this information we decided that expanding the website and making it accessible on mobile devices would be a the most impactful intervention. The addition of a forum and/or calendar of Clemente and local humanities events were also suggested.

After determining the type of project we were going to deliver, we talked to the Worcester Clemente Course coordinator to learn what resources would be most beneficial. The Program Coordinator was able to give us information about what the current and past students wanted the most as well as resources that she would like to be a part of the website expansion. She also believed that a calendar would be a good addition to the website, but the forum is something we should ask the students about.

It is crucial to know what platform the website runs on in order to select tools to add and be able to format the new pages correctly. We spoke with the website administrator to get more details about the website’s creation and management. Through this discussion we learned that the website was created using wordpress as well as the template that was used, which we were able to use later in the design process.
After these discussions we began interviewing and surveying students to get their input on what they thought would be most beneficial to them. Our survey consisted of questions that asked about how they communicate with each other, how they about events, how often they utilize local public resources, and anything else they may wish to see on the website that thought would help them progress. From this survey we were able to determine that resources for financial aid for college, managing work and college courses, and a guide to local humanities organizations would be beneficial to the students. The survey also revealed that including a calendar instead of a forum would be more beneficial to the students.

### 3.2 Selecting Student Resources

One of the main goals of this project was to create a resources page for current students, alumni, and anyone else connected to the Worcester based Clemente Course in the Humanities. The decision on how to organize this page was based off of research of other websites as well as conversations and interviews with stakeholders. The goal of this page is to help to connect students and alumni to the “moral life of downtown” as was the original founding.
purpose of the Clemente Course in the Humanities. This page includes information on local libraries and museums, continuing education, and social service resources.

Of the Clemente websites that were researched only two of them offered some type of resource page for students and alumni. The first page was found on Free Minds of Austin Texas’s page. This included resources for continuing education, career and life help, and humanities resources in the area. It is set up in a bulleted list with links and short descriptions of each resource. The page is well organized and easy to follow, however, does not provide much information about each resource.

CONTINUING EDUCATION

- **Capital Idea** is a sponsorship program that helps adults living on low-incomes to complete their college degrees by going to school full time. They focus primarily on job training in healthcare, as well as technology and trades.
- **The Regional Foundation Library** is a UT organization that provides individuals and non-profits with funding information and assistance. Call and make an appointment to start looking for college grant and scholarship sources.
- ACC is a great option for students looking to get an associate’s degree or transfer to a four-year college. Here is some information about the **associate’s degrees and certificates** offered by ACC and about ACC’s transfer services.
- **Texas State University in Round Rock** has programs designed specifically for working adult students. All of their course offerings are in the evening, and their degree plans allow for extensive online and community college coursework. Click [here](#) to check out their degree programs.
- **The New College at St. Edward’s University** is also designed for adults with busy lives. They offer a number of undergraduate degrees through their evening program.
- **Concordia University** offers an accelerated bachelor’s degree program for working adults, in the areas of healthcare administration, human resource management, business, and technical management.
- **Huston-Tillotson University’s Adults Degree Program** aims to build community through cohort learning. They offer bachelor’s degrees in the fields of business, criminal justice, early childhood education, and psychology.

CAREER & LIFE

- **Workforce Solutions Capital Area** offers free workshops in resume writing, interview techniques and career services. Check out their workshop calendar for times and locations.
- **Money Management Classes** are offered free through Foundation Communities and are available to anyone who lives in a household bringing less than $50,000 annually. You can register for this three session course online or by phone.

*Figure 4: Resources Page From Free Minds of Austin, TX*

The second page comes from the Jefferson Clemente Course in Port Townsend, WA.
This page is found under a link called “For Students” on the sidebar of their main page. This page is dedicated to educational resources for current students and alumni of the course. While the resources are beneficial to the students, the page is unorganized and difficult to find on the main page. For a student that is looking to continue their education, it is unclear that this page will be the resource they are looking for.

![Figure 5: Resources Page From the Jefferson Clemente Course](image)

### 3.2.1 Educational Resources

Many of the students and stakeholders that we spoke to expressed that there was a need for more guidance for education once students have completed the course. We learned that two of the main barriers holding students back from continuing their education are financial insecurity and lack of knowledge on how to continue their education while working. The goal of this page is to provide resources and guidance to students who wished to continue their education.

The next step in this process was to find degree programs that are affordable and provide resources to adult learners. After speaking with students we learned that some students are
looking to complete their degree online while others would prefer to attend classes in person. We decided it was best to include both types of courses on the resources page to ensure a larger set of stakeholders could be reached. A list of online and in-person programs throughout New England was compiled and researched in order to ensure the best programs were being included on the final page. We did not want to include too many programs to ensure the final product was not too cluttered and difficult to look through. To prevent this from happening, we discussed which criteria was most important for the programs to follow and chose the ones that fit best. The criteria that each course needed to fit in included affordability, location, and access to support from program staff. Many of the courses and programs were ruled out because of location, however, some were also ruled out because of the lack of support. An important factor in completing a degree program comes from support. It is especially important for students who have completed the Clemente Course in the Humanities because much of their learning has been through discussion. It is also important for them to have guidance on where to go and how to continue their education as we had learned through discussions and survey results.

While some students expressed their desire to get a degree, other students wanted to continue learning without the added stress of working towards a degree. To help these students, the final resources page contains a tab for local courses and classes. Again, after some research, a list of courses was compiled. There are many local courses and classes throughout the Worcester area. In order to ensure the page does not become too cluttered we had to choose certain classes to be included on the page. These classes were decided on based on their location, the topics of the classes, and affordability. Many of the local classes had admissions fees, however, some were much more affordable than others. Since affordability was a big topic on why students were not continuing their education, we decided it was best to rule out the courses that were too expensive. The other aspect was based on topics of the courses. In order to keep the page aligned with the goal of the project, any courses that were not directed towards the humanities were also ruled out.

3.2.2 Humanities Resources

After researching and learning about the founding of the Clemente Course in the
Humanities, we decided to include a resource that contains information on local humanities organizations. The goal of this page is to help connect students and alumni to the “moral life of downtown”, relating back to Earl Shorris’ main founding principle. This page also has the ability to help students and alumni continue their education in other ways. When deciding on which resources to include we wanted to ensure that the largest number of students and alumni would be reached. In order to do so we created and sent out a survey including questions on which types of activities they would participate in. From these survey results and other research we decided to include information on local libraries, museums, and organizations all relating to the humanities.

Including information about local libraries was an important factor of this page. Libraries empower the individual, build communities, and are overall the great equalizer. They bring people of every age, education level, income level, ethnicity, and physical ability together to have conversations and to learn from and help each other. Libraries also “provide resources that they could otherwise not afford - resources they need to live, learn, work and govern” (Jfalcon). All of these factors relate back to the main goal of the project. In order to ensure ease of access to the libraries we decided to include information on how to use a library. We met with a librarian at the Worcester Public Library and discussed the various tools and resources the library has to offer. We also decided to include information about all public libraries in Worcester to ensure all students and alumni could easily access a library if they needed.

Museums and galleries are beneficial to the learning of individuals if the individual is willing to put in the work to learn. By including information on local museums and galleries on the resources page we are taking the first step for the students and alumni in learning through their environment. By having one central location with various museums and galleries for them to go to students and alumni are able to find a place that peaks their interest and attend one of the museums or galleries without doing too much of their own research. When deciding on what
to include on this page we needed to take many factors into consideration. Some of the things we were looking for when researching museums and galleries to include were their location, prices, and relation to the humanities. In order to ensure that we were reaching the largest amount of students and alumni we decided to only choose museums or galleries that are in or right outside of Worcester. This gives each person an easier opportunity to visit each of these places. We also wanted to ensure each person would be able to attend each place without having to worry about the price. Because of this, we decided to only include museums and galleries that had affordable prices or ones that offered discounted tickets for various reasons. The final criteria was that each museum or gallery needed to relate to the humanities. This was to ensure the theme of the page stays congruent with the theme of the course and helps students and alumni to enrich their education in the humanities outside of class.

3.2.3 Social Service Resources

An important aspect of the project that came up after many conversations with various stakeholders was the need for a place for students and alumni to go to to get various types of help. Currently if a student or alumni is in need of shelter, healthcare, or many other things they can contact someone from the course and be directed on where to go to get help. However, there is only one person who is in charge of this and the number of people who go to her for help can become overwhelming. The goal of this page is to have a place for these students and alumni to be directed to in order to start their search to find what they need. This allows the students and alumni to become more independent and in turn empowers them and gives them more confidence in themselves.

Deciding on content to be included on the social services page was much different than the others. The main reason for this is that we wanted to ensure we included as many resources as would be needed to ensure the largest number of people could be helped. Also, this page is
the only one that does not relate back to the humanities. When deciding on what to include in this page we spoke with several different people connected to Worcester’s Clemente Course to learn about the different needs of different students. We learned that many students call looking for a place to live, help finding a job, healthcare, and various other needs. With this information we began researching different organizations and aid throughout Worcester and beyond.

3.3 Populating the Calendar

There were a few different options to take into account when organizing the events page. In order to create ease of access for all students and alumni we needed to decide on which format would be best. While researching other online calendars we found that events pages can be formatted in several different ways including a calendar format, listed by day, or a listed by subject.

![Worcesterma.gov Municipal Calendar](image)

*Figure 6: Worcesterma.gov Municipal Calendar*
A third option that combines the first three is a feature found on the Illinois Humanities events page, as seen below. This feature allows the user to choose a focus area or program they are interested in and view only those events. This allows for the events to still be listed in a calendar or list view by day, but also includes segmenting the events by category. This also helps to declutter the calendar and makes it easier for the user to read. Allowing the user to view only the events they are interested in has the ability to create more interest and attendance at these events. Having this feature also helps to appeal to and fit the needs of more users.
An important feature included in many calendars and events pages is a submission page. Allowing for anyone to submit an event to be included in the calendar was an important aspect of this project. This allows for the Clemente students and alumni to stay connected as well as allows them to support each other in events that someone may be a part of. This submission page allows for events to be screened before being added to the calendar but still allows for anyone to be able to add an event to the calendar.

Worcester’s Clemente Course in the Humanities hosts many events and lectures that all students are welcome to attend. There are also many other events in the Worcester area that promote the humanities and enrich the education of both students and alumni. However, there was no central location where all of these events were posted, which resulted in a lack of attendance from these groups. Originally some events were emailed out as they came up, but many were overlooked or missed. In order to promote learning through events and activities, an events tab was added to clementeworcester.com. This allowed for easier access to many events in the area as well as more involvement overall from students and alumni.

Once we decided on adding an events page on the website, we needed to decide on which events to include. This proved to be a difficult task because there were many local organizations that hosted many different events that could be beneficial to the students and alumni of the Clemente Course. We started our research by compiling a list of online calendars of different organizations and associations in the area. Once we had this list we populated a google calendar with a number of the events from each organization to see how the final product would look with each event.
As seen above, the calendar quickly became extremely cluttered and difficult to read. We decided that we needed to develop criteria for the events that would be included in the calendar and then choose a small number of events to be included in the final product.

The events that were included into the final page all needed to be close to Worcester, be related to the humanities, and be one time events. We wanted these events to be easily accessible to the students and alumni in order to motivate them to attend more events. The closer the events are to them the more likely they are to attend. We also wanted to make sure the calendar still aligned with the goal of keeping their learning in the field of humanities. By only including humanities related events we were promoting further learning and Earl Shorris’ original founding idea. Many local organizations have weekly events that could be beneficial to the students and alumni. We decided not to include them in our calendar, however, for a few different reasons. One of these is that there were too many repeating events and these would quickly clutter the calendar. Another reason is that these events were often the same thing week after week. In order to promote learning and allow the students and alumni to expand their knowledge we...
decided it was best not to include events where they would not learn much after their first time attending.

3.4 Design Methods

Tools and websites must have user interface (UI) elements that are easy to access and use in order to be effective ("User Interface Design Basics"). We followed the UI design principles laid out by the U.S. Department of Health and Human Services when creating the additional web pages and the mobile update to ensure a well-designed interface. Added details made the rules tailored to our objective to create a website expansion and a mobile version of the site.

3.4.1 Desktop Design

When designing a webpage, one of the most important aspects of the design is consistency. In order to make our website additions follow this principle, we analyzed the font, color, and layout of the ‘Home’ and ‘Apply’ pages of original website since the purpose and types of information provided there were similar to ours. We recorded our results in the style tile, which was used throughout the design process to choose the best layouts, heading styles, font types, and coloring.

The results of our analysis are the most evident in the student resources pages due to the amount of text and headings. Since the content of these pages was the most important part of them, we modified the style slightly in order to prevent the user from being distracted from any other content on the page. We incorporated design elements of student portals and news websites since their key design principles are emphasizing important information, keeping the content flexible to ease navigation, and a mobile extension with the same content (Schaffhauser). Consistency was maintained through the styles of the heading and layout of the body text, however the color scheme was only applied to the headings and a table of contents at the top of the page. All of the body text was made black and the background white to allow the user to
focus on the content and emphasize the information hierarchies by making the headings stand out. The only exception were hyperlinks, which were colored blue and underlined to differentiate them from static text.

To increase navigability the top of these pages consisted of a title, one sentence description of the content, and a table of contents, as shown in Figure 10. These gave the user an overview of the information provided without having to scroll down and skim the page. This way the user would know if this page would be helpful to them with minimal effort. The table of contents also served as a way to quickly navigate the section that the user was interested in. The table consisted of headings and subheadings that were links to the locations on the page. Since the pages could become long, the table reduced mental and physical load on the user by removing the need to scroll through the page and scan each heading for the one they were searching for or remember that section’s location.

![Figure 10: Top of the Resources Page for Local Humanities Information](image)

Different layouts were chosen to represent the different purposes of the sections to the user, increasing the website’s function visibility. Figure 11 below displays the layout of an informational section, which is used to provide general information about a topic and contains links to multiple related resources. The second layout, shown in Figure 12, were descriptive sections used for directing the user to one specific external resources. This layout consists of a hyperlink to the resource’s website as the section heading and a brief description of the resource
as well as why it is helpful. Additional information may be provided, such as the location or cost
of admission. Any locations were also shown in an embedded Google map, which allowed the
user to go to the location in Google Maps and get directions or save the location.
consistency since its content is so different from the rest of the website and the number of events per day was highly dependent on the number of organizations included and how many events they were holding. We compared different calendar formats in terms of displaying different categories and displaying multiple events at a time.

A grid view calendar is an easily recognizable layout and allows the user to quickly see what’s happening in the month, however when there are more than a few events per day the calendar becomes cluttered to read. A list view calendar is easy to read and allows for more space to add more information about each event. While some users prefer to view the events in the calendar format, others may prefer to view the events in a list form. Some events pages, such as the one from Tower Hill Botanic Garden, allows for the user to view the calendar in a list form or in calendar form. This option is beneficial because it fits the needs and creates ease of access for more users.
4 Results and Analysis

Overall we met the goal of finding a way to empower the current, past, and future students of the Worcester Clemente Course in the Humanities with the guide of information to be included on clementeworcester.com. This information can be used for students and alumni in the coming years to continue their education beyond the Clemente Course. The written out guide is formatted and designed in a way that can easily be transferred to clementeworcester.com or printed out and easily followed on paper. This format allows for reaching a larger number of students and alumni since some may not use the website while others may.

4.1 Resources Section

The resources page proved to be the most important aspect of this project. With the goal of empowering the students of the Clemente Course, this page had the greatest impact on the community. Here students are able to continue their education in a way that they choose without the confusion of where to start. They are able to find local resources to better connect themselves to the humanities and the community and in turn empower themselves.

4.1.1 Educational Resources

After much research and consideration we decided on including three continuing education programs and five local organizations that offer various types of classes. The three education programs we included are Worcester Next Step, College Unbound, and The Center for Workforce Development and Continuing Education at Quinsigamond College. Having only three programs on the page makes choosing which program and where to start less overwhelming for the student. These three programs all include large support systems that work towards getting adults to start their education and ensure that they finish their education. They are also all affordable and offer several options for people who may not be able to afford to get an education otherwise. All three of these organizations meet all of the needs of the students and fit into the criteria we were looking for.
The local organizations we included are Tower Hill Botanic Garden, Worcester Art Museum, Worcester Center for Crafts, Worcester Nightlife, and Worcester Public Library. These organizations were all chosen based off of the types of classes that were offered, the cost of the classes, and their locations. While we do not know if these are the best based on student feedback, we do know that those three categories were important to the students when deciding on which organizations to include. Having several different options on the guide and to be included on the website was important to ensure we could appeal to a larger number of the participants of the Clemente course. These organizations all have courses, locations, and prices that fit into the criteria we were looking for when researching classes to include.

4.1.2 Humanities Resources

Including the humanities resources page was an important aspect of the project because it fulfills the goal of connecting students and alumni to the humanities and to the moral life of downtown. We included several different museums, galleries, and organizations all relating to the humanities in the Worcester area. All of these allow students and alumni to continue their education outside of the classroom on their own will. The resources we picked all fit in the criteria of being reasonable in price, close to the Worcester area and most students, and related to the humanities and the Clemente Course curriculum.

4.1.3 Social Service Resources

Including the page for social services resources was an extremely important aspect of this project. Many students are limited in their ability to continue their education because of factors that are beyond their control. The Clemente Course works to eliminate any barriers holding students back from continuing their education by providing transportation, childcare, and many other things to every student who partakes in the course. Unfortunately, there are still many more factors that can prevent someone from completing the course or continuing their education later on. Having this page allows students to find what they need in order to get the help that they need. It works with the goals of the Clemente Course and helps to eliminate any barriers holding students back from learning.

The resources we included on this page include shelters, food assistance, family
assistance, and medical services. We chose these resources based off of conversations we had with students and faculty of the course. We chose resources that covered a wide variety of challenges that someone may face while staying within the Worcester area and keeping the number of resources low. This is all to ensure more people can benefit from the guide by covering all issues they may encounter, making the solutions more accessible, and making the decision on which resource to use easier by including fewer of them. These resources will help to eliminate any barriers the students may be facing when they are trying to continue learning while partaking in the course or after they have completed the course.

4.2 Calendar of Events

When starting this project, the first idea was to create a calendar page to post all of the activities in the area. The goal of this was to bring people connected to the Clemente Course together and connect them to the humanities. Finding the best way to implement this feature, however, proved to be one of the more difficult tasks of the project. There are many humanities related organizations throughout Worcester that offer a variety of different events, and compiling a list of these organizations and events created an extremely cluttered calendar with far too many events to look through. Because of this, we had to find the best way to ensure we were including the most beneficial events for the page. In the end we chose six local organizations that offered a variety of different events to include in the calendar. The decision to choose a small amount of organizations was important because it created an easier to read and neater final product. This elicits a greater response from students and more participation overall. Having more participation in these events helps to achieve our goal of connecting the students and alumni to the humanities.

4.3 Expanding to Other Courses Guide

The final portion of this project that we included was a guide to make this integration in other course across the country. This guide’s purpose is to empower and impact more students across the country. After doing research on how to make the biggest impact on the students of the Worcester Clemente Course we realized that these things could be easily transformed for
other courses. The guide explains step by step which resources would be best to include on their website or guide for students.
5 Recommendations

5.1 Student Forum

One feature we considered as a team was the idea of including a forum page on clementeworcester.com where students and alumni could share thoughts, ideas, articles, and many other things with each other and continue their discussions and learning online. Ultimately we did not include this as part of our project because of the lack of time to implement it into the final product. However, the research we had done proved that a forum would be a great addition and beneficial resource to both the students and alumni. One thing we heard often from various stakeholders was the need for a place for students, alumni, and professors to connect and continue discussions outside of class. Many times alumni lose contact with the others from the course because they move or their phone number changes. This makes it difficult for directors and other alumni to stay connected to each other. With a forum page these students will always have the opportunity to go back and be in contact with someone from the course again. They will also have the opportunity to partake in scholarly discussions about various topics they are learning about. This implementation would be beneficial to students and alumni of the course to continue their discussion based learning that they partook in as part of the course.

5.2 Children’s Resources

An aspect of the project that we considered including was a page for children’s resources. Many of the students and alumni have families and children that impact their ability to continue their education. These resources would help the students and alumni to find childcare or alternative education for their children while working towards their own education. These types of resources could include free or low cost childcare for when students and alumni are continuing their education or parent/child classes where the students and their children can learn together. Another possible option is to create a calendar of children’s classes to follow along with their parents’ Clemente Course schedule.
5.3 Updating the Website

The guide of resources that we created can be easily transferred onto clementeworcester.com. The page was set up in a way that they can be listed on the website and easily followed. The colors and themes of the guide also follow those of the website. However, many of the links and several formatting things may need to be done when transferring all of the information listed onto the website. On top of all of this, a purposeful and helpful website requires regular updates and maintenance. We recommend appointing one person or a small group of people to be in charge of managing the website. This involves adding and approving events for the calendar, keeping resources up-to-date, posting to the blog and gallery pages, and updating the layouts and other web page elements in Wordpress as needed.
6 Works Cited


7 Appendix

7.1 Student and Alumni Resources
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Educational Resources

This page contains lists of various ways to continue your education. There is a section that highlights local courses and classes in the Worcester area that are free or low cost that do not offer college credit. There is also a section that contains information on programs that help you to obtain a college degree.

Local Courses and Classes

This section contains various courses and classes offered in the Worcester area that allow people to continue their education who are not looking to obtain a degree. The classes offered vary in length from one meeting to several weeks. More information about specific classes can be found at the links below.

Tower Hill Botanic Garden
http://www.towerhillbg.org/classes-programs/

Classes Offered:
- Garden and Nature
- Health and Wellness
- Food and Cooking
- Various other

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<th></th>
<th>Free-$100</th>
<th>Yes</th>
<th>No</th>
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<td></td>
<td></td>
</tr>
<tr>
<td>Kids and Family Classes</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>College Credit</td>
<td></td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

Location:
11 French Drive
Boylston, MA, 01505
Worcester Art Museum
https://portal.worcesterart.org/classes/

Classes Offered:
- Painting
- Drawing
- Calligraphy
- Various Art Classes

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<table>
<thead>
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</tr>
<tr>
<td>College Credit</td>
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</tr>
</tbody>
</table>

Location:
55 Salisbury Street
Worcester, MA 01609

Worcester Center for Crafts
https://www.worcester.edu/WCC-Courses/

Classes Offered:
- Ceramics
- Glassblowing
- Metalworking
- Photography
- Various other Art Classes

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<table>
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<th></th>
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<tr>
<td>Price per course</td>
<td>$25-$450</td>
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<td>Kids and Family Classes</td>
<td>Yes</td>
</tr>
<tr>
<td>College Credit</td>
<td>Yes</td>
</tr>
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</table>

Location:
25 Sagamore Road
Worcester, MA 01605
Worcester Nightlife
http://www.nightlifeworcester.org/Nightlife.aspx

Classes Offered:
- Arts and Crafts
- Culinary Arts
- Dance
- Language Arts
- Music
- Various classes outside of the humanities

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<thead>
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<th>Price per course</th>
<th>$45-$550</th>
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</tr>
<tr>
<td>College Credit</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Location:
24 Chatham Street - Room 105
Worcester, MA 0160

Worcester Public Library
http://www.mywpl.org/?q=classes-events

Classes Offered:
- Citizenship Classes
- Computer Classes
- Learning English
- Business Workshops

<table>
<thead>
<tr>
<th>Price per course</th>
<th>Free</th>
</tr>
</thead>
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<td>Kids and Family Classes</td>
<td>Yes</td>
</tr>
<tr>
<td>College Credit</td>
<td>No</td>
</tr>
</tbody>
</table>

Location:
3 Salem Square
Worcester, MA 01608
Degree Help Programs

This section contains information and programs that are geared towards helping you to obtain a college degree. They highlight cheaper options for obtaining a degree as well as programs that help to direct you on the path to earning a degree. The organizations in this section also have career training program options.

Center for Workforce Development and Continuing Education at Quinsigamond Community College

Quinsigamond Community College's Center for Workforce Development and Continuing Education offers high quality training programs that enable individuals to learn new skills which can be applied immediately on the job or utilized for future professional development.

TYPES OF PROGRAMS
Check out the website for a full listing of classes offered.
- Nurse Assistant/Home Health Aide Training
- Personal Care Homemaker Training
- Medical Interpreting
- HTML and website design
- And many more!

LOCATION
25 Federal Street
Worcester, MA 01609

CONTACT
cce@qcc.mass.edu
508-751-7900
College Unbound
https://www.collegeunbound.org/

College Unbound helps adults re-enter and stay in college and get their bachelor of arts degree. The academic content and instruction build on earlier studies and life experience. College Unbound requires at least nine college credits to in order to enroll.

TYPES OF PROGRAMS OFFERED
- Arts & Humanities
- Civics
- Math
- Organizational Leadership & Change
- Social & Behavioral Sciences
- Science
- Workplace & World Lab

LOCATION
325 Public Street
Providence, RI 02905

CONTACT
(401) 752-2640
info@collegeunbound.org

APPLICATION PROCESS
1. Apply online on their website.
2. Hand in required materials in person at the Justice building - second floor:
   a. $50 application fee
   b. Official, unopened transcript from all universities/colleges attended

Next Step Worcester
https://www.worcester.edu/Continuing-Education/

Continuing education program at Worcester State University that offers evening classes, part-time schedules, online options, semester, winter, and summer sessions, and more.

TYPES OF PROGRAMS
Check out the website for a full listing of classes offered.
- Business Administration
- Communication
- Criminal Justice
- English
- Health Education
- History
- Liberal Studies
- Psychology
- And many more!

LOCATION
486 Chandler Street
Worcester, MA 01602
Shaughnessy Administration Building
Suite A-401

CONTACT
508-929-8127
dgce@worcester.edu
Humanities Resources

This section highlights various resources in the Worcester area related to the humanities. Each museum, gallery, and organization is geared towards helping you to continue learning the humanities using the resources in your community.

Museums and Galleries

Museum of Russian Icons
http://www.museumofrussianicons.org/

The Museum of Russian Icons inspires the appreciation and study of Russian culture through a collection of more than 1,000 Russian icons and related artifacts from the past 6 centuries.

<table>
<thead>
<tr>
<th>ADMISSION</th>
<th>HOURS</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults: $10</td>
<td>Thurs-Fri: 11AM - 4PM</td>
<td>203 Union Street</td>
</tr>
<tr>
<td>Seniors (59+): $7</td>
<td>Sat &amp; Sun: 11AM - 5PM</td>
<td>Clinton, MA 01510</td>
</tr>
<tr>
<td>Students: $5</td>
<td>First Thurs: 11AM - 8PM</td>
<td></td>
</tr>
<tr>
<td>Children (3-17): $5</td>
<td>Mon: CLOSED</td>
<td></td>
</tr>
<tr>
<td>Children (&lt;3): Free</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Deals and Promotions
- Free to NEMA members, AAM members, NARM members, Employees of other museums, K-12 teachers, All active duty military and their families
- Free from 4PM-8PM on the first Thursday of every month

Worcester Art Museum
http://www.worcesterart.org/

The Worcester Art Museum is world-renowned for its 35,000-piece collection of paintings, sculpture, decorative arts, photography, prints, drawings, and new media that span 5,000 years of art and culture. Special exhibitions showcase the masterworks, seldom-seen gems, and important works on loan.
Worcester Historical Museum
http://www.worcesterhistory.org/

Worcester Historical Museum is devoted to local history that is interpreted through a calendar of exhibitions, educational programming, tours, and publication. It includes a research library with over 7,000 titles, an archive that houses thousands of documents, and a collection of artifacts, all vital to the study of Worcester history.

The Sprinkler Factory
http://www.sprinklerfactory.com/

The Sprinkler Factory contains rotating art galleries, art studios, and performance space in industrial digs. Guests can go to admire ever-changing exhibitions.
Organizations

Worcester County Poetry Association
http://wcpa.homestead.com/

The Worcester County Poetry Association (WCPA) provides a forum for local poets, students, and others to celebrate the rich local history of Central Massachusetts. The organization sponsors lectures, readings, workshops, and other activities involving both local and internationally known poets and writers.

MEMBERSHIP
❖ Individual membership: $30/year
❖ Student, Senior, Low income: $12/year
❖ Check out the website for more membership options

EVENTS
WCPA has various events multiple times throughout the week. These events vary in location and time.

Become a member of the WCPA online at: https://squareup.com/store/worcester-county-poetry-association, or you can mail in your membership to:
Worcester County Poetry Association
PO Box 804
Worcester, MA 01613

Worcester Women’s History Project
http://www.wwhp.org/

The Worcester Women’s History Project (WWHP) is a nonprofit all-volunteer educational organization dedicated to celebrating and documenting the contribution of women to the history, social fabric, and culture of Worcester and beyond.

MEMBERSHIP
❖ Supporter: $45
❖ Family: $60
❖ Student: $25
❖ Activist: $60
❖ Reformer: $100-$499
❖ Abby Kelleyite: $500

EVENTS
WWHP has various member events monthly and also hosts and participates in activities that promote the research of local women’s history.

Become a member of the WWHP online at: http://www.wwhp.org/support-wwhp,
Getting a Library Card

Having a library card gives you access to everything the library has to offer. Worcester Public Libraries give you the option to apply online or in person to get a library card. Here are the few steps you need to take in order to apply.

Online:
1. Go to http://mywpl.org/get-your-free-library-card-apply-online.
2. Select which branch is easiest for you to pick up your library card.
3. Fill all the required fields on the application:
   a. First and Last name
   b. Email address
   c. Residential address
   d. Phone number
   e. Date of birth
4. Click continue and review your application on the next page.
5. Click submit to submit your application.
6. Go to the branch you selected with a form of proof of residence to pick up your new library card.

In Person:
1. Make sure you have a form of proof of residence.
2. Go to whichever branch is easiest to get to (all are listed below).
3. Get an application from the librarian (you can also print it out ahead of time).
4. Fill out the required fields on the application:
   a. First and Last name
   b. Email address
   c. Residential address
   d. Phone number
   e. Date of birth
5. Bring the application to the librarian to get your new library card.
<table>
<thead>
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<th>Library</th>
<th>HOURS</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
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<td><strong>Main Library</strong></td>
<td>Sunday: 1:30PM - 5:30PM</td>
<td>3 Salem Square</td>
</tr>
<tr>
<td></td>
<td>Monday: 9:00AM - 5:30PM</td>
<td>Worcester, MA 01608</td>
</tr>
<tr>
<td></td>
<td>Tuesday: 9:00AM - 9:00PM</td>
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<tr>
<td></td>
<td>Wednesday: 9:00AM - 5:30PM</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>Friday: 9:00AM - 5:30PM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Saturday: 9:00AM - 5:30PM</td>
<td></td>
</tr>
<tr>
<td><strong>Frances Perkins Branch</strong></td>
<td>Sunday: Closed</td>
<td>470 West Boylston Street</td>
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<tr>
<td></td>
<td>Monday: 10:00AM - 6:30PM</td>
<td>Worcester, MA 01606</td>
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<td></td>
<td>Wednesday: 9:00AM - 5:30PM</td>
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<tr>
<td></td>
<td>Thursday: 1:00PM - 9:00PM</td>
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<tr>
<td></td>
<td>Friday: 1:00PM - 9:00PM</td>
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<tr>
<td></td>
<td>Saturday: Closed</td>
<td></td>
</tr>
<tr>
<td><strong>Great Brook Valley Branch</strong></td>
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<td></td>
<td>2:00PM - 5:00PM</td>
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<td></td>
<td>Friday: 2:00PM - 5:00PM</td>
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</tr>
<tr>
<td></td>
<td>Saturday: Closed</td>
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<td><strong>Roosevelt Branch</strong></td>
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<td></td>
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<td>Tuesday: 3:00PM - 6:30PM</td>
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Social Service Resources

This page highlights various resources in the area that can help you alleviate any barriers that stand in your way when trying to continue your education. These resources include shelters, food assistance, family assistance, and medical care. The goal of these are to guide you in the direction of getting the help you need faster to get back on track of your education goals.

Family Shelters

Abby’s House

http://www.abbyshouse.org/

Abby’s House provides short-term stabilization services including a safe place to stay, regroup, and rebuild to women and children. They will house women with or without children and does not require guests to be on welfare.

Shelter Hours:
Daily from 5:30PM - 8AM

Location:
52 High Street
Worcester, MA 01609

Contact:
508-756-5486

Friendly House

http://www.friendlyhousema.org/

The Friendly House Shelter & Scattered Sites Program is a temporary emergency shelter program providing short-term housing, extensive housing search and services to help families to become self-sufficient. They serve families with children and expectant parents who are homeless. Most of the families they serve are supported with funding from the Department of Housing and Community Development (DHCD) and families must be referred directly by them. They also have rooms for homeless families in the community who do not meet the eligibility criteria of the DHCD

Shelter hours:
24 Hour Access

Location:
36 Wall Street
Worcester, MA 01604
The Village at Cambridge Street
http://www.cmhaonline.org/index.php?option=com_content&task=view&id=71&Itemid=116

The Village at Cambridge Street provides short-term apartment style shelter to families as well as employment training, housing search, and other educational programming services. Families reside in an apartment either on their own or with another family and receive intensive services to assist them in successful employment and housing placement. Families must be directly referred by DTA.

Shelter Hours: 24 Hour Access
Contact: Lynne Millette
508-791-1512

Location: 510 Cambridge Street
Worcester, MA 01610

Individual Housing

Saint Francis and Saint Therese Catholic Worker House
https://sites.google.com/site/ssthereseandfrancis/

Offers emergency shelter to single men and women while promoting peace and justice through education and nonviolent direct action. They provide emergency shelter along with two meals a day and laundry twice a week.

Shelter Hours: 24 Hour Access
Contact: 508-753-3588
theresecw2@gmail.com

Location: 52 Mason Street
Worcester, MA 01610
Food Assistance

Supplemental Nutrition Assistance Program (SNAP)
https://www.mass.gov/snap-benefits-food-stamps

SNAP provides a monthly benefit to buy nutritious foods to low income US citizens or legal noncitizens.

APPLICATION PROCESS
1. Find out if you are eligible.
2. Apply online with the necessary information
   a. Birth dates
   b. Social Security Numbers
   c. Incomes
   d. Expenses
3. Interview over the phone or at a local office.
4. Receive your decision and EBT card within 30 days

Applications can also be done in person at your local DTA or mailed to:
DTA Document Processing Center
P.O. Box 4406
Taunton, MA. 02780

Women, Infants, and Children (WIC) Nutrition Program
https://www.mass.gov/women-infants-children-wic-nutrition-program

APPLICATION PROCESS
1. Find out if you are eligible.
2. Apply online or by phone (800-942-1007).
3. A representative will contact you with information on how to complete the process

CONTACT
wicinfo.dph@massmail.state.ma.us
Massachusetts Summer Food Service

http://www.doe.mass.edu/cnp/nprograms/sfsp/

The Summer Food Service Program provides free, nutritious meals to low-income children during school vacations. Children 18 and under and people over 18, who are determined by a State educational agency to be mentally or physically handicapped and who participate in a school program for the mentally or physically handicapped, may receive meals through the Summer Food Service Program. Participants receive 1-2 meals per day.

Family Assistance

Transitional Aid to Families with Dependent Children (TAFDC)

https://www.mass.gov/economic-assistance-cash-benefits

TAFDC is for low income families with children that includes includes monthly cash payments, a yearly clothing allowance for each child, and payments for child care if the adult in the family is working or in an approved education and training program.

APPLICATION PROCESS
1. Check eligibility.
2. Find your local DTA office.

CONTACT
(877) 382-2363

LOCATION
DTA - Central Office
600 Washington St.
Boston, MA 02111

Emergency Aid to the Elderly, Disabled, and Children (EAEDC)

https://www.mass.gov/economic-assistance-cash-benefits

EAEDC is a cash benefit for disabled adults, caretakers, and some children who are not able to get TAFDC.

APPLICATION PROCESS
3. Check eligibility.
4. Find your local DTA office.

CONTACT
(877) 382-2363

LOCATION
DTA - Central Office
600 Washington St.
Boston, MA 02111
Family Health Center of Worcester

Family Health Center of Worcester is dedicated to improving the health and well-being of all residents in the Greater Worcester area, especially culturally diverse populations, by providing access to affordable, high quality, integrated, comprehensive, and respectful primary health care and social services, regardless of patients’ ability to pay.

HEALTH SERVICES
- Primary Care
- Walk-in Center
- Dental Care
- Social Services
- Behavioral Health
- Pharmacy
- Breast Health Center
- Maternal and Child Health
- WIC
- HIV/AIDS Program
- Teen Health
- Vision Care

LOCATION
26 Queen Street
Worcester, MA 01610

SCHEDULE AN APPOINTMENT
(508) 860-7800
St. Anne’s Free Medical Program
https://www.worcesterfreeclinics.org/st-annes.html

St. Anne’s Free Medical Program provides high-quality free healthcare services to the underserved and uninsured individuals and families without adequate access to healthcare in the greater Worcester community.

HEALTH SERVICES
❖ NO Work Physicals
❖ School Physical Exams
❖ Sick Visits
❖ Immunizations
❖ Tuberculosis Testing
❖ Dermatologic Services -
❖ Pediatrician available once monthly
❖ Podiatric Services one monthly
❖ Health Insurance Help and Assistance

LOCATION
St. Anne’s Church
130 Boston Turnpike (Rt. 9)
Shrewsbury, MA 01545

CONTACT
worcesterfreeclinics@gmail.com

MassHealth
https://www.mass.gov/topics/masshealth

In Massachusetts, Medicaid and the Children’s Health Insurance Program (CHIP) are combined into one program called MassHealth. MassHealth members may be able to get doctors visits, prescription drugs, hospital stays, and many other important services.

APPLICATION PROCESS
1. Check eligibility.
2. Find your local MassHealth Enrollment Center.
7.2 Expanding to Other Courses Guide

Student and Alumni Resources Intervention for Clemente Courses

An important aspect of the Clemente Course in the Humanities that is often overlooked is having a way for the students and alumni to empower themselves. Completing the course is an important step in their lives, however, many of them have no direction in where to go when the course is over. This guide lays out the steps that were taken to create this intervention on clementeworcester.com.

Deciding on Content

Three important resource tabs to be included on this page are educational resources, humanities resources, and social service resources.

Educational Resources

- Resources to be included: tuition assistance, degree programs, local courses and classes
- Place to look:
  - Tuition assistance
  - Degree programs
    - Local colleges that offer continuing education programs
    - http://www.affordablecollegesonline.org/
  - Local courses and classes:
    - Public library classes
    - Museum classes
    - State humanities pages

Humanities Resources

- Resources to be included:
  - Local libraries, museums, organizations
- Places to look:
  - State humanities pages
  - Public libraries
- Requirements/recommendations:
  - Should be kept local to the course
  - Should be related to the humanities

Social Service Resources

- Types of resources to be included:
- housing/shelters, medical services, health insurance, substance abuse programs, food/income assistance, unemployment resources, family assistance programs

- Places to look
  - Homelessshelterdirectory.org
  - Local public library
  - State website social service page
  - hhs.gov

Calendar of Events
- State humanities page events
- City website events
- Organizations/museums/other humanities resources that were chosen events pages
- Ensure there aren’t too many events
  - Don’t include recurring events on the events calendar
    - Can find some other way to include these (additional calendar, list of recurring events, etc.)
- Requirements/recommendations:
  - Should be kept local
  - Should relate back to the humanities

Design
- Including descriptions makes looking through the resources easier
- Make accessing all of these as easy as possible
  - Include location/directions
  - Prices
  - Hours
  - Contacts (for educational and social service resources)
- Easy to find on homepage
- Well-organized
  - Broken up into sections (museums, libraries, organizations)
  - Keeping the resources in some kind of order (alphabetical, importance/relation to the course, etc.)