

MEMORANDUM

Date: July 1, 2009

To: Mike Gaffney, Washington State University

From: Mike Crandall, University of Washington Information School
Samantha Becker, University of Washington Information School

Re: Final CTOP grant report

The Community Technology Opportunity Program (CTOP) provided grants ranging from \$18,938 to \$50,288 to 10 community technology programs located in the state of Washington. The grants provided support for hands-on technology access and training for low-income and underserved residents.

The following report synthesizes the activities of the 10 CTOP grantees during the award period (August 1, 2008 through June 15, 2009) as reported in the three quarterly reporting survey grant recipients were required to complete as a condition of their grant. Information about activities and outcomes was also gathered at a meeting of the grantees on May 29, 2009.

The evaluation framework used to analyze data collected through the surveys tied domain-specific inputs and activities to outputs and impact and related the CTOP grants evaluations to the Community Technology Impact Measurement Process Model was developed for this purpose.. The survey asked grantees to:

1. Identify the **policy issues** confronting the community in which the CTC works.
2. Identify **stakeholders** and their reasons for needing or using the CTC.
3. Report the **inputs** available or added.
4. Report **activities** that address policy issues or stakeholder needs across four CTOP domains (employment skills, education enhancement, social inclusion, and access to information).
5. Report **outputs** (i.e., the number of persons participating in activities).
6. Measure and report **impacts** by tracking the numbers of persons whose needs have been successfully addressed.

Following the executive summary, the first and second sections of the report set context and discuss the background of the CTOP grant program. The third section outlines the project purposes and goals for each of the 10 grantees. Section 4 deals with the grant reporting and evaluation system. Sections 5 and 6 discuss the stakeholders and major policy issues faced by the communities the grantees serve. Section 7 describes levels of client use and available resources prior to the CTOP grant. Section 8 discusses the major grant activity reported for each organization. Finally, section 9 will discuss outputs and outcomes associated with each impact area.

Executive summary

The Community Technology Opportunity Program (CTOP) was created by an act of the 60th Washington State Legislature (SSB 6438) to support and advance community technology programs that provide “digital inclusion” activities for Washington’s under-served and low-income residents.

Following the issuance of a request for proposals (Appendix 1) in July, 2009, ten grants were awarded to the following community technology projects that had the potential to deliver measurable and meaningful impact for low-income and under-served residents of Washington state:

- **Literacy Source, A Community Learning Center.** *Awarded: \$29,346.*
Provide computer hardware and software, instructional resources, curricula, and professionally-led instruction to high needneeds adult learners.
- **Neighborhood House.** *Awarded: \$45,045.*
Technology training and resources to increase low-income youth academic success.
- **New Futures Community Technology Center Initiative.** *Awarded: \$50,288.*
Provide New Futures’ families, (very low-income, primarily immigrants & refugees) access to well-functioning computers and the internet, and culturally relevant training.
- **Northwest Learning and Achievement Group.** *Awarded: \$26,370.*
Equip the Centro de Aprendizaje y Desarrollo*Learning and Achievement Center to serve local residents needs’ for employment training and jobs skills, internet resources, employment training and jobs skills.
- **Save Our County’s Kids (SOCK Yes!).** *Awarded: \$36,555.*
Education, skill-building and community collaboration for low-income, underserved youth & adults.
- **Street Youth Ministries.** *Awarded: \$35,106.*
Address scarcity of IT for homeless youth and develop their capacity for self-improvement.
- **Tacoma Goodwill Industries.** *Awarded: \$31,706.*
Employment skills for Central and South Puget Sound job seekers with disabilities or disadvantages
- **Tincan.** *Awarded: \$18,938.*
Educational Enhancement and Civic Engagement for At-Risk Teens in Spokane
- **Yakima Interfaith Coalition.** *Awarded: \$30,031.*
Empower low income Hispanic women to attain their personal and professional goals.

- **YouthCare Computer Training Program for Homeless Youth.** *Awarded: \$46,616.*
Help homeless and disconnected youth develop the skills required to utilize technology effectively for education and employment.

In order to evaluate grant activities, WSU contracted with the University of Washington Information School to develop and maintain a reporting system and survey that tracks the activities of grantees and provides data from CTOP recipients to evaluate the impact of grants. The evaluation framework developed by the iSchool ties domain-specific inputs and activities to outputs and impacts, and asked the grantees to provide background information about their organizations and grant activity by

- Identifying the **policy issues** confronting the community in which the CTC works; and
- Identifying **stakeholders** and their reasons for needing or using the CTC.
- reporting the **inputs** available or added;
- reporting **activities** that address policy issues or stakeholder needs across four domains:
 - Employment Skills
 - Education Enhancement
 - Social Inclusion
 - Access to Information
- reporting **outputs** (i.e., the number of persons participating in activities); and
- measuring and reporting **impacts** by tracking the numbers of persons whose needs have been successfully addressed.

The following is a brief summary of the background information and activities undertaken by recipients as a result of their CTOP grants.

Policy issues

Grantees were asked to identify issues confronting the communities they serve, as well as the reasons people use the centers and what types of barriers exist that prevent use. Of the ten grantees:

- 50% identified **poverty** as the major issue confronting their community.
- 50% reported that **learning new technologies** or new skills was a top reason for using the CTC.

The most frequently cited **barriers to using the CTC** were:

- inadequate equipment and space
- not enough hours of operation
- lack of childcare and transportation

Stakeholders

- The grantees serve approximately 600 clients per week and 2,700 unique visitors per year.
- 7 centers claimed that more than half to nearly all of their clients used the CTC as their primary access point.
- The local public library was the most likely replacement for technology access for 6 centers.

Inputs

Prior to receiving their CTOP grants

- centers were staffed with an **average of 3.2 FTE staff** and used **2,760 volunteer hours** in the past year;
- the average number of PAC terminals was 13.5; and
- the average ratio of PAC terminals to annual visitors was 1:5.

Grant activity

- **Literacy Source** added a mobile lab, computer curricula in community access and job skills, and a volunteer training program. These resources enabled Literacy Source to provide computer instruction and technology-enhanced literacy instruction to underserved adults.
- **Neighborhood House** used their grant to fund personnel, new computer and multimedia equipment, and the implementation of the Digital Connectors Program which pairs trained youth “connectors” with community organizations that need assistance with technical training or services.
- **New Futures** purchased new computer terminals for sites at Arbor Heights, Windsor Heights, and the newly opened community technology center at Woodridge Heights, increased staff time and capacity for course instruction, and increased hours of operation.
- **Northwest Learning and Achievement Group** purchased 33 new Dell computer terminals with 19 inch flat screen monitors for the CAD*LAC community technology center and added classes in basic computer skills in Spanish and English.
- **SOCK Yes!** upgraded computers, set up a video and audio editing station with Adobe Creative Suite software, and developed workshops and training in basic computing and job preparedness.
- **Street Youth Ministries** interviewed homeless youth about helpful and interesting ways to engage them with technology and developed a curriculum around their needs, especially in the area of resume building and job searching; participants were provided with iPods as incentives for participation.

- **Tacoma Goodwill** Industries hired a new computer instructor assistant, upgraded computers, and purchased 400 USB flashdrives for the use of their job-seeking clients. They also substantially increased the number and variety of technology and job-preparedness workshops offered through their center.
- **Tincan** added computer equipment to their mobile lab and added off-site classes in video production.
- **Yakima Interfaith Coalition** upgraded systems and installed new computer equipment and added new classes and workshops for their clients. They also provided training for staff and documented their policies, procedures, and new technology plan.
- **Youth Care** upgraded existing and installed new computer equipment. They also planned and facilitated the Youth Tech 16-week technology-focused training program.

Outputs & impacts

- A total of 2,108 clients were provided **employment services** through 8 of the 10 grantees.
 - As a result, 84 clients secured internships and **105 were hired for new jobs**.
- All grantees reported providing educational services which were used by 3,945 clients.
 - The second most frequent educational outcome was completing homework assignments.
 - As a result of these services, **40 clients earned their GEDs** and another 231 were accepted into other educational programs.
- The grantees reported that 3,075 clients used the CTC's services for **social inclusion**.
 - Through the programs, 143 clients learned leadership skills or became mentors.
- 2,433 clients used the CTCs for **accessing information**.
 - More than 500 of these clients used the CTC to **pursue interests** not related to school or work
 - Nearly 300 **accessed information about community or government resources** or assistance.

Conclusion

The CTOP grant project has resulted in real, quantifiable outcomes for clients using the services of the 10 grant recipients. It has also demonstrated the incredible demand for these services from low-income and other underserved populations. As a result, the current CTOP partners plan to propose the continuation and expansion of the program, with similar assignment of responsibilities.

Community Technology Opportunity Program

Final report of grant activities and outcomes

July 1, 2009

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University of Washington, Information School

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I. Introduction

The following report synthesizes the activities of 10 Community Technology Opportunity Program grantees during the award period (August 1, 2008 through June 15, 2009). Section 2 of the report will discuss the background of the CTOP grant program. The third section outlines the project purposes and goals for each of the 10 grantees. Section 4 deals with the grant reporting and evaluation system. Sections 5 and 6 discuss the stakeholders and major policy issues faced by the communities the grantees serve. Section 7 describes levels of client use and available resources prior to the CTOP grant. Section 8 discusses the major grant activity reported for each organization. Finally, section 9 will discuss outputs and outcomes associated with each impact area.

II. Background

The Community Technology Opportunity Program (CTOP) was created by an act of the 60th Washington State Legislature (SSB 6438). Washington State University (WSU) Extension was tasked in the Legislature to administer two components of CTOP: 1) a grant giving program and 2) a capacity-building program. This report relates to CTOP's grant-giving component. CTOP was established to support and advance Community Technology Programs that provide "digital inclusion" activities for Washington's under-served and low-income residents.

Following the issuance of a request for proposals (Appendix 1) in July, 2009, WSU received 35 grant applications requesting a total of \$1.3 million, of which CTOP could fund up to \$350,000. The grant applications were reviewed by an external five-person panel comprised of private sector professionals engaged in digital inclusion activities in Washington State. Ten grants were awarded to promising community technology projects that had the potential to deliver measurable and meaningful impact for low-income and under-served residents of Washington State by addressing one or more of these aspects of digital inclusion:

1. **Accessing Technology.** Providing clients access to the Internet and/or end-user equipment (hardware and software).
2. **Building Skills.** Helping clients develop the skills required to use technology (hardware, software, networks) effectively for essential services, education, employment, and civic engagement.
3. **Content.** Providing clients with digital information on available needed services, culturally- and educationally-appropriate materials, digital communication appropriate to reach underserved communities, and content produced and distributed by residents, businesses and organizations with lower outreach resources.

The grants reimburse 75% of approved eligible expenses for specific community technology projects between August 1, 2008 and June 15, 2009.

III. Grantee purpose and goals

The ten CTOP funded projects include:

- **Literacy Source, A Community Learning Center**

Award: \$29,346 (Seattle)

Project title: Literacy Online

Purpose: Provide the computer hardware and software, instructional resources, curricula, and professionally-led instruction so that high needs adult learners can obtain better jobs and better access to essential resources in their communities.

Goals: Build on current computer programs to improve the quality of instruction and increase technology access for high needs adult learners. A paid technology instructor will support staff members in achieving the project's principle goals of

- developing a standardized computer tutor training program for volunteer computer tutors.
- designing curriculum for two modular, multi-track computer courses.
- extending small-group technology instruction to offsite locations where needs are highest.

- **Neighborhood House**

Award: \$45,045 (South Seattle)

Project title: Youth Technology Program

Purpose: Immerse low-income youth (ages 12-19) in technology training and resources to increase their academic success, enhance their employment skills, and empower them to be community leaders.

Goals: Use technology to help low-income youth

- increase academic success;
- develop employment skills; and
- develop leadership skills to train fellow community members in computer use, helping youth to connect and create meaningful change in their communities through technology.

- **New Futures**

Award: \$50,288 (Burien)

Project title: *New Futures Community Technology Center Initiative*

Purpose: Provide children, youth, and families in New Futures' programs, who are very low-income and primarily immigrants and refugees, with much-needed access to well-functioning computers and the Internet, as well as provide them

with culturally relevant training in basic computer skills in order to build skills, enhance educational success, access information, and connect to community resources.

Goals: The project will provide

- o all children and youth in New Futures' after school and youth programs with access to well-functioning computers to successfully complete school work and to acquire and practice skills necessary for academic success;
- o all residents of the apartment complexes where New Futures works easy access to well-functioning computers and the Internet and opportunities to learn skills needed to use them to access needed information and connect to community resources; and
- o program staff (family advocates, academic coordinators, youth program coordinators, and community developers) with training and access to software to maximize the benefit of available technology for community programs.

- **Northwest Learning and Achievement Group**

Award: \$26,370 (Wapato)

Project title: CAD*LAC Yakima Valley Community Empowerment Project

Purpose: Equip the CAD*LAC (Centro de Aprendizaje y Desarrollo*Learning and Achievement Center) to meet the urgent needs of the community that can be addressed with excellent computer technology.

Goals: The project will

- o serve local residents' need for employment training and job skills, including local DSHS clients, Noah's Ark homeless residents, and others;
- o implement CONEVyT to aid Spanish-speaking adults to complete a GED in Spanish, and help K-12 students with school work in Spanish with tutoring by CAD*LAC staff; and
- o teach residents to use Internet resources, to find information on needed government services, communicate with family in Mexico and elsewhere, and locate jobs and needed resources.

- **Save Our County's Kids (SOCK)**

Award: \$36,555 (Shelton)

Project title: Shelton Community Technology Project (SOCK Yes!)

Purpose: Build capacity of SOCK's basic computer learning center in affiliation with the public sector, private business, and nonprofits to offer state-of-the-art use of the Internet and computer technology. The project will promote economic viability and access to services through education, skill-building, and community collaboration for low-income, underserved youth and adults in a rural community.

Goals: The project aims to

- o upgrade SOCK's existing computer lab into a functional, up-to-date technology learning center for Mason County;
- o enhance self-sufficiency, including employability, for underserved, low-income youth and their families, thereby reducing generational poverty; and
- o strengthen technology collaborations among educational organizations.

- **Street Youth Ministries**

Award: \$35,106 (Seattle)

Purpose: Address the scarcity of IT in the lives of homeless youth and introduce a "culture of design" which, in turn, equips youth to envision future opportunities, apply effort towards a goal, and be self-reflective through the creation of information systems for themselves and others.

Goals: The project goals are as follows:

- o To provide homeless youth with predictable access to computer technology and the web by purchasing and installing hardware in SYM drop-in center.
- o To give homeless youth a range of opportunities for learning how to use the web effectively in everyday life. Curriculum will be developed for the *specific* needs of homeless youth.
- o To facilitate the development and execution of projects that are proposed and run by homeless youth. These projects will support the goals of SYM.
- o To write about the outcomes of these goals so that others can benefit from this project and to set the stage for scholarly/research investigations.

- **Tacoma Goodwill Industries**

Award: \$31,706 (Tacoma)

Project title: Employment skills for Central and South Puget Sound job seekers with disabilities or disadvantages through access to Community Technology Services

Purpose: To provide Central and South Puget Sound job seekers with disabilities or disadvantages the computer and technology tools necessary to strengthen their ability to search for and secure employment.

Goals: The project will seek to

- o provide information on and access to Tacoma Goodwill Industries' community technology center services for underserved job seekers throughout the Central and South Puget Sound region; and
- o bridge the digital divide to increase employability outcomes for disadvantaged, vulnerable job seekers through hands-on skills instruction

and confidence development through the community technology center service delivery.

o **Tincan**

Award: \$18,938 (Spokane)

Project Title: eMerge Neighborhood News: Supporting Educational Enhancement and Civic Engagement for At-Risk Teens

Purpose: The purpose of this project is to teach at-risk teens video production skills, enhancing their capabilities to use information and media technology while at the same time developing the soft skills such as collaboration and problem-solving, which they will need in the workplace. It will also create a context for youth involvement in their local community and an online voice for their community.

Goals: The project seeks to help teens

- produce high-quality video newscasts reflecting neighborhood issues that will become an online voice for their neighborhood;
- develop 21st century skills needed in the workplace, such as problem-solving, collaboration, and written and oral communication; and
- understand the role of individuals and groups in community vitality and quality of life (civic engagement).

• **Yakima Interfaith Coalition**

Award: \$30,031 (Yakima)

Project title: Empowering Low-income Hispanic Women through Education & Digital Inclusion

Purpose: The purpose of this project is to empower low income Hispanic women through educational services to attain their personal and professional goals thereby maximizing their opportunities to escape poverty and improve their families' quality of life.

Goals: The project seeks to

- o provide participants access to effective and efficient use of distance learning options, various Internet applications, and other current technology tools through current up-to-date hardware, software, and network security;
- o enhance educational opportunities for participants by training staff current best practices, digital technology learning methods, and culturally appropriate curriculums; and
- o develop a social network among participants using digital technologies to enable participants to express themselves to others at LCH and in preparation for participation in the broader community context.

- **Youth Care**

Award: \$46,616 (Seattle/King County)

Project title: YouthTech Computer Training Program for Homeless Youth

Purpose: To support YouthCare's YouthTech computer training program for homeless youth in Seattle/King County. The program is designed to help homeless and disconnected youth develop the skills required to use technology effectively for education and employment.

Goals: The project has two main goals:

- enhance education, and
- increase living-wage employment skills among homeless youth.

IV. Grant reporting and evaluation

The successful grant applicants were required to deliver projects or services that deliver measurable and meaningful impacts for low-income and under-served residents of Washington State. In order to evaluate grant activities, WSU contracted with the University of Washington Information School to develop and maintain a reporting system that

- tracks the activities of grantees;
- relates to the Community Technology Impact Analysis Framework; and
- provides data from CTOP recipients to judge the impact of grants.

The evaluation framework developed by the Information School ties domain-specific inputs and activities to outputs and impacts consistent with the Community Technology Impact Measurement Process Model. Tying the CTOP evaluation system to this process model helps maintain reporting consistency and enables current and future researchers to validate and compare the outcomes of treatments across similar contexts. The ISchool developed an online web survey (Appendix 2) to allow grantees to report their activities. The survey was consistent with the impact measurement framework, and asked the grantees to provide background information about their organizations by

- Identifying the **policy issues** confronting the community in which the CTC works; and
- Identifying **stakeholders** and their reasons for needing or using the CTC.

In addition, the survey was used to collect activity data at three quarterly intervals during the grant period. The specific survey questions were designed to be consistent with the process model and developed through a review of the CTOP RFP, the Community Technology Center Impact Analysis Framework, and the CCN Case Study Analysis. Additional questions were added to reflect activities, outputs, and impacts

identified by the successful grant applicants. This section of the survey also asked participants to

- report the **inputs** available or added;
- report **activities** that address policy issues or stakeholder needs across four domains:
 - Employment Skills – For example, helping clients learn how to use a computer and Internet to strengthen their ability to become employed, such as producing a resume, learning how to interview, searching for a job, etc.
 - Education Enhancement – For example, providing targeted supplemental learning support for students challenged by limited learning resources such as a safe learning environment, high quality learning materials, culturally appropriate curricula and pedagogy, etc.
 - Social Inclusion – For example, teaching and empowering clients to use digital technologies to express themselves in, and participate in broader community contexts through, positive and constructive ways.
 - Access to Information – For example, teaching clients about and enabling them to use digitally accessible information about services they need to improve their lives.
- report **outputs** (i.e., the number of persons participating in activities); and
- measure and report **impacts** by tracking the numbers of persons whose needs have been successfully addressed.

Grant recipients were required to attend a webinar to train them on the purpose and goals of the evaluation system and to explain the reporting system. Overall, the evaluation framework and online survey worked well for the grant period. All the grantees were able to successfully complete the survey and provided positive feedback about its ease of use. The survey also allowed the evaluators to quickly and efficiently turn data provided by the grantees into comprehensive reports. This process also helped increase accountability by identifying areas where grantees were behind schedule on their benchmarks early on.

V. Policy issues

In the first reporting period, grantees were asked to identify issues confronting the communities they serve, as well as the reasons people use the centers and what types of barriers exist that prevent use. Of the ten respondents:

- **50% identified poverty as the major issue confronting their community;** two (20%) cited lack of educational resources.

- **50% reported that learning new technologies or new skills was a top reason for using the CTC;** two (20%) identified learning English; two (20%) cited improving school performance.

When asked about the **barriers to using the CTC**, the centers looked inward as well as considering their clients' own situations. The most frequently cited barriers were

- inadequate equipment and space;
- not enough hours of operation;
- lack of transportation; and
- lack of childcare.

VI. Stakeholders

Six of the grantees' service areas are within the Seattle region and King County. The remainder serve populations in Mason, Thurston, Pierce, and Spokane counties and the City of Yakima. Prior to their CTOP grants, the ten CTCs served approximately **600 clients per week, with nearly 2,700 unique visitors per year** (Table 1). The **primary audience** identified for four of the centers were **youth**; three others also identified youth as secondary users. A total of six centers serve **immigrant populations**; only the Yakima Interfaith Coalition claimed immigrants as their primary audience.

All of these service populations are low-income, at-risk, and/or underserved by technology access. Six of the grantees reported that were their services not available, **the local public library was the most likely replacement for technology access**. Along these lines, seven of the ten centers claimed that **more than half to nearly all of their clients used the CTC as their primary access point**.

Table 1: Community technology center use by grantee

	<i>Average weekly use</i>	<i>Unique annual visitors</i>
Literacy Source	265	598
Neighborhood House	55	328
New Futures	60	125
Northwest Learning	50	150
SOCK Yes!	13	12
Street Youth Ministries	15	156
Tacoma Goodwill Industries	40	1190
Tincan	0	0
Yakima Interfaith Coalition	95	89
YouthCare	12	24

VII. Pre-grant inputs

The grantees provided a baseline assessment of their resources prior to receiving their CTOP grant, including staff, volunteers, and technology (Table 2). The grantees had an **average of 3.2 FTE staff** at their centers and used a total of **2,760 volunteer hours** in the past year. Among the 8 CTCs that have open public access computer (PAC) terminals, the average number is 13.5; the average ratio of open PAC terminals to unique annual visitors is 1:5. All grantees provided broadband Internet access (>256kbs); transmission was most frequently reported as DSL (over a telephone network).

Table 2: Inputs by grantee

	<i>FTE Staff</i>	<i>Volunteer hours</i>	<i>Open PAC terminals</i>	<i>Reserved PAC terminals</i>	<i>Public printers</i>	<i>Connection speed/type</i>
Literacy Source	12.33	1826	16	0	2	1.5Mbps/768 Kbps ADSL
Neighborhood House	1	75	16	1	1	DSL
New Futures	0.25	0	20	0	5	DSL 512K, Comcast Cable 3MB
Northwest Learning	3	50	33	0	3	10mbps
SOCK Yes!	0	45	13	2	1	DSL
Street Youth Ministries	3	28	1	1	0	DSL
Tacoma Goodwill Industries	5	721	8	9	3	T1
Tincan	6	0	0	0	0	DSL
Yakima Interfaith Coalition	0.6	0	1	9	1	CB 5mb Down/512k Up
YouthCare	1	15	0	12	1	T-1 / 2mb
Total	32.2	2760	108	34	17	

VIII. Major activity during the grant period

The grantees added services or equipment for clients or engaged in new activities for their staff or organizations as a result of the CTOP grant. By the close of the grant period on June 15, 2009, all of the grant recipients had substantively met the goals and

benchmarks outlined in their project proposals.¹ The following section discusses the major activities and equipment grant recipients added during the grant period.

Literacy Source \$26,370

Literacy Source's principal goals were to develop a training program for its tutors; design curricula for two computer courses; and extend technology instruction to offsite locations. CTOP has helped Literacy Source begin to bridge the digital divide for the adult learners they serve by connecting them with two key resources: (1) access to state-of-the-art technology, and (2) individualized instruction and classes. A mobile lab, computer curricula in Community Access and Job Skills, and a volunteer training have enabled Literacy Source to provide computer instruction and technology-enhanced literacy instruction to underserved adults. CTOP has helped Literacy Source staff and volunteers connect adult learners with the tools and support needed to be successful, self-sufficient community members. Specifically, with their CTOP grant Literacy Source was able to

- hire a technology instructor;
- purchase equipment for their mobile lab;
- develop a reservation system for technology equipment;
- develop curricula for basic computer skills, community access, job readiness, volunteer computer tutor training, and ESL;
- implement a job skills computer class for Eritrean women and expand their relationship with the National Union of Eritrean Women (NUEW);
- move a morning job skills computer class to the evening to accommodate more learners;
- form a partnership with the Garfield Community Center to provide computer training;
- implement staff and volunteer training on how to use Seattle Times' Newspaper in Education program;
- develop a survey for capturing volunteer and student use of center computers.
- complete documentation of policies and procedures and staff training.

Literacy Source success story

Juan has been studying onsite at Literacy Source to move closer to his goal of attending the Art Institute. Juan had tested low in his reading and math scores, so he has needed a lot of encouragement and instructional support. His tutor, Buddy, has been working with Juan on computer skills on Thursday evenings. Juan's comprehension and critical thinking skills have improved dramatically since he started working with Buddy. Not only has Juan shown an increase in his overall confidence with a computer, but he has started to come in every evening to work independently on math, reading, and writing.

¹ Tincan failed to provide complete information about their grant activity through the reporting survey, however activities reported on their website indicate they did engage in and complete the project activities described in their grant application.

Literacy Source was also awarded a technology matching fund grant from the City of Seattle which allowed them to pursue partnerships with a senior residential facility and a substance abuse treatment program for young mothers.

Developing systems to manage their resources was an important step for Literacy Source to ensure that technology resources could be reliably checked-out for off-site use. This system will also aid in monitoring equipment use, ensuring proper care and maintenance, and good stewardship of resources. The CTOP grant has helped Literacy Source staff to see the benefits and constraints of providing offsite technology instruction, thereby helping them tailor services for specific populations.

Although Literacy Source had invested significant time attempting to build a partnership with the Seattle Day Reporting Program (SDRP), as proposed in their grant application, ultimately the conditions required by SDRP were too extensive for Literacy Source to accommodate. To replace this partnership, they acted quickly to engage with the Garfield Community Center and began serving adult students in Seattle's Central District. They note that although the SDRP partnership did not work out, their efforts in connecting with them resulted in increased inquiries from the corrections community which may help them better reach this high-need population.

Neighborhood House \$45,045

The project goals for Neighborhood House were to increase academic success; develop employment skills; develop leadership skills; and help low-income youth express their creative voices. The CTOP grant provided funding for personnel, multimedia equipment, and implementation of the Digital Connectors Program. During the CTOP grant period, Neighborhood House

- purchased 12 laptop computers for their youth leadership group;
- enhanced their employment related services to include corporate tours, guest speakers, and resume and cover letter workshops;
- successfully implemented the Digital Connectors pilot program;
- offered basic technology training and coaching for youth;
- provided youth technology leadership development;
- participated in a local Digital Inclusion Summit; and
- developed a training calendar and content for technology training.

Neighborhood House's experience with the Digital Connectors program proved to be especially valuable. Through this program they recruited youth from the Rainier Vista community and provided them with computer skills training. The participants were then able to provide training to other members of their community and also engage in and

document civic life through the Puget Sound Off website (<http://www.pugetsoundoff.org/group/3637>). Digital Connectors were also trained on One Economy's Beehive website and then hosted two "File Your Taxes" workshops. Through these workshops, 10 people filed their taxes with the support of the Digital Connectors, and the on-the-ground marketing exposed hundreds more to the Beehives online tax tool.

New Futures \$50,288

The CTOP grant provided New Futures with the means to expand their existing community technology centers and add a CTC to the Woodridge Park apartment complex. The funding was also used to provide training to program staff. With their CTOP grants they were able to

- purchase new computer terminals for sites at Arbor Heights, Windsor Heights, and the newly opened CTC at Woodridge Heights;
- increased staff time and capacity for course instruction including adding 6 new computer classes in English and Spanish;
- provide staffed open-lab time at the CTCs;
- purchase Math-Whizz online tutoring software for 5-13 year olds and train staff on how to use it with clients.

New Futures successfully achieved all of their project goals. In addition, they built a partnership with the Wilderness Technology Alliance to increase their computer training capacity and provide low-cost (\$50) rehabilitated computers for purchase by program participants.

The CTOP grant made a significant impact on New Futures' staff. For a long time staff has identified computer training and updated community technology centers as a major need in the communities they serve. However, they did not have the resources to address this need. The CTOP funding finally allowed them to update curricula and equipment, making staff feel like they were being responsive to the community (and that they too were being heard.) New Futures has been able to provide staff members with additional training in technology that wouldn't have been possible without the CTOP grant. Staff have also had more opportunity to take on responsibility in the community around technology, teaching classes and providing individualized help in open lab time.

New Futures success story

A member of the Napali refugee community in Burien told New Futures staff that they were all anxious and scared because they didn't have jobs and didn't have anyone assisting them. New Futures was able to provide a class specifically for them around employment activities. The community atmosphere of the class worked perfectly--they are all more engaged with the center and are more comfortable asking for help .

Northwest Learning and Achievement Group \$26,370

The purpose of the CTOP grant for Northwest Learning was to equip the CAD*LAC community technology center with new computer workstations and to provide ABE, ESL, and job skills training for a largely Spanish-speaking population. During this reporting period, Northwest Learning

- purchased 33 new Dell computer terminals with 19 inch flat screen monitors;
- upgraded internet speed from 5mbps to 10mbps;
- added 1 high speed color laser printer;
- engaged staff in CONEVyt training, and other grant seeking opportunities
- collaborated with the local Hispanic Chamber of Commerce to support local small business owner training needs.
- added computer, keyboarding, and online search skills classes for Spanish speakers;
- developed a conversational English class for Spanish speakers; and
- started the CONEVyT Spanish language GED and job training programs.

“This center is a blessing to my family.”

--Mr. & Mrs. Martinez,
Northwest Learning clients

Northwest Learning successfully completed all of their project goals, including targets for participation in their CONEVyT/CAD*LAC initiative. Two clients of the CAD*LAC program were Mr. & Mrs. Martinez, who had recently moved to the Wapato area. After using the technology center to improve her English language and basic computer skills, Mrs. Martinez was able to build her resume and find employment. They have also been able to communicate with their family in Mexico.

In addition, by leveraging their CTOP grant, Northwest Learning was able to form strategic partnerships with the Washington State Migrant Council, the Central Washington Hispanic Chamber of Commerce, and Yakima Valley Community College to provide ongoing basic computer skills training.

SOCK Yes! \$36,555

The goals for the SOCK Yes! CTOP grant were to upgrade the Mason County computer lab; enhance the self-sufficiency of low-income youth; and strengthen technology collaborations among community organizations. During the grant period, they

- completed a survey and diagnostic inventory of technology equipment;
- upgraded computer operating systems and installed Microsoft Office Suite and Adobe Creative Suite software;
- purchased headphones, LCD monitors, USB mice;

- set up one station with video editing hardware and software, audio editing hardware and software, and graphic tools from Adobe Creative Suite;
- developed workshops and training in basic computing, how to use Word for Windows, Quick Books, Photoshop, My Space/ Facebook as resume tools, Google search tools, how to navigate Work Source, how to write resumes and cover letters, and basic job interview skills;
- developed and disseminated YES! Technology Program information and the CTC availability schedule to community organizations which raised the visibility of their programs;
- implemented education advocacy and Project Aware drug and alcohol resistance training for middle school and high school classroom training for staff, mentor training for volunteers, and basic computer training for volunteers; and
- established administrative record keeping policies.

In addition to substantively achieving all of their project goals and adding an impressive variety of new workshops, SOCK Yes! was able to provide leadership and technical support for the Chamber of Service Organizations through a web design workshop which enhanced the effectiveness of their partnerships with these other community organizations.

Street Youth Ministries \$35,106

The goal of SYM is to provide access to computers and the Internet to homeless youth aged 13-22 and to provide them with training appropriate for their specific needs. In addition, SYM seeks to facilitate the development and execution of projects run by homeless youth and to support scholarly reflection on these activities. During the grant period, SYM met their grant goals by

- adding 8 laptops, 2 thin clients, and basic software for classes;
- gathering information from youth think tanks for curriculum development;
- interviewing youth about helpful and interesting ways to engage them with technology.
- developing a curriculum and conducting a pilot class on resume building and job searching;
- purchasing of iPods as incentives for participation; and
- adding open hours

“I just want to say, thank you, thank you so much for helping me.”
 --Street Youth Ministries client

Street Youth Ministries worked with researchers at the University of Washington Information School. The researchers were interested in how homeless youth use

information systems and helped design the curriculum for New Tech for Youth Sessions, which provides basic computer skills training as well as soft skills training, particularly in the area of how to present well online. The researchers have published a paper about their activities and achievements which was presented at the 8th International Conference on Interaction Design and Children, Workshop on Digital Technologies and Marginalized Youth: Reducing the Gap (Como, Italy, June 3-5, 2009)

Due to histories of abuse and neglect, it can be difficult for homeless youth to see authority figures, like police officers, or other members of the community, like teachers in a computer class, as allies. Street Youth Ministries recognized this concern in developing programs for the community they serve and sought to help clients overcome fear and engage in appropriate, cooperative interactions with others to advance their goals. In one case, a young male participant in the New Tech for Youth program experienced numerous frustrations trying to load songs on the iPod provided to him as an incentive for his participation in the program. He was withdrawn and very upset when one of the instructors began working with him to resolve the problem, but through the interaction was able to find a solution to his problem and became much more open and verbal with the teacher.

Tacoma Goodwill \$31,706

According to the Tacoma Goodwill's project description, they were to use the CTOP grant to hire a new computer instructor assistant; disseminate information about their programs; and purchase 400 USB flashdrives for the use of their job-seeking clients. At the close of the CTOP grant, they had

- upgraded stand alone computers to network terminals;
- increased monitor size for public access computers;
- trained staff on the use of the new network terminals;
- developed policies for public use spaces;
- purchased 400 thumb drives for CTC participants;
- revamped the soft skills training program;
- trained staff how to use thumb drives; and
- extended their partnerships with Work Source to provide additional basic computer skills classes and added basic classes in spreadsheet use (Excel).

The Tacoma Goodwill continues to expand its impressive array of training programs and has met all their project milestones and enrollment goals. Due to the CTOP grant they were able to effectively increase services to their clients by providing classes and trainings that clients have directly requested. This has an added benefit of providing the knowledge to their staff as well as providing trainings to the clients. They have also

leveraged their increased services and program participation to expand their relationship with AmeriCorps, resulting in an additional 7 team members.

Tacoma Goodwill received excellent feedback and results from clients in their training classes. One of their clients, John, has a learning disability and mental health issues. John first attended a basic computer class and was referred to Goodwill's Custodial Skills program and Maximize Your Potential class. John completed the program and received his certificate. Once John had graduated, Goodwill staff helped him create an e-mail account and use the community voice mail program. Through one-on-one training, John learned how to write his resume (and keep it updated). He also overcame his fears about applying online for jobs. After approximately 1 year of living in a homeless shelter, John secured employment with a Federal Contractor and now enjoys his job.

"You made me feel good about myself because you help me and didn't give me a bad time when I was struggling, you just helped me with no question asked."

--Job Search Club client

Tincan \$18,938

Tincan aims to teach at-risk teens video production skills in order to enhance their technical skills, as well as developing collaboration and problem-solving skills through interactions with other teens. The CTOP grant was to provide staff and equipment funding for an after-school program. During the grant period Tincan

- added video equipment and software for a mobile computer lab; and
- added new off-site classes.

Tincan provided very little information in their reports as to the specific activities they have engaged in or resultant outcomes, so it is unclear if they have met their project goals. Significantly, though their grant proposal included goals associated with gaining job skills through the use of technology, they did not report any activities that contributed to employment-related skills. During the third reporting period they were also to have completed student documentaries, produced an end-of-year showcase, and conducted a final evaluation of their programs, however they did not report meeting any of these benchmarks. Nonetheless, their organization website seems to indicate that at least some of these activities took place.

Yakima Interfaith Coalition \$30,031

The project goals for the Yakima Interfaith Coalition were to acquire and install 11 computers and peripherals; revise their technology plan; implement electronic document management best practices; train staff on security policies; and enable at

least 15 clients per month to access digital information. At the close of the grant period, they had substantively met their project goals and benchmarks and

- installed 9 new lab stations, a server, a teacher station, a public station, and printers;
- upgraded security, software, Deep Freeze and Norton Ghost;
- added additional classes in basic computer skills and made the state CASAS exam available for their ESL class;
- implemented an outcomes evaluation process in classes with a pre-test;
- trained center staff on MS Professional 07, Outlook, and instituted an internal social networking tool;
- updated policies and documented procedures, including completing their technical manual and strategic technology plan; and
- participated in the Digital Inclusion Summit.

“ Cuando yo entre a mi primer clase de computacion me dio muchos nervios en el teclado por que yo nunca habia husado una computadora. Pero ahora estoy muy contenta por que ya aprendi mas de lo que me imagine y me gustaria aprender como mandar fotos y mucho mucho mas gracias.”

--Margarita Hernandez.

When I first started the computer class I was very nervous using the keyboard because I never used a computer before. But now I am very happy so I learned more than I imagined I could. Next I

Besides adding needed computer equipment for use by program participants, as seen in their grant activities, the Yakima Interfaith Coalition’s main focus was to improve their workforce in order to provide better services to their clients. The training provided to the staff as a result of the CTOP grant was an important factor in gaining self confidence in the usage of the computer in their daily tasks such as interfacing their calendars with the data base and time cards, all contributing to accountability.

Youth Care \$46,616

The YouthTech computer training program aims to provide at-risk youth with access to technology for high school completion and enrollment in post-secondary education and to develop technology-related occupational skills leading to job-readiness and employment. During the grant period they

- purchased 8 used laptops for use by staff;
- added 2 computers for client access to employment and educational information
- purchased new motherboards, hard drives, memory, a microcontroller and a robot
- purchased network cabling supplies and recabled the computer classroom;
- offered basic software skills and employability classes;

- planned and facilitated the Youth Tech 16-week technology-focused training program;
- participated in the Digital Inclusion Summit; and
- developed a partnership with Wilderness Technology that allowed clients from Youth Tech to gain hands-on experience refurbishing computers.

Although Youth Care engaged in some activities that were outside the scope of their grant proposal, all of these activities made substantial contributions to the overall project goals. Youth Care has also met their enrollment and program completion targets.

One of Youth Care's new clients, Matthew, was on the verge of homelessness when he first came to the center. Matthew was introduced to the college program by his case manager and was interested in post-secondary education as he had already earned his GED. Matthew actively and consistently engaged with staff and worked towards post-secondary enrollment. Within two meetings Matthew had gathered all the information needed to file a dependent student FAFSA, filed the FAFSA, and signed up for a time to take the Compass Test. On February 19th, Matthew enrolled in two courses at Seattle Central Community College for the spring quarter. He has already begun working on scholarship applications and actively seeks information, asks questions, and tries to learn all there is to know about college.

IX. Outputs & impacts

The CTOP request for proposals required applicants to identify one or more types of impacts they expected their programs to deliver. Six impact types were initially identified in the RFP: employment skills, education enhancement, financial literacy, social inclusion, access to information, and micro-enterprise development. Together, the successful applicants identified all of these impact types except for financial literacy and micro-enterprise development; as a result, no information was collected about these impact areas.

Evaluation questions for each of the remaining impact areas were developed to reflect the outcomes grantees identified in their application. Questions were grouped according to impact area; grantees were asked to report activities associated with the impact areas they identified in their applications. Some of the grantees discovered that their activities had impact in ways they had not initially identified and subsequently completed reports in those areas. Table 3 shows the impact areas identified (ID'd) in the grant application and those actually reported (Rpt'd) during the evaluation period.

Table 3: Impact areas identified vs. reported by organization

	<i>Employment</i>		<i>Education</i>		<i>Social inclusion</i>		<i>Access to info</i>	
	<i>ID'd</i>	<i>Rpt'd</i>	<i>ID'd</i>	<i>Rpt'd</i>	<i>ID'd</i>	<i>Rpt'd</i>	<i>ID'd</i>	<i>Rpt'd</i>
Literacy Source	Y	Y	Y	Y	N	Y	Y	Y
Neighborhood House	Y	Y	Y	Y	Y	Y	N	N
New Futures	Y	Y	Y	Y	N	Y	Y	Y
Northwest Learning	Y	Y	Y	Y	Y	Y	Y	Y
SOCK	Y	Y	Y	Y	Y	Y	Y	Y
Street Youth	N	Y	Y	Y	Y	Y	Y	Y
Tacoma Goodwill	Y	Y	N	Y	N	Y	Y	Y
Tincan	Y	N	Y	Y	Y	Y	N	N
Yakima Interfaith	N	N	Y	Y	Y	Y	Y	Y
Youth Care	Y	Y	Y	Y	N	N	N	N

Most of the grantees were able to successfully complete their reports, however, Tincan did not provide information about the employment impact area which they identified in their grant proposal. Grantees reporting on impact areas not included in their CTOP application included: Literacy Source, New Futures, and the Tacoma Goodwill reporting on social inclusion impacts; Street Youth Ministries reporting on employment impacts; and Tacoma Goodwill reporting on education impacts.

Client use by domain

All of the ten grantees experienced growth in the use of their services as a result of the CTOP grant. Prior to the CTOP grants, the total number of clients served in the previous year was 2,672; **over the 10 month grant period, the number of clients served increased by over 300%** (Table 4).

The remainder of this section will discuss outputs and outcomes reported within the specific domains.

Table 4: Client use by impact domain

	Annual pre-grant	Period 1	Period 2	Period 3	Total
Total # clients using CTC services	2672	1829	2829	3867	8525²
<i>Number of clients who used CTC for...</i>					
Employment		488	773	847	2108
Education		1170	1234	1540	3944
Social inclusion		652	510	1913	3075
Information access		903	608	922	2433

Employment

A total of 2,108 clients were provided employment services through 8 of the 10 grantees (Table 5). Services included computer skills classes, workshops, and individual tutoring. Training was focused on improving clients' employment and job searching skills, creating résumés and cover letters, and interview practice. **As a result, 84 clients secured internships and 105 were hired for new jobs.**

Table 5: Employment impacts

<i>Number of clients who...</i>	Period 1	Period 2	Period 3	Total
used employment services	488	773	847	2108
researched or found information related to a job or career	372	705	644	1721
received job training	171	223	311	705
learned new hard skills (e.g. word processing)	157	564	414	1135
learned new soft skills (e.g. office etiquette, problem solving)	184	351	543	1078
created a resume or portfolio	215	183	321	719
searched for a job opening or career opportunity	214	498	632	1344
filled out a job application online	182	237	351	770
got job interviews	57	175	213	445

² Because many clients use the grantees' services across multiple domains, the total number of clients served is less than the total of use in the domains.

secured an internship or apprenticeship	9	34	41	84
were hired for new jobs	35	25	45	105

The most frequent use in the employment area was searching for job or career information, followed by searching for a job opening or career opportunity. Many grantees reported adding ‘soft skills’ training (e.g. office etiquette, problem solving) to their curriculums in order to help clients improve their employment prospects. Other notable employment activities include:

- Literacy Source added a job readiness computer class for Eritrean women in partnership with the National Union of Eritrean Women. Students are searching and applying for jobs online and communicating with employers via email.
- SOCK Yes! coached 5 youth on appropriate dress and presentation during job interviews. They also obtained suitable clothing for 2 of the youth who were unable to purchase appropriate clothing for their interviews and jobs. Three of the youth found employment.
- Street Youth Ministries provided training to homeless youth to help them learn soft skills, including how to present themselves appropriately on social networking sites like MySpace and Facebook.
- Tacoma Goodwill provided soft skills training that introduced clients to job clubs and employment networking. These activities helped demonstrate the benefits of networking and boosted client self-confidence.
- Youth Care provided basic software classes to 20 youth. These skills were taught through a creative project where students created a new business. They wrote up a proposal (using Microsoft Word) for their new business, planned a budget (using Excel) and presented their idea to the class (using PowerPoint). Youth Care’s clients in the YouthTech program set up a computer lab at the Orion Center for their peer participants in the Get Your Work On! program.

Education

All grantees reported providing educational services, which a total of 3,944 clients used (Table 6); this was the most frequent type of use. Nearly 2,400 clients participated in individual and small group ABE tutoring, basic computer skills coaching, and other classes and workshops. As a result of these services, **40 clients earned their GEDs and another 231 were accepted into other educational programs** (professional licensure, certificate programs, and community college).

Table 6: Educational impacts

<i>Number of clients who...</i>	Period 1	Period 2	Period 3	Total
used educational services	1170	1234	1540	3944
improved basic literacy skills	84	386	387	857
improved English language skills	133	309	446	888
completed a homework assignment	538	132	483	1153
took a class/workshop/tutorial	605	957	795	2357
learned about or prepared for the GED	64	192	164	420
earned their GEDs	3	19	18	40
learned about other educational opportunities	131	113	191	435
applied for another educational opportunity	71	92	87	250
were accepted into an educational program	64	88	79	231
completed an educational program	27	18	28	73

Completing homework assignments was the second most frequent type of CTC use.

Additional education enhancement activities include:

- Literacy Source offered more than 40 hours of small group classes each week, including ABE, ESL, basic computer skills, citizenship and civics, public speaking, and driver’s license test preparation. In addition, Literacy Source partnered with the Seattle Public Library to offer a workshop for students to learn how to use the library system, including applying for a library card and learning to reserve a public computer and use the computer to search for and reserve materials.
- Youth Care started a new workshop to introduce clients to college opportunities and help them navigate through the educational system to their academic goals. The workshop included using the computers to research educational opportunities, creating detailed college plans and going on a tour of a local community college. The YouthTech program enrolled 12 youth in a concurrent program at Shoreline Community College; nine of those participants have earned transferrable college credits.
- New Futures offered math help twice a week to elementary school students performing below grade level using the Math-Whizz software purchased with

their CTOP grant and opened their CTC to all participants in the after school programs for individualized help on projects and assignments.

- Nine Yakima Interfaith Coalition clients learned about CONEVyT (Consejo Nacional de Educacion para La Vida y el Trabajo), a distance learning opportunity using a curriculum from the Mexican government.

Social inclusion

The grantees reported that 3,075 clients used the CTC’s services for social inclusion during the grant period (Table 7). Activities associated with this impact type include using email to communicate with family and friends, independently searching and browsing the Internet, and social networking.

<i>Number of clients who...</i>	Period 1	Period 2	Period 3	Total
used computers for purposes of social inclusion	652	510	1913	3075
created an email account	136	252	373	761
independently searched or browsed the Internet	510	344	1943	2797
communicated with family or friends	346	354	518	1218
visited or created an account on a social networking site	105	165	306	576
created or maintained a personal blog or website	3	43	123	169
connected with other people or organizations	81	103	263	447
developed leadership skills or became a mentor	7	52	84	143

Independently searching or browsing the Internet was the most popular type of social inclusion use of the grantees’ equipment. Other social inclusion activities include:

- Literacy Source, though they did not identify social inclusion as a project goal, reported that a student was able to connect to her past by viewing old family photographs and burning them to a CD so she could view them at the public library.
- Neighborhood House clients recorded local events and shared them through Puget Sound Off, a civic engagement website for youth with a forum for

discussion, artistic expression, and action as a way to empower and encourage youth to develop a strong public voice.

- Northwest Learning provided access to online strategy games and geographical research.
- A homeless client at SOCK Yes! found access to organizations in the Midwest, where she planned to move, that could help her get enrolled into a college and find assistance and housing.
- Street Youth Ministries provided iPods to graduates of their computer class and integrated learning how to use iTunes and other music sharing software to help youth know how to best make the most of their new MP3 player.

Many of the grantees reported that their employment or education related classes and workshops had the added benefit of providing an opportunity for clients to connect with one another and share their new skills. Not only did this reinforce their learning, it also gave many of them increased self-confidence and social support networks.

Access to information

2,433 clients used the CTC for accessing information (Table 8). More than 500 of these clients used the CTC to pursue interests not related to school or work, while nearly **300 accessed information about community or government resources** or assistance.

<i>Number of clients who...</i>	Period 1	Period 2	Period 3	Total
used the CTC for accessing information	903	608	922	2433
accessed information that improved their lives	678	608	971	2257
pursued interests not related to school or work	523	405	645	1573
located a community resource	212	220	318	750
accessed government information or assistance	60	132	128	320

- Literacy Source clients used computers to locate libraries, find housing, bus routes, food banks, info on kids' teachers/classes, etc.
- Neighborhood House introduced the Digital Connector program which prepares youth to engage in community activities by applying skills learned through Neighborhood House's computer training programs. Over the past six months, participants in the program contributed more than 200 hours of community

service, much of which was focused on connecting residents of Rainier Vista with online resources.

- New Futures clients have used the CTC computers to find out about licensure and practice for driving tests.
- A SOCK Yes! client, a young songwriter/poet, was able to open an email account and learn about getting her work published. SOCK YES! also provided a web design class to the Chamber of Service organization in Shelton to teach them how to link their service information and web sites more effectively.

X. Conclusion

The CTOP grant project has resulted in real, quantifiable outcomes for clients using the services of the 10 grant recipients. It has also demonstrated the incredible demand for these services from low-income and other underserved populations. As a result, the current CTOP partners plan to propose the continuation and expansion of the program, with similar assignment of responsibilities.

Tracking and evaluation of the current program has led to several salient observations regarding proposed future program parameters:

- A longer time frame (2 years) for grants would allow for more planning and evaluation of stakeholder needs and give time for the programs to mature and yield greater impacts.
- With a larger budget (\$1,000,000 annually), the CTOP program could both provide larger grants to recipients (<\$50,000 per year), as well as help more community technology centers to expand their resources.
- The evaluation system worked well and should continue under the management of the University of Washington Information School.,
- New grants and “re-granting” through the proven mechanisms of the CTOP program is the best mechanism for capturing ARRA BTOP funding.

XI. Contacts

CTOP

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Appendix 1: CTOP Request for proposals

Washington State University Extension Community Technology Opportunity Program Request for Proposals (RFP)

This is a grant-giving program for organizations that provide hands-on technology access and training in serving residents of Washington state. Awarded grants will reimburse 75% of approved eligible expenses for specific community technology projects between August 1, 2008 and June 15, 2009. Grant proposals are due July 14, 2008; awards will be announced August 1, 2008. Grants will be awarded and administered by Washington State University Extension.

Background

The Community Technology Opportunity Program (CTOP) was created by an act of the 60th Washington State Legislature -- please see [SSB 6438](#). Washington State University (WSU) Extension has been tasked in the Legislature to administer two components of CTOP: 1) a grant-giving program and 2) a capacity-building program. This Request for Proposal relates to CTOP's grant-giving component. CTOP was established to support and advance Community Technology Programs that provide "digital inclusion" activities for Washington's under-served and low-income residents. Descriptions of *Community Technology* and *Digital Inclusion* are provided in Appendix A.

Program Goals

CTOP Grants will be awarded to promising community technology projects that will deliver measurable and meaningful impact for low-income and under-served residents of Washington state addressing one or more aspects of digital inclusion:

- Accessing Technology – For example, providing clients access to the Internet and/or end-user equipment (hardware and software)
- Building Skills – For example, helping clients develop the skills required to utilize the technology (hardware, software, networks) effectively for essential services, education, employment, civic engagement and cultural participation.
- Content – For example, providing clients with digital information on available needed services, culturally- and educationally-appropriate materials, digital communication appropriate to reach underserved communities, and content produced and distributed by residents, businesses and organizations with lower outreach resources.

Specifically, CTOP-funded projects will deliver one or more of the following impact types to under-served and low-income residents in Washington state:

1. Employment Skills – For example, helping clients learn how to use a computer and Internet to strengthen their ability to become employed, such as producing a resume, learning how to interview, searching for a job, etc.
2. Education Enhancement – For example, providing targeted supplemental learning support for students challenged by limited learning resources such as a safe learning environment, high quality learning materials, culturally appropriate curricula and pedagogy, etc.
3. Financial Literacy – For example, helping clients learn about and utilize financial tools such as EITC, debt reduction, savings strategies, asset management, etc.
4. Social Inclusion – For example, teaching and empowering clients to use digital technologies to express themselves in, and participate in broader community contexts through, positive and constructive ways.

5. Access to Information – For example, teaching clients about and enabling them to use digitally accessible information about services they need to improve their lives.
6. Micro-Enterprise Development – For example, training clients in basic skills necessary to start and successfully run their own business.

Funds Available

As administrator of the CTOP grant program, WSU will award \$350,000 among approximately ten (10) community technology projects serving Washington's residents. An appropriate request size ranges between \$10,000 and \$50,000. CTOP grants will provide 75% reimbursement for approved eligible expenses directly related to the awarded project (see Appendix B). Expenses to be reimbursed must be incurred during the period between August 1, 2008 and June 15, 2009. Grant proposals are due July 14, 2008. Awards will be announced August 1, 2008. All CTOP funds must be expended by grantees by or before June 15, 2009. CTOP funds will be distributed to grantees via monthly or quarterly invoices submitted to WSU – details on the invoicing process and other details of the grant program will be provided during the Grantee Orientation meeting scheduled on September 17, 2008 – location to be determined, alternatives to attending in person will be provided.

Eligibility

Organizations eligible to apply for a CTOP grant must be a non-profit organization with IRS tax designation as a 501(c), a Federally-recognized Tribe or a designated public entity partnering with a 501(c)3 organization on the proposed project. In cases of partnerships between public entities and 501(c)3 organizations, it is encouraged (not required) that a 501(c)3 organization is the project's fiscal agent.

Projects eligible for CTOP funding must meet the following criteria:

1. Be definable as a community technology project (see Appendix A).
2. Address the assessed needs of under-served and low-income residents of Washington state. Evidence that the proposed project is needed and will be used by the population identified in the proposal as the project's beneficiaries.
3. Address one or more aspect of digital inclusion (see Appendix A).
4. Address one or more of the impact types (see Appendix D).

Proposal Format & Scoring

Proposals for CTOP grants must address seven (7) elements.

- Elements 1 through 6: Project Narrative – Using the Project Narrative proposal template (available www.cbdd.wsu.edu/ctop/), provide details on the proposing organization, project personnel, and the proposed project's goals, objectives, plan and assessment. Please see Appendix E for details of the Project Narrative proposal template.
- Element 7: Project Budget – Using the Project Budget spreadsheet template (available at www.cbdd.wsu.edu/ctop/), provide details of the project's total cost, a summary of eligible costs for which CTOP grants will fund 75% (provided as a reimbursement), and descriptions of likely and/or known sources of the additional funding. Please see Appendix F for details of the Project Budget spreadsheet.

The format for the Project Narrative (Elements 1 through 6) must conform to the following formatting:

- Page length is limited to eight (8) pages – fewer pages are acceptable, more pages are NOT acceptable
- 1-inch margins around (top, bottom, left and right)
- Use 12pt Times-family font
- No footnotes or endnotes
- Do not rely on linked materials – the Project Narrative should be a self-contained document

The following table provides brief descriptions of the seven (7) proposal elements. Please note that each element is assigned a scoring weight that will be used in evaluating the quality of each CTOP grant proposal.

	Element	Description	Points	
Project Narrative	1	<i>Identifying Information</i>	Details on the organization(s) and key individuals involved in the proposed project	5 points
	2	<i>Goals & Objectives</i>	Clear statement of proposed project goals and objectives	10 points
	3	<i>Assessed Need</i>	Statement of need, based on assessment, for project and description of the organization’s successful experience working with the identified community- and/or population-type	10 points
	4	<i>Responsiveness to CTOP Goals</i>	Responsiveness to CTOP Grant Program Goals (aspects of digital inclusion and impact types)	15 points
	5	<i>Project Plan</i>	Detailed project plan, including: <ul style="list-style-type: none"> • Scope of work • Benchmarks • Timeline • Sustainability 	35 points
	6	<i>Expected Impacts</i>	Explanation of expected project impact (see Appendix D), including descriptions of: <ul style="list-style-type: none"> • Impact Type • Activity • Outputs • Results 	20 points
Project Budget	7	<i>Budget</i>	Clear explanation of expected project expenses (see Appendix F) <ul style="list-style-type: none"> • Total project costs • Summary of eligible costs for 75% reimbursement from CTOP • Expected source of 25% matching funds 	5 points

Submitting a Proposal

Deadline: All proposals must be received via email by 5p (Pacific) on Monday, July 14, 2008. Proposals received after this time will not be accepted.

Proposals must be submitted via email to matthew_mitchell@wsu.edu with the following four (4) attachments:

1. Completed Project Narrative proposal template (Appendix E) – Download the Project Narrative template posted at www.cbdd.wsu.edu/ctop/.
2. Completed Project Budget spreadsheet template (see Appendix F) – Download the Project Budget spreadsheet template posted at www.cbdd.wsu.edu/ctop/.
3. Letter from the IRS demonstrating the primary applicant or partnering organization has Federal 501(c)3 tax status or proof of being a Federally-recognized Tribe.
4. Recent organizational fiscal report/audit

No other attachments will be accepted.

Incomplete submissions will not be accepted. Submissions without all four attachments noted above will not be reviewed.

To ensure your submission is handled quickly, the subject line of the email must be formatted as follows:

CTOP Grant Proposal: *your project's title**

* - please limit your project's title to first five words of the title and insert the title after the words "CTOP Grant Proposal:". For example, for the project titled "*Improving Homework Skills for Youth in East Wenatchee by Building Google APIs*" would be submitted by email with the following subject line:

CTOP Grant Proposal: Improving homework skills for youth

Successful and complete submissions will be confirmed within 2 business days. If you do not receive a confirmation within this period, please contact Matt Mitchell at 509-358-7685 or matthew_mitchell@wsu.edu.

Timeline

- Proposal Deadline: 5p (Pacific) July 14, 2008
- Award Announcement Date: August 1, 2008
- Grantee Orientation: September 17, 2008
- Project Implementation Period: August 1, 2008 to June 15, 2009
- Final Invoice Due: June 15, 2009
- Final Report Due: June 30, 2009

Appendix A: Community Technology & Digital Inclusion

Community Technology programs are community-serving efforts engaged in the diffusion of Information and Communications Technology in local communities, particularly in under-served and low-income areas, for the purposes of providing education and skill-building opportunities, hardware and software, Internet connectivity, and development of locally relevant content and delivery of vital services through technology.

Digital Inclusion as social inclusion in the 21st century that ensures individuals and disadvantaged groups have access to, and skills to use, Information and Communication Technologies (ICT) and are therefore able to participate in and benefit from Washington's growing knowledge and information society.

Community technology programs, including those providing community labs (such as Community Technology Centers) are Digital Inclusion programs – they enable Washington's residents to be included in Washington's digital society by helping these residents access technology, build skills and make beneficial use of digital content.

Appendix B: Eligible & Ineligible Expenses

Eligible Expenses

- Computer hardware, printers, and peripherals.
- Software (except software available by donation directly from vendors or from Tech Soup - <http://www.techsoup.org>).
- Telecommunications hardware.
- A portion of staffing costs (and fringe benefits) necessary to execute the project. Administrative expenses as direct costs of the project may be eligible.
- Partial costs for outside evaluators for projects of significant size and importance.
- Partial costs for curriculum development.
- Supplies to execute project (not administrative supplies).
- Public information costs related to recruiting clients, if needed.
- Initial and ongoing project staff-training and professional development costs.
- Installation and ongoing technical support costs.

Ineligible Expenses

- Building capital or land purchase expenses.
- Rent, utilities (including phone), and other overhead cost.
- Administrative Overhead and/or Indirect costs.
- Fees or costs for your clients to take classes from other organizations.
- Furniture, except for specialized furniture to accommodate persons with disabilities.
- Electronic security and room sound systems.
- Staff computers or computers that will only ever be used by one person.
- Endowment

Reminder: CTOP awards are reimbursement grant and will only cover 75% of eligible expenses.

Appendix C: 1-to-3 Matching Requirement

SSB 6438 requires recipients of CTOP grantees to provide evidence of a 25% match for all eligible expenses related to the awarded project. Grants awarded by WSU will cover 75% of eligible expenses paid as a reimbursement. On a monthly basis, grantees will invoice WSU for reimbursement of 75% of eligible expenditures. This invoice will require reasonable proof that the expenditure was paid by grantee. WSU will accept an expense log. Details of invoicing procedures will be covered during a Grantee Orientation meeting scheduled for September 17, 2008.

Appendix D: Project Impacts

Project proposals must address one or more of the following impact types:

1. Employment Skills – For example, helping clients learn how to use a computer and Internet to strengthen their ability to become employed, such as producing a resume, learning how to interview, searching for a job, etc.
2. Education Enhancement – For example, providing targeted supplemental learning support for students challenged by limited learning resources such as a safe learning environment, high quality learning materials, culturally appropriate curricula and pedagogy, etc.
3. Financial Literacy – For example, helping clients learn about and utilize financial tools such as EITC, debt reduction, savings strategies, asset management, etc.
4. Social Inclusion – For example, teaching and empowering clients to use digital technologies to express themselves in, and participate in broader community contexts through, positive and constructive ways.
5. Access to Information – For example, teaching clients about and enabling them to use digitally accessible information about services they need to improve their lives.
6. Micro-Enterprise Development – For example, training clients in basic skills necessary to start and successfully run their own business.

Proposals must identify which impact type(s) the project will deliver, and for each impact type addressed, proposals must describe:

1. Project Activity – What activities will this project accomplish, and how does each activity contribute to the specified impact type?
2. Expected Outputs – What will this project produce? For example, number of clients served, number of classes taught, number of workstations installed, quality of curriculum developed, etc.
3. Results – How will the beneficiaries of this project be impacted as a result of this project? For example, how many clients will be hired, how many clients will be able to do something meaningful and constructive using the Internet that they could not do before, etc.

Please note, CTOP will provide all grantees with a reporting system. A Grantee Orientation meeting will be conducted on September 16, 2008 (location to be determined, alternatives to attending in person will be provided) where the reporting system will be introduced along with other details of the grant program.

Appendix E: Project Narrative

Please download the Project Narrative proposal template at: www.cbdd.wsu.edu/ctop/. Below are details regarding how to complete the Project Narrative. Project Narratives must not exceed 8 pages in length (fewer pages are acceptable, more pages are NOT acceptable), and must use the following formatting:

- 1-inch margins around (top, bottom, left and right).
- 12 pt Times-family font.
- No footnotes or endnotes.
- Do not rely on linked materials – the Project Narrative should be a self-contained document.

1. Identifying Information

- Project Title** – What is the name of the project?
- Organization Name** – What is the name of the proposing organization?
- Also Known As** – If the organization is known by another name, what is it? For example, “Washington State University” is sometimes known as “Wazzu.”
- Address** – What is the organization’s mailing address?
- City, State, Zip** – What is the city, state and zip for this mailing address?
- Phone** – What is the main telephone number for the organization? Please format as (xxx) xxx-xxxx.
- Fax** – What is the main fax number for the organization? Please format as (xxx) xxx-xxxx.
- Website Address** – If applicable, what is the main website for the organization?
- Federal Tax ID** – What is the Federal Tax Identification number of the primary applicant or lead non-profit partner organization? Please include the hyphen in the number.
- Annual Budget** – What was the lead or partnering non-profit organization’s annual budget for 2007? Please format as \$00,000,000.
- Organization’s Mission** – Succinctly state the proposing organization’s mission.
- Contact for Organization**
 - First Name**
 - Middle Name (initial)**
 - Last Name**
 - Title**
 - Phone** – What is this person’s direct telephone number? Please format as (xxx) xxx-xxxx.
 - Extension** – (if applicable)
 - Fax** – Please format as (xxx) xxx-xxxx.
 - Email Address**
- Contact for Project** (if different than “Contact for Organization”)
 - First Name**
 - Middle Name (initial)**
 - Last Name**
 - Title**
 - Phone** – What is this person’s direct telephone number? Please format as (xxx) xxx-xxxx.

- vi. **Extension** – (if applicable)
- vii. **Fax** – Please format as (xxx) xxx-xxxx.
- viii. **Email Address**
- n. **Amount Requested** – How much money is this proposal requesting from CTOP?
Please format as \$00,000.

2. Goals & Objectives

- a. **Purpose of Project** – A succinct, clear purpose statement of the proposed project; such as, "The purpose of the grant is to..."
- b. **Project Goals** – What is/are the goal(s) of this project?
- c. **Objectives for each Project Goal** [1000 characters] - Describe in detail the objectives this project will accomplish for each Project Goal described above.

3. Assessed Need for Project

- a. **Project Beneficiaries** – Who will be served by this project and in which WA community(ies) do they live? Describe the community- and/or population-type being served.
- b. **Statement of Need** – What need(s) will this project address?
- c. **Assessment of Need** – What evidence demonstrates the need(s) as an important priority for those being served by this project?
- d. **Relevance of Project to Need** – How will this project address the need(s)?
- e. **Successful Experience Serving Project Beneficiaries** – Describe the successful experience proposing organization (and partners) have in serving the project beneficiaries noted in 3.a above.

4. Responsiveness to CTOP Goals

- a. **Aspects of Digital Inclusion** – Using the appropriate field, describe how the proposed project responds to one or more Aspects of Digital. Complete for only those Aspects addressed by project.
 - i. **Access to Technology** – For example, providing clients access to the Internet and/or end-user equipment (hardware and software)
 - ii. **Building Skills** – For example, helping clients develop the skills required to utilize the technology (hardware, software, networks) effectively for essential services, education, employment, civic engagement and cultural participation.
 - iii. **Content** – For example, providing clients with digital information on available needed services, culturally- and educationally-appropriate materials, digital communication appropriate to reach underserved communities, and content produced and distributed by residents, businesses and organizations with lower outreach resources.
- b. **Impact Types** – Using the appropriate field, describe how the proposed project responds to one or more Impact Types. Complete for only those Impact Types addressed by project.
 - i. **Employment Skills** – For example, helping clients learn how to use a computer and Internet to strengthen their ability to become employed, such as producing a resume, learning how to interview, searching for a job, etc.

- ii. **Education Enhancement** – For example, providing targeted supplemental learning support for students challenged by limited learning resources such as a safe learning environment, high quality learning materials, culturally appropriate curricula and pedagogy, etc.
- iii. **Financial Literacy** – For example, helping clients learn about and utilize financial tools such as EITC, debt reduction, savings strategies, asset management, etc.
- iv. **Social Inclusion** – For example, teaching and empowering clients to use digital technologies to express themselves in, and participate in broader community contexts through, positive and constructive ways.
- v. **Access to Information** – For example, teaching clients about and enabling them to use digitally accessible information about services they need to improve their lives.
- vi. **Micro-Enterprise Development** – For example, training clients in basic skills necessary to start and successfully run their own business.

5. **Project Plan**

- a. **Scope of Work** – Describe in detail the work activities this project will undertake.
 - b. **Benchmarks** – Describe in detail key indicators for success of the work activities to be accomplished by this project.
 - c. **Timeline** – Provide a timeline showing when specific work activities will be conducted and when specific benchmarks will be achieved.
 - d. **Sustainability** – Describe in detail how this project will be sustained beyond the funding period of this grant. If this project will not be sustained beyond the grant period, please explain why.
6. **Expected Impacts** Complete the details for each Impact Type addressed by the project.

- a. **Impact Type:**
 - i. Employment Skills
 - ii. Education Enhancement
 - iii. Financial Literacy
 - iv. Social Inclusion
 - v. Access to Information
 - vi. Micro-Enterprise Development

For each Impact Type addressed by the project, describe the Activities, Outputs and Results. Do not respond to Impact Types not addressed by the project.

- b. **Activity** – What activities will this project accomplish, and how does each activity contribute to the specified impact type?
- c. **Outputs** – What will this project produce? For example, number of clients served, number of classes taught, number of workstations installed, quality of curriculum developed, etc.
- d. **Impact** – How will the beneficiaries of this project be impacted as a result of this project? For example, how many clients will be hired, how many clients will be able to do something meaningful and constructive using the Internet that they could not do before, etc.

Appendix F: Project Budget

Please download the Project Budget spreadsheet template at: www.cbdd.wsu.edu/ctop/. Below are details regarding how to complete the Project Budget. If a Project Budget requires less than 75% reimbursement from CTOP, please feel free to modify the spreadsheet template accordingly. Otherwise, please do not alter the structure of the spreadsheet by adding additional columns or rows, and only complete the **Yellow** fields. All Project Budgets must have all three sections completed: Budget Summary, Budget Narrative, and Matching Funds.

At the top of the form, enter the proposing organization's name, project title and date range covered by the budget. Remember that CTOP funds cannot pay for any expense incurred before August 1, 2008 or after June 15, 2009.

The Budget Form has three sections.

Budget Summary – Provide figures for the project's budget, detailing the total, CTOP's reimbursement, and non-CTOP funding. Budget is organized into cost categories: Personnel: Salary/Wages, Personnel: Benefits, Equipment, Goods & Services, Sub-Contracts, and Travel. Indirect and Administrative Overhead costs are not allowed. Administrative expenses as direct costs of the project may be eligible.

If your Project Budget requires less than 75% reimbursement from CTOP, please feel free to modify Section 1: Budget Summary. Otherwise, only fill-in the yellow fields.

- a. Cells B13 to B18 – List the project totals for each cost category.
 - b. Cells D13 to D18 – List the dollar amount for each cost category for which the organization will fund with its own budget resources. Entry of dollar amounts in these cells will reduce the “25% Unaccounted For” (Cells F13 to F19).
 - c. Cells E13 to E18 - List the dollar amount for each cost category for which the organization will fund with funding sources. Entry of dollar amounts in these cells will also reduce the “25% Unaccounted For” (Cells F13 to F19).
 - d. If the table is completed correctly, Cells B19 and G19 will match.
2. **Budget Narrative** – For each cost category, explain how the amount was derived. Provide succinct statements that clearly describe the basis of costs aggregated in each category.
 3. **Details on Matching Funds** – List likely or confirmed sources of funding to cover the 25% not reimbursed by CTOP.

Appendix G: Resources

Low or no cost hardware, software and other services:

- Tech Soup: <http://www.techsoup.org/>
- Gifts in Kind, International: <http://www.giftsinkind.org/>
- Interconnection: <http://www.interconnection.org/>
- Wilderness Technology Alliance: <http://www.wildtech.org/>
- SCN Computer Giveaway: <http://scn.org/scna/pcdonate.html>

Community Technology Resources:

- CTCnet: <http://www.ctcnet.org/>
- Communities Connect Network: <http://www.communitiesconnect.org/>
- City of Seattle's Techmap Directory: <http://www.seattle.gov/tech/techmap>
- Telecentre.org: <http://www.telecentre.org/>

Appendix 2: Reporting survey

Print view of 'CTOP Grant Reporting'

[Print this page](#)

1.

Name of organization:

2.

Name of person completing survey:

3.

For which period are you completing this survey?

Logic destinations


- First report (August 1, 2008 - October 31, 2008) [➔ Background Information Thi...](#)
 - Second report (November 1, 2008 - February 28, 2009) [➔ Part 2: Periodic Reporting ...](#)
 - Third report (March 1, 2008 - June 15, 2009) [➔ Part 2: Periodic Reporting ...](#)
 - No response* [➔ Background Information Thi...](#)
-

Background Information

This section of the survey will ask you to provide some background information on your organization and its resources. You will only need to complete this portion during your initial report.

4A.

What is your center type?

- Senior center
- School/college/university
- Nonprofit organization
- Neighborhood service center
- Neighborhood community center
- Library
- Housing complex
- For profit business
- Public access cable
-  Other:


4B.

What is your geographic service area?

Stakeholders


5A.

Who is your primary audience? (choose only one)

- Adults
- Disabled
- Immigrant
- Residents
- Youth
- Native Americans
- Low income
- Homeless
- Staff
-  Other:

5B.

Who else uses your CTC? (choose as many as applicable)

- Adults
- Disabled
- Immigrant
- Residents
- Youth
- Native Americans
- Low income
- Homeless
- Staff
-  Other:

5C.

If your CTC was not available, where would your clients go for technology access?

Inputs

6A.

How many FTE staff are working at your CTC?

6B.

How many people volunteer at your CTC?

6C.

How many open (public) terminals do you have?

6D.

How many reserved terminals do you have?

6E.


How many public use printers do you have?

6F.

What is your internet connection type and speed?
(e.g. DSL, 54mbps)

Policy Issues**7A.**

What is the major issue confronting the community you serve? (choose only one)

- Social isolation
- Geographic isolation
- Unemployment
- Lack of educational resources
- Lack of access to technology (equipment/Internet)
- Lack of access to information
- Poverty
-  Other:

7B.

What are the TOP two reasons people use your center?

- Find and connect with other community services
- Get a job
- Communicate with family, friends, or others
- Learn new job skills
- Learn new technologies or new skills
- Improve school performance
- Improve school performance
- Become a leader and/or help others
- Graduate from school or go to college
- Learn skills for independence

Learn English

 Other:

7C.

What are the barriers to using your center?

Activities

8A.

What types of services/programs do you usually offer at your CTC?

8B.

Approximately what proportion of your clients use your CTC as their primary technology access point?

- None
- Just a few
- Nearly half
- Half
- Somewhat more than half
- Nearly all
- All

Outputs

8C.

On average, how many people per week use your center throughout the year?

8D.

How many unique visitors did your CTC have in the last year?

Part 2: Periodic Reporting

Please only report data from the current period. Do not report data cumulatively.

Period 1: August 1, 2008 through October 31, 2008

Period 2: November 1, 2008 through February 28, 2009

Period 3: March 1, 2009 through June 15, 2009

Inputs

During this reporting period...

9A.

...how many hours was your CTC open?

9B.

...how many hours did volunteers contribute to your CTC?

Outputs

9C.

How many clients used your services?

Activities

9D.

As a result of your CTOP grant, have you added any services or equipment **for your clients** in this reporting period?

Yes

No

No response

Logic destinations

➔ Don't skip (default)

➔ Question 28: As a result of your CTOP gr...

➔ Question 28: As a result of your CTOP gr...

9E.

What specifically did you add for use by your clients (e.g. number of terminals purchased and installed, type of software upgrade, new classes, extended hours of operations)?

9F.

How did adding these services or equipment contribute to your desired impact areas?

9G.

As a result of your CTOP grant, have you engaged any new activities **for your staff or organization**?

Yes No*No response**Logic destinations*

➔ Don't skip (default)

➔ Periodic reporting by impac...

➔ Don't skip (default)

9H.

What specifically did you do for your staff or organization (e.g. documented procedures, trained staff, updated policies)?

9I.

How did these activities contribute to your desired impact areas?

Periodic reporting by impact type**10A.**

Did you identify **employment skills** as an impact type in your proposal?

 Yes No*No response**Logic destinations*

➔ Employment Skills

➔ Question 45: Did you identify education ...

➔ Don't skip (default)

Employment Skills**Activities****10B.**

What types of programs/services did you offer to improve the employment skills of your clients?

Outputs**10C.**

How many clients used these services in the reporting period?

Impacts

As a result of these programs/services, how many clients were able to...

10E.

... do research or find information related to a job or career?

10F.

... receive job training?

10G.

... learn new "hard" skills (e.g. word processing) that improved their employment prospects?

10H.

... learn new "soft" skills (e.g. office etiquette, problem solving) that improved their employment prospects?

10I.

... create a resume or portfolio?

10J.

... search for a job opening or career opportunity?

10K.

How many used the CTC to fill out a job application online?

10L.

How many got job interviews?

10M.

How many secured an internship or apprenticeship?

10N.

How many were hired for new jobs?

10O.

Were your clients able to do anything else related to employment skills not listed here? Please be specific and include the number of clients who benefited in this way.

11A.

Did you identify **education enhancement** as an impact type in your proposal?

Yes

No

No response

Logic destinations

➔ Education Enhancement

➔ Question 60: Did you identify social inc...

➔ Don't skip (default)

Education Enhancement

Activities

11B.

What types of programs/services did you offer to eto provide supplemental learning support for students challenged by limited learning resources?

Outputs

11C.

How many clients used these services in the reporting period?

Impacts

As a result of these programs/services, how many clients used your CTC to...

11D.

...improve basic literacy skills?

11E.

...improve English language skills?

11F.

...complete a homework assignment?

11G.

...take a class/workshop/tutorial?

11H

...learn about or prepare for the GED?

11I.


How many actually earned their GEDs?

11J.

How many clients used your CTC to learn about other educational opportunities?

11K.

What types of educational opportunities did they learn about? (check all that apply)

- Professional license or certificate
- Two-year degree (community college)
- Four-year degree
- Graduate degree
- Financial aid
-  Other:

11L.

How many actually applied for another educational opportunity?

11M.

How many were accepted?

11N.

How many completed a program?

11O.

Were your clients able to do anything else related to education enhancement not listed here? Please be specific and include the number of clients who benefited in this way.

12A.

Did you identify **social inclusion** as an impact type in your proposal?

Yes

No

No response

Logic destinations

➔ Social Inclusion

➔ Question 71: Did you identify access to ...

➔ Don't skip (default)

Social Inclusion

Activities

12B.

What types of programs/services did you offer to help your clients learn about or use digital technologies for social or entertainment purposes?

Outputs

12C.

How many clients used these services in the reporting period?

Impacts

As a result of these programs/services, how many clients were able to...

12D.

...create an email account?

12E.

... independently search and browse the Internet?

12F.

... communicate with family or friends?

12G.

... visit or create an account on a social networking site?

12H.

... create or maintain a personal blog or website?

12I.

... connect with other people or organizations?

12J.

... develop leadership skills or become a mentor?

13G.

...independently access government information or assistance?

13H.

Were your clients able to do anything else related to accessing information not listed here? Please be specific and include the number of clients who benefited in this way.

The following questions are intended to give you the opportunity to share any additional qualitative results you have achieved as a result of your CTOP grant. You are not required to provide answers for this section, but your stories will help put context around the final report and better demonstrate the impact of your programs.

Describe any strategic partnerships you have been able to develop as a result of your CTOP grant. For example, were you able to use your grant as leverage to increase sustainable funding or create partnerships that increased the value of the services you offer?

Do you have any client success stories that demonstrate the impact of your CTOP grant to share? These stories can be individual or group accomplishments.

How did the CTOP grant impact your organization's staff and/or volunteers?

This completes the CTOP reporting survey. Please click **next to review and submit your report.**

12K.

Were your clients able to do anything else related to social inclusion not listed here? Please be specific and include the number of clients who benefited in this way.

13A.

Did you identify **access to information** as an impact type in your proposal?

Yes

No

No response

Logic destinations

➤ Access to Information

➤ This completes the CTOP rep...

➤ Don't skip (default)

Access to Information**Activities****13B.**

What types of programs/services did you offer to help your clients learn about or use digital information?

Outputs**13C.**

How many clients used these services in the reporting period?

Impacts

As a result of these programs/services, how many clients were able to...

13D.

...access information that improved their lives?

13E.

...pursue interests not related to school or work?

13F.

...locate a community resource?