

# 7 chapter

# Scheduling, Outreach, and Evaluation

*"Over 30 Bosnian refugee families have received recycled computers. The computers have helped them learn English, the kids are getting better grades, and the parents have gotten better jobs. Many other low-income families and those with other social and economic barriers are receiving first time exposure to computer technology -- this program is helping to bridge the 'Digital Divide' in our community."*

*As submitted by Bruce McComb and Ronda Evans  
Realizing Every Community Asset (RECA) Foundation, <http://www.tcfm.org>  
Kennewick, Washington*

## Introduction

This chapter outlines the remaining issues that the Steering Committee should consider in order to make the CTC operational. The Steering Committee can use this chapter as a resource to help it:

- determine the schedule for operations;
- design a community outreach and marketing strategy; and
- plan for regular self-assessment of the CTC's success and operations.

## Scheduling

The CTC operational schedule must be responsive to projected participants' needs, must reflect the focus areas determined by the Steering Committee, and must be realistic in terms of the demands it makes of staff, space, and budget.

## User Projections

User projections are the CTC's best guess of how many people are going to use the CTC. The projections will vary by program area and by season, by time of day and by day of the week. For example, will there be fewer people or more people using the CTC during the summer or during holidays? The data gathered and tallied about community interests and needs (see Chapter 2 and Chapter 3) may be useful in estimating how many people are likely to use the CTC.

Look at:

- The immediate neighborhood population, the total constituency of the agency incorporating the CTC, etc.
- The number of neighborhood agencies that are likely to bring classes or groups to the CTC, and the size of those groups.
- The participation levels in any pilot program that has been established.
- Projections for classes, trainings, or workshops

Realize that in a start-up operation, being unable to serve all those who might want to come to the center provides a powerful argument for expansion.

## Constraints

The Steering Committee will, of course, want to establish a schedule that maximizes the number of hours and times of day and week that the center is open, yet it will inevitably be constrained by the following:

- The amount of money it has for operations and staff
- The number of volunteers it can recruit and manage
- Whether volunteers can manage it independent of paid staff

## Scheduling Structure

The proposed schedule must reflect the focus areas determined by the Steering Committee. But equally important, accommodating neighborhood residents' needs means taking their work and living schedules into account.

Possible Groups	Possible Times
Open Access	Determine consistent weekly schedule.
Pre-school with Parents	Short morning classes. Morning labs for tots and parents.
School-aged	Afterschool classes. Afterschool and/or weekend labs. Special club or project sessions on Friday and Saturday evenings.
Older teens	Afterschool and/or evening classes. Afterschool, evening, and/or weekend labs. Special club or project sessions on Friday and Saturday evenings.
Adults, ESL groups, and Immigrant populations	Day and evening classes. Day and evening labs.
Seniors	Late morning or early afternoon for classes or labs.

## Important Considerations:

- It may be advisable to set aside a generally available time such as Saturday mornings for CTC orientation. This would be a time when participants can be introduced to the CTC, when volunteers can be given orientation sessions, and when leaders/teachers of participating neighborhood agencies can receive training in using the center.
- If a focus is job preparation, schedule some classes after school for in-school teens, some classes in the evening for working adults who may nevertheless want to develop job skills, and some classes during the day for unemployed people.
- If the focus is adult education, again, provide both day and evening slots to accommodate those who are and are not employed.
- If public access/lab times are to be included, schedule some for young people only, some for adults only, and some for anyone. Plan for availability during both day and evening times. Sometimes offering less open lab time serves as an incentive for participants to use it wisely and may spark their interest in signing up for classes to learn more about the computers. Be sure that those staffing open access times, both paid staff and volunteers, can handle the inevitable variety of personal and technical problems that may arise, especially if they will be the only available staff.

- If seniors participate in a local lunch program, consider arranging to have lunch delivered to the CTC one or two days a week and schedule senior activities around the lunch period.
- Solicit feedback from participants regarding the schedule; if you want them to return they will be your best source of scheduling information.
- Do not forget that CTC staff will need both time for preparation and cleaning up, but also time for personal breaks.

Exhibits 7-1, 7-2, and 7-3 are schedules in use by CTCNet affiliates including one from a start-up program (can you guess which it is?).

If the Steering Committee is proposing to open the CTC to neighborhood organizations, their scheduling needs must be taken into account. The CTC schedule can either make certain blocks of time available to outside organizations (such as a day of the week when the CTC would otherwise be closed) or it can solicit the requirements of these organizations and schedule its activities around them. How this is done will generally depend on whether these outside groups provide an important revenue source for the CTC.

Schedules can be changed bi-monthly, or by season (in fact, this is recommended), but once established for a given time period, they should be reliable. If the CTC is to be closed due to an emergency or a holiday, ample notice should be given to participants and to the neighborhood.

Copies of the schedule should be available in the reception area and should be posted in locations where members of the community are likely to see them (supermarket bulletin boards, laundromats, community centers, other community agencies, and building foyers). A local newspaper might be prevailed upon to publish the schedule of public access hours. If the CTC has a Web page, the schedule can be posted there as well.

## Community Outreach

Community outreach or public relations is the process of publicizing the activities and accomplishments of the CTC. These activities are critically important to generating community interest in the CTC and to increasing the visibility of the CTC. Ultimately, a successful public relations campaign will result in a substantial amount of goodwill towards the CTC and continued and increased financial support.

Guiding community outreach and implementing public relations campaigns for the CTC are among the tasks of an outreach coordinator. This person can be an employee, a

member of the Steering Committee, a volunteer, or someone hired for specific periods or occasions but should have some experience in media presentation.

## Accessible outreach and promotional materials and public information.

All printed materials and information should be available in accessible formats to meet the individual needs of patrons. For example, make materials available in an electronic format that can be easily converted to Large Print or produced and distributed on CD or disk or audio tape. Materials should also be available in the primary languages of the surrounding community.

## Effective Communications Strategy

The Benton Foundation's Communications Capacity Building Program recently released a toolkit titled "Strategic Communications in the Digital Age," featuring a section called "Think it Through: What it Takes to Design & Fund an Effective Communications Strategy." The following content is taken from this section (see Additional Contact Information at this end of this chapter for more information).

"Communications is much less about the technology or medium chosen as a vehicle and more about advancing the cause of your organization. An effective communications strategy reflects your organization's mission, goals and objectives, and is well integrated into daily operations. It requires a clear articulation of audience, clarity of message, and choice of media platform. It also consists of an ongoing feedback relationship between planning and evaluation.

- **Planning.** Good planning is key to the success of your project. This is true whether it's for designing goals and objectives for your organization, mapping out a communications project, or figuring out what your Web site should look like.
- **Audience.** Identifying your audience, then understanding as much as you can about them is key to your communications plan. Considerations include: "Who do we want to reach? What's the best way to reach them? What characteristics do they share?" These details and more will guide your communications effort.
- **Message Shaping.** Your message has to be appropriate for your various audiences and platforms. For example, the way you communicate your organization's message to the press might be very different from the way

you communicate with your members. Writing for the Web is very different from writing for print and radio.

- **Media Choices.** The media (or platforms) that you choose to disseminate your message will be impacted by decisions you make about who your audience is and what message you have for them. Similarly, which platform you select will also impact your message and limit your audience. In addition, as media platforms increasingly go digital and start to converge, opportunities for using multiple platforms increase.
- **Evaluation.** A good communications strategy takes evaluation very seriously. This component is often overlooked, but is highly regarded by funders. Make sure that you keep evaluation in mind when you create and implement your communications plan.
- **Funding.** No matter how great your message is or how well you have planned your communications efforts, nothing gets done without the right resources— financial and otherwise. But good planning, and strong integration of technology and communications into your organization’s objectives will help get you the support you need.

## What Should the CTC Publicize?

### *The First Year -- CTC Activities & Accomplishments*

The first year goals of the CTC’s marketing strategy should be to:

- create a brochure for the CTC stating mission, basic services, general hours of operation, and contact information
- introduce itself to the community
- become a familiar organization in the community
- broaden its participant base
- generate interest in its activities among the community
- All public materials should contain a statement that reflects the grantee’s accessibility policy. For example, the organization’s brochure should contain a statement that reads - “XYV, Inc. complies with the Americans with Disabilities Act. All XYZ, Inc. materials are available in alternative formats upon request.”

The Steering Committee should be aware that organizing activities of the CTC are its first public relations acts. After organizing is completed, the CTC should

try to publicize every activity and accomplishment as widely as possible. The kinds of activities that should be announced to the public include the:

- establishment of the CTC
- appointment of the Steering Committee
- hiring of CTC staff
- grand opening of the CTC
- schedule, including public access time
- classes offered
- foundation and grant awards
- in-kind contributions from neighborhood institutions
- accomplishments of the students, such as getting jobs, passing English fluency tests, earning GEDs after attending GED preparation classes at the CTC
- any partnership and/or electronic commerce activities it undertakes. For example, if the CTC is set up to receive outsourcing contracts, then this fact should be advertised not only in general circulation media but also in specialized publications that may generate new business. Likewise, if the CTC is seeking to provide small business support, then this activity should receive similar marketing treatment.

### ***The Second Year & Thereafter***

After the first year, the public relations goals of the CTC should be to maintain its visibility in the community, to further promote itself, and to broaden and continue to stimulate interest in the activities of the CTC within the community. The CTC, therefore, should publicize noteworthy activities and accomplishments.

These should include:

- new program offerings
- new partnerships
- the appointment of new Steering Committee members
- creating CTC web pages on the Internet
- success stories of participants

- feature articles on staff and special volunteers
- a “Year in Review” piece about the CTC
- any foundation or grant awards
- special attention the CTC receives from government officials, corporations, the media, or community organizations
- designing a logo
- publishing a monthly newsletter about the CTC

The CTC’s activities and accomplishments will involve most CTC staff members and users. In order to use their names and photographs in articles, press releases, and video footage, the CTC must obtain a general release (Exhibit 7-4). If the CTC operates on a membership basis, a general release can be included in the membership form. Note that having a release in hand does not exempt you from notifying participants of their inclusion in PR materials. Inform them in advance if possible and make copies of any print materials available to them.

## Developing an Outreach Plan

After the Steering Committee decides what activities and accomplishments to boast about publicly, the CTC must consider a community outreach strategy. This means:

- **Who should know about these activities and accomplishments in the community?** The list of neighborhood institutions developed during Community Mapping is a good starting point.
- **Why does the CTC want them to know?** For example, the CTC is having a grand opening and wants to encourage community residents to attend.
- **What do they need to know?** Using the above example, the CTC will want to publicize the location, the opening day, whether food and refreshments will be provided, the CTC program areas, the grand opening’s sponsor, who to call with questions, and how to become a member.
- **How should they be told?** For example, return to Exhibit 2-2 and for each organization listed, identify the form of communication that is likely to be the most effective way to reach the organization’s members or employees. Means of communication can include:
  - informal conversations;
  - addressing community meetings;

- putting up posters;
- distributing flyers;
- letters of invitation;
- providing copies of the business plan; and,
- working with the print and broadcast media as discussed in the next section.

An example of the Steering Committee’s conclusions might look like this:

<b>CTC Target Audience for Marketing</b>	<b>The Purpose of the CTC Marketing Efforts</b>	<b>What the CTC Should Publicize</b>	<b>How the CTC Will Market Itself</b>
Public housing residents	-To attract participants -To attract volunteers	-Its purpose -Program areas -Hours -Volunteer/staffing needs -How to participate	-Flyers -Meetings -Articles in community newsletter -Radio and TV PSAs -Online listings
Local churches, synagogues, and mosques	-To attract participants -To attract volunteers -To encourage the donation of funds and equipment	-Its purpose -Its location -How to participate	-Letters to clergy -Have representatives speak at services

## How Can a CTC Reach its Target Audience?

### *Managing the CTC’s public relations*

Open and regular communication between the CTC Steering Committee, Director and outreach coordinator is crucial to the timely dissemination of information. The outreach coordinator needs to be aware of all CTC activities so that pertinent information is circulated promptly throughout the community. It is unimportant that the outreach coordinator be present at the CTC as long as he or she is networked with the Director and Steering Committee and will know CTC news.

## *Creating media opportunities*

The CTC will want news of its activities to obtain the widest circulation possible within the community and should rely on the community outreach opportunities explored in the previous section. The CTC must identify and contact various types of media in order to get this type of exposure. In addition, the CTC should identify the print and broadcast media available in most communities:

- **Newspapers, including dailies, weeklies, supermarket papers, high school and college papers.** In addition to standard opportunities, the CTC will want to learn about any special sections, such as community activities sections, special Sunday editions on technology, and “Person of the Week” feature story opportunities. See Exhibit 7-7 for a sample press release.
- **Television stations, including networks with community news and cable stations.** The CTC will want to know if stations offer free airtime for Public Service Announcements (PSAs).
- **Radio stations, including network stations and college stations.** The CTC will want to find out about PSAs, talk shows that would be interested in interviewing the CTC Director or Chairman of the Steering Committee and a community partner, and opportunities for getting on-the-air during a telethon.
- **Publications of the various CTC community partners, including corporate newsletters, school newsletters for staff and administration, and flyers of community-based organizations.** A press release should be written each time CTC partners with a neighborhood institution and this press release should be placed in that neighborhood institution’s newsletter or flyer, if one exists.
- **Community bulletin boards or kiosks.** These would be places to post the schedule and CTC staff openings for both paid and volunteer positions.
- **Trade publications.** The CTC should identify trade newspapers, magazines and other publications (such as journals of higher education and philanthropy) in which to place articles and press releases. The CTC may gain publicity and, perhaps, offers of technical assistance and funds.
- **Magazines.** Find out if a monthly magazine is published in your area.
- **Media contacts list.** Create a local media contact list describing the type of media (radio, print, television, etc.), name of publication, contact person, address, telephone and fax numbers, email address, web site, publication deadlines, and preferred method of submission.

## Showcase your CTC by Building a Web Site

In the game of public relations, it does not hurt to be your own best cheerleader. One of the easiest and quickest ways to get your message about the CTC across to a large amount of folks is to build a web site. Such folks include participants and staff, potential participants, donors, researchers, prospective employees, community members, funders, students, volunteers, interns, etc.

According to Susan Tenby from TechSoup, in her article "Why the Web?" (see Additional Contact Information at this end of this chapter for more information):

"A creative and sustainable web presence is becoming essential to nonprofits. Whether your organization is using the Web for fundraising, information retrieval, for communication or for publicity, it can provide a cost-effective way to reach thousands of people instantly."

According to Tenby, a web site is:

- a means to publicize and promote your organization. By putting everything from contact information to a description of your services and your philosophy on the Web, you allow people all over the world to discover you, understand what you do, and contact you if they need to.
- a forum to share articles and other written information with members, clients, funders, and the general public.
- a way to attract new participants. If you implement features such as message boards, it can also build community among existing members.
- a potential source of online donations
- becoming increasingly vital as a source of information about an organization

Spend some time to effectively plan out your web site before actually building the site. The most effective web site is integrated into the larger communications strategy of the CTC. As such, it may be necessary to involve the CTC staff, board, and other interested parties to plan a site that will complement your agency's mission and be integral to your strategic plan. Involving these folks will also encourage buy-in for the project and help make sure that everyone's voice has been heard.

CompuMentor (see Additional Contact Information at this end of this chapter for more information) has created a New Web Site Development Worksheet containing the following questions to frame your thinking about the CTC web site:

- **What is your message?** What is it you want to say on your site?
- **Who are you targeting?** Who is your audience? Who would use your site? Why would they come to your site?
- **What is the budget available in your organization for web development?** How much for setup and how much for maintenance? What are the ways that you could get funding for your web site? Do you know what type of web site you can afford (large-scale database type, or online brochure type?)
- **How can you present your point of view effectively?** What kind of voice is appropriate for your audience? What kind of content will be available? What are your featured categories? Should your site be consistent with other collateral materials in your organization? Do you have several other sites that you want to emulate?
- **What will your web site accomplish?** Will your web site be a research or a development tool? What would your site's main use be? How will it improve what you do have? What will be the benefits of online exposure? What will it bring that you don't already have?
- **Can you do it in-house?** How will you reassign staff duties to provide for ongoing maintenance and updating? If not in-house, do you know whether you would like an individual consultant or a web design firm?

Marilyn L. Gross offers a sensible set of tips in an article "The Nonprofit Web Site: Tips for Attracting and Retaining Visitors":  
[http://www.uwnyc.org/technews/v4\\_n6\\_a2.html](http://www.uwnyc.org/technews/v4_n6_a2.html)

## Evaluation & Assessment

The Steering Committee needs to know whether its plans for the CTC are working and what the CTC can do to improve its effectiveness. Establishing procedures to provide this sort of information is called making a "self-assessment" plan or engaging in "formative" or "process" evaluation.

Funders, too, like to know that their grantees are tracking results. Tracking results is called "summative" or "outcome" evaluation. Too often, CTCs put self-assessment and evaluation on the back burner, only to find later, when an evaluation is required under a particular grant, that procedures have to be imposed on an already functioning operational plan.

Self-assessment in the area of accessibility is critical. Accessibility is a continuum, and the most important step in increasing it may well be an accurate assessment of current access realities. It enables a center to accurately depict itself in this area as well as develop a plan to move forward. It is recommended that in each area of center operations, one staff person be assigned to assessment and the development and implementation of accessibility plans.

The best course is to build strategies for data collection and opportunities for participant feedback into the operational plan for the CTC from the very beginning. Think about instituting some or all of the following:

- Membership application to track participant demographic data (often helpful for writing grant proposals and obtaining funding)
- Sign-in/sign-out procedures to provide a record of who uses the CTC, how often, and for how long
- Participant folders to contain journals of computer use, work-in-progress, data disks, and copies of completed projects
- Teacher/instructor logs to include plans for classes together with follow-up notes, anecdotes regarding specific occurrences or specific accomplishments of participants, and class evaluations filled out by participants
- Volunteer logs to describe tasks assigned and accomplished, difficulties encountered, suggestions for change
- A comments box prominently located to enable participants to make suggestions, requests, and even offer criticism
- Regularly scheduled meetings that include groups of participants, volunteers, and staff to provide opportunities for direct feedback
- Appointing a participant representative to the Steering Committee

Virtually all CTCNet affiliates have procedures in place to record attendance. For smaller centers, a dedicated computer provides a good mechanism. The sign-in program can be tied to a database that can generate weekly or monthly reports. Of course, if the center is large, or if a large group arrives all at once, the computer sign-in can be time-consuming. If the arrivals are in a group and there is a group leader, the leader can enter the information for everyone.

Paper and pencil will do when a dedicated computer is not available. If paper and pencil is it, it is very important to summarize the attendance information daily or at least weekly. Otherwise it becomes too cumbersome to go back through sheets and sheets of paper and the task often remains undone.

A particularly effective and easy technique for collecting attendance data was devised at Playing To Win's Harlem Center. The center operates on a membership basis. Each member answers certain questions that constitute a basic member profile. This information is entered into the membership database. The member is then given a membership card with a bar code. Each time the member arrives and leaves, s/he passes the card through a barcode reader and the attendance data is automatically collected. The database can then be used to print out periodic reports showing breakdowns of center use by any of the categories in the member profile.

The Somerville Community Computer Center takes a different approach to assessment and evaluation. Its Steering Committee decided to conduct a fairly intensive evaluation, but to do this during one and only one month each year. During May, questionnaires are given to all participants, all volunteers, and all teachers who staff or use the center. The questionnaires (see Exhibits 7-5 and 7-6) provide data for both self-assessment and outcome evaluation.

**Note:** CTCNet, as part of its obligations under the 1995-2000 grant from the National Science Foundation, conducted a research and evaluation effort that included intensive study at four CTC sites together with a quantitative study of all CTCNet affiliate programs. One of the goals of this research was to provide affiliates with instruments and mechanisms that will assist them in their own research and evaluation. This and other studies, including an evaluation toolkit, can be found at:  
*<http://www.ctcnet.org/publics.html>*

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## Documentation

The business plan will include the following information from Chapter 7:

- One or more weekly schedules
- Sample publicity material (flyers, brochures, a sample newsletter)
- Assessment implementation plan

## Additional Contact Information

Benton Foundation, 1625 K Street, NW -- 11th floor, Washington, DC, 20006,  
<http://www.benton.org/Practice/Toolkit/thinkthru.html>,  
[karenm@benton.org](mailto:karenm@benton.org), 202-638-5770

Sheetal Singh, c/o CompuMentor, 435 Brannan Street, Suite 100, San Francisco,  
CA, 94107, <http://www.techsoup.org>, [sheetal@compumentor.org](mailto:sheetal@compumentor.org), 415-633-  
9332

Susan Tenby, TechSoup.org, 435 Brannan Street, Suite 100, San Francisco, CA  
94107, <http://www.techsoup.org>, [susan@techsoup.org](mailto:susan@techsoup.org)

## Additional Resources

### *Outreach*

- **Basic Press Outreach for Not-for-Profit and Public Sector Organizations**  
<http://www.coyotecom.com/promote2.html>
- **Benton Foundation Strategic Communications in the Digital Age**  
<http://www.benton.org/Practice/Toolkit/>
- **Business Benefits of Accessible Web Design**  
<http://www.w3.org/WAI/bcase/benefits.html>
- **CAP - Grand Opening Guide**  
<http://cap.ic.gc.ca/english/3001.shtml>
- **Designing and Marketing Your Programs**  
[http://www.managementhelp.org/np\\_progs/mkt\\_mod/market.htm](http://www.managementhelp.org/np_progs/mkt_mod/market.htm)
- **Evaluating Your Outreach Efforts**  
<http://www.benton.org/MTM/Pages/ten.html>
- **How to Get Publicity - International Schools CyberFair**  
<http://www.globalschoolhouse.com/cf/info/getpr.html>
- **Making the Net Work Toolkit — Guidelines for Web Design**  
<http://www.makingthenetwork.org/tools/webguide.htm>
- **UK Online Centres Marketing Toolkit**  
<http://toolkit.centres.ngfl.gov.uk/>
- **Usable Web -- Tips and Techniques for Building Reader-Friendly Web Pages**  
<http://www.pantos.org/atw/usable.html>

## *Evaluation & Assessment*

- **ACC — Assessment Tools for CTCs**  
<http://www.americaconnects.net/resources/CTCassessmt3.asp>
- **CTCNet Evaluation Toolkit (doc)**  
<http://www.ctcnet.org/evalkit.doc>
- **Evaluating Your Programs**  
[http://www.managementhelp.org/np\\_progs/evl\\_mod/evl\\_mod.htm](http://www.managementhelp.org/np_progs/evl_mod/evl_mod.htm)
- **Evaluation — Think It Through**  
<http://www.benton.org/Practice/Toolkit/evaluation.html>
- **Evaluation Resources - America Connects**  
<http://www.americaconnects.net/resources/default.asp?topicid=43>
- **Evaluation Toolkit — A Work-in-Progress (pdf)**  
<http://www.benton.org/e-rate/evaltoolkit.pdf>
- **United Way Checklist of Nonprofit Organizational Indicators**  
[http://www.managementhelp.org/org\\_eval/uw\\_list.htm](http://www.managementhelp.org/org_eval/uw_list.htm)



**The Future Center @ the Children's Capital Museum**

	<b>Mon.</b>	<b>Tues.</b>	<b>Wed.</b>	<b>Thurs.</b>	<b>Fri.</b>	<b>Sat.</b>				
9:00							9:00			
9:30							9:30			
10:00		Adult Classes	OPEN LAB	Adult Classes	ADULTS ONLY LAB	OPEN LAB	10:00			
10:30										10:30
11:00										11:00
11:30										11:30
12:00										12:00
12:30					12:30					
1:00							1:00			
1:30							1:30			
2:00							2:00			
2:30							2:30			
3:00		KIDS ONLY LAB	OPEN LAB	Youth Classes	OPEN LAB	3:00				
3:30									3:30	
4:00									4:00	
4:30									4:30	
5:00									5:00	
5:30					5:30					
6:00		Adult classes		Adult Classes		6:00				
6:30						6:30				
7:00						7:00				
7:30						7:30				
8:00						8:00				
8:30						8:30				
9:00						9:00				

**Exhibit 7-1 Sample Center Schedule**



## Exhibit 7-2: Sample Center Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday			
9:00	Seniors	Seniors	Seniors	Seniors	Seniors	ACT/SAT H.S. proficiency test prep.	9:00		
9:30							9:30		
10:00	GED Youth	GED Youth	GED Youth	GED Youth	GED Youth		10:00		
10:30							10:30		
11:00	GED Adults	GED Adults	GED Adults	GED Adults	GED Adults		11:00		
11:30							11:30		
12:00						OPEN ACCESS	12:00		
12:30							12:30		
1:00	Employment Enhancement	Employment Enhancement	Employment Enhancement	Employment Enhancement	Employment Enhancement		1:00		
1:30							1:30		
2:00	Employment Enhancement	Employment Enhancement	Employment Enhancement	Employment Enhancement	Employment Enhancement		2:00		
2:30							2:30		
3:00	After School Recreation	After School Recreation	After School Recreation	After School Recreation	After School Recreation		3:00		
3:30							3:30		
4:00							4:00		
4:30							4:30		
5:00	OPEN ACCESS	Youth Tutorials		Youth Tutorials	OPEN ACCESS		5:00		
5:30							5:30		
6:00		OPEN ACCESS		OPEN ACCESS			OPEN ACCESS	OPEN ACCESS	6:00
6:30									6:30
7:00									7:00
7:30									7:30
8:00							8:00		
8:30							8:30		
9:00						9:00			



PLAYING TO WIN, INC.: The Harlem Community Computing Center

9:00	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	9:00
9:30	Hamilton Madison Houses 20: 10-13 yrs girls	Police Athletic League 15: 10-12 yrs. old	Police Athletic League 15: 10-12 yrs. old	Metropolitan Community United Methodist Church 20: 8-11 yrs. old	ADULT & TEEN WORKSHOP HOURS		9:30
10:00							10:00
10:30		Metropolitan Hospital CAP 15 teens	East Harlem Urban Center 20: 6-12 yrs. old	The Nurturing Collective 12: 6-12 yrs. old	The Nurturing Collective 12: 6-12 yrs. old	ADULT & TEEN WORKSHOP HOURS	10:30
11:00	East Harlem Urban Ctr. 20: 6-12 yrs. old						11:00
11:30							11:30
12:00		Staff Meetings	Children's Aid Society 20: 9 & 10 yrs. old	Hamilton Madison Houses 20: 5-6 yrs. old coed 20: 10-13 yrs. old boys	Greater Brownsville 8-13 yrs. old	OPEN HOURS 12:00-2:00	12:00
12:30	Barnard S.T.E.P. (through Aug. 3)						12:30
1:00							1:00
1:30							1:30
2:00							2:00
2:30							Manhattan & Bronx Team Lounge 10: 13-17 yrs. old
3:00	OPEN HOURS	Martin Luther King Towers Day Camp 30: 6-12 yrs. old	OPEN HOURS	OPEN HOURS	ADULT & TEEN WORKSHOP HOURS	3:00	
3:30						3:30	
4:00						MINDBUILDERS 20: 7-13	4:00
4:30							4:30
5:00							5:00
5:30							5:30
6:00		ADULT & TEEN WORKSHOP HOURS	SMALL BUSINESS WORKSHOP & ADULT & TEEN WORKSHOP HOURS (to be announced)	ADULT & TEEN WORKSHOP HOURS			6:00
6:30							6:30
7:00							7:00
7:30							7:30
8:00							8:00

Exhibit 7-3: Sample Center Schedule



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## Exhibit 7-4: General Release Form

I, \_\_\_\_\_, for valuable consideration, do hereby irrevocably give my consent to \_\_\_\_\_, to use my name, any photographs of me involved in CTC activities as well as any of my involvement in activities conducted by the CTC at any time for editorial, illustration, promotional, advertising, and other similar purposes in connection with the CTC's publications and other activities.

Applicant Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_



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## Exhibit 7-5: Volunteer Evaluation Form

### **Somerville Community Computing Center**

#### VOLUNTEER EVALUATION

1. What do you think the best aspect of the Public Access program is?
2. Who—which people—get the most out of public access (for example, teens who knows computers and want to get homework done, or self-motivated seniors who...)?
3. What do you think needs to be improved? Talk software, hardware, hours, setup, Internet, whatever... (and use the back if you need to).
4. What do you like most about being a volunteer?
5. What do you like least?
6. If you could change any one aspect of being a volunteer during Public Access, what would it be?
7. When did you first start as a volunteer here? \_\_\_\_\_
8. If you are no longer a volunteer, when did you stop? \_\_\_\_\_
9. *Why* did you first start as a volunteer here?



## Exhibit 7-6: SCCC Participant Questionnaire

- 1) How many times in the past 6 months have you used the computers here?  
 Once                       6-10 times  
 2-5 times                       More than 10 times
- 2) What kinds of software have you used here? (please check all that apply)  
 Graphics                       Spreadsheets  
 Database                       Typing  
 Desktop Publishing                       Word Processing  
 Tutorials                       Educational/Games  
 Internet                       Scanning  
 CD-ROMs                       Other \_\_\_\_\_
- 3) Is there any software program that we don't have which you feel we should add? What program(s)?
- 4) Which tasks have you used the computers at the SCCC for? (please check all that apply)  
 Develop job skills                       Build resumé  
 Get comfortable w/computers                       Email/surfing web  
 Print documents                       Have fun  
 Homework                       Use educational software  
 Learn a specific program                       Other \_\_\_\_\_
- 5) If you use the Internet here, what have you used it for? (check all that apply)  
 E-mail                       Job searching  
 Homework/Research                       Chatting  
 Fun                       Political activism  
 Practicing English                       General information
- 6) If we offered a specific class to the public, which one topic would you choose? (please choose only one)  
 Intro to Mac                       Graphics/desktop publishing  
 Intro to PC & Windows95                       Scanning  
 Advanced Mac/PC class                       Internet for work and fun  
 MS Office (Word, Excel, PowerPoint)                       Intro to programming  
 Meeting job recruiters                       Making a web page
- 7) How would you describe the environment at the SCCC? (e.g. noise level, atmosphere, etc.)
- 8) I am  Female  Male
- 9) My age is:  
 under 8                       25-35  
 8-13                       35-45  
 13-18                       45-60  
 18-25                       over 60
- 10) My ethnic background is:  
 (e.g. African-American, Pacific Islander, Haitian, etc.)  
 \_\_\_\_\_
- 11) The level of education I've completed is:  
 some elementary school  
 some high school  
 high school diploma  
 2-year degree  
 4-year degree  
 graduate work
- 12) I  do  do not have a physical disability.
- 13) My yearly income is:  
 Under \$10,000  
 \$10,000-\$25,000  
 \$25,000-\$45,000  
 over \$45,000
- 14) The total number of people I live with and/or support is: \_\_\_\_\_
- 15) My first language is: \_\_\_\_\_
- 16) I  do  do not receive some kind of federal or state assistance.

**Please  
Flip Over  
To 2nd side!**

*All information you write on this form is completely confidential.  
Thanks for taking your time to help us out!*

# 1997 SCCC Participant Questionnaire

Page 2

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17) Do you have access to a computer elsewhere? If so, why do you come to the SCCC?

18) Has learning computers make a difference in your life? If so, please describe how. And if this is your first time using computers, what do you hope to accomplish?

19) Have you found a job as a result of learning computers at the SCCC? If so, please tell us the story!

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Is there anything else you'd like us to know? Please be encouraged to comment on any improvements you'd like to see, anything that was particularly helpful or useful to you that you haven't already mentioned. Also, feel free to discuss particular volunteers whom you found especially helpful.

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*thanks a lot for..*

*... helping us out!*

*All information you put down is completely confidential.*

**Please put in the Evaluations Box at the SCCC  
or mail to SCCC, 167 Holland St., Somerville MA 02144**

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## Exhibit 7-7 CTC Press Release

FOR IMMEDIATE RELEASE

CONTACT:

[Name]

[Title]

[Telephone (evening and daytime)]

[Fax]

[Email address]

[Web address]

[Name of CTC] Offers Technology Access for [Locals, residents of interest]

[City, State, Date] — [CTC] plays a vital role in bridging the digital divide in [community] with [event: its new hours, new program, e.g.]. Community technology centers like [Name of CTC] are one place where people can get low- or no-cost access to technology such as the Internet.

According to a recent Department of Commerce study, there is still a large gap in use between those who can easily afford technology access and those who cannot. Fully 86.3% of households earning \$75,000 and above per year had Internet access, compared to 12.7% of households earning less than \$15,000 per year. The October 2000 study also found that Black (23.5%) and Hispanic (23.6%) households were less than half as likely to have Internet access than White (46.1%) and Asian American and Pacific Islander (56.8%) households. Without access to a computer in the home, where do people go to get connected?

In [city or other locality] you need only look as far as the [Name of CTC] located [place] to see community technology at work.

[Insert here quotes / stories from your participants on why they visit the center: what services they use, what their personal goals are. For example,

“I like to use email” says Jane Doe, a 66-year old resident of Residents Villa. “I have a granddaughter at Springfield State University, and I can tell her how her cousins are doing. In general, I just love staying in touch with my family this way. My oldest daughter calls me the cyber granny.”]

[Insert major services, what populations are served, how many years the organization has been serving the community.]

Over the past decade, more and more Community Technology Centers (CTCs) have

been established around the United States to offer basic IT training and computer access (often either at a low rate or at no charge) to those living in low-income or disadvantage areas. Such availability gives people the chance to enhance their IT skills or gain skills to make them marketable in the job workforce. Just as important: CTCs give community members a place to meet and understand that they are not facing adversity or challenges on their own.

“CTCs are places that allow men and women to increase their own effectiveness and opportunity,” said Karen Chandler, Executive Director of the Community Technology Center’s Network, or CTCNet (<http://www.ctcnet.org>) . “You can go to a Community Technology Center if there’s one in your neighborhood and immediately start taking classes – even if you don’t have a diploma.”

Because CTCs empower people with an understanding of technology, they, in turn, are able to empower a community to make a positive change and make its members feel better about themselves. For children, it becomes a safe haven for learning and interaction. For young and older adults alike, it provides a location to succeed in areas they never expected and to share experiences. In essence, a CTC quickly becomes a community’s platform to a larger world of opportunities.

# # #

For additional information, contact: [all contact information]

[Summarize services one last time]

[CTC History (try to do this in one short paragraph)]

**—Submitted by Marissa Martin, Project Coordinator, CTCNet**

## Exhibit 7-8 Outreach Flyer

### SENIORS CITIZENS “OPEN UP NEW WORLDS!”

The City of Seattle’s Human Services Department and the Mayor’s Office for Senior Citizens (206.684.0639) offer unique training classes called **“Seniors Training Seniors”**. These four, 2-hour classes open up a new world to seniors as they learn about the computer, e-mail and the internet (world wide web).

There are eight training centers located in the Greater Seattle Area. Adult learners attending are greeted by their peers – Seniors who have been trained to teach a unique curriculum specifically designed for the older, yet wiser, population. You do not need to have a computer at home to attend.

Students feel right at home as they begin hands-on learning from day one with senior instructors and assistants who provide a relaxed, fun and non-threatening atmosphere. Learning the computer, e-mail and internet gives all learners an opportunity to “rediscover the world” and “connect” to friends and family and myriad of resources (travel, art, associations, clubs, etc).

Isn’t it time for you to see what you have been missing? Go ahead, pick up the phone and call the center closest to you. Leave your name, phone number and which center you want to attend – a friendly person will back to register you for the next available classes. Classes will be offered through June, and begin again in September.

Garfield Community Center	206.233.7255	2323. E. Cherry St.
Rainier Beach Community Center	206.722.1390	8825 Rainier Ave. S.
Midtown Commons	206.322.1162	2016 E. Union
Wallingford Sr. Center	206.461.7825	4649 Sunnyside Ave. N.
South Park Community Center	206.762.7780	8319 8 <sup>th</sup> Ave. South
West Seattle Senior Center	206.932.4044	4217 S.W. Oregon
Delridge Community Center	206.933.8629	4501 Delridge Way SW
Central Area Senior Center	206.726.4926	500 – 30 <sup>th</sup> Ave. South

**—Submitted by The Department of Information Technology for the City of Seattle  
700 Fifth Avenue, Suite 2700, Seattle, WA 98104-5065  
<http://cityofseattle.net/tech>**





Were the following resources useful?

- |   |   |   |   |   |     |
|---|---|---|---|---|-----|
| a. Orientation session/meeting at the CTC placement site: | 1 | 2 | 3 | 4 | N/A |
| b. Online volunteer orientation materials (FAQ and tips): | 1 | 2 | 3 | 4 | N/A |
| c. The CTC Support Project Website:                       | 1 | 2 | 3 | 4 | N/A |
| d. The monthly project opportunities email list:          | 1 | 2 | 3 | 4 | N/A |

What other resources would have helped you?

Based on this experience, would you consider being a volunteer for the CTCSP again?

Yes                      No                      Why or Why Not?

Please share with us your overall experience as a volunteer and ways that the CTCSP staff can work to improve the experience of future volunteers. (If needed, please use back of sheet)

**Note:** Comments may be used on the CTC Support Project website or other materials.

***—Submitted by Community Technology Center Support Project (CTCSP) at CTCNet***