Neighborhood Networks

A Resource Guide

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CHAPTER 1

INTRODUCTION TO NEIGHBORHOOD NETWORKS, TIMELINE, AND PROCESS

What is Neighborhood Networks?

"Neighborhood Networks" is an umbrella concept under which a variety of public and private organizations, housing developments, housing development owners, managers, and residents are connected by computer hardware and software for job-related, educational, and other community purposes. This connection is made through the use of computers located in a Neighborhood Networks Center.

What is a Neighborhood Networks Center?

A Neighborhood Networks Center (NNC) is a facility where computers are available to residents of multifamily apartment buildings. The unique feature of a NNC is the role of the residents. Residents can and should participate in the planning and creation of the NNC, its growth and ongoing operations.

A NNC also is a means for community residents to increase their self-sufficiency by improving their ability to get a job and by connecting with people and resources in the community. A successful NNC will help residents to improve education levels, gain job related skills (such as wordprocessing and graphics), build personal job readiness, create jobs using the NNC computers, and offer a place where the residents can gather together and link with the entire community. While NNC's can be created anywhere within a community, this manual is directed exclusively to the owners, property managers and residents of HUD-insured and HUD-assisted housing developments.

How is a NNC Created?

Establishment of a NNC requires 5 steps:

1. Form a NNC Steering Committee including residents and selected members of the broader community, and decide upon a governance structure for the NNC. These activities are discussed later in this chapter;
2. Identify the needs, goals and interests of the residents through interviewing and surveying residents; take an inventory of the many and varied neighborhood institutions in the community that could be NNC partners; build partnerships that bring resources to the NNC (see Chapter 2);
3. Design programs, such as adult education, job preparation, job placement, afterschool, electronic commerce, and elder services to match resident needs, goals, interests and resources available from existing neighborhood institutions (see Chapter 3);
4. Consider the operational needs of the NNC, such as hardware, software, personnel, and the NNC's financial requirements (see Chapters 4, 5, and 6); and,
5. Develop a business plan that maps out the NNC's operational and financial assumptions so interested parties and funders can "buy into" the effort (see Chapter 7).

How Long Will it Take to Create a NNC?

The time required to create a NNC depends upon many variables, such as staff, computers, participants, space, and available funds for operations. For example, a NNC can be established within a short time if a supervisor, computer, and vacant space in the housing development is available for the residents to use immediately. In general, however, it is likely to take one year to establish a NNC. This timeframe also assumes that the Steering Committee members have constraints upon their time, such as full-time jobs and families, which means that the time given to the NNC will be limited.

The following is a *suggested* timeline for the creation of a NNC beginning with the decision to proceed:

Months 1-4

- Form the NNC Steering Committee (see below).
- Conduct the first meeting of the Steering Committee; establish subcommittees of the Steering Committee.
- Conduct the second meeting of the Steering Committee.
- Conduct the information gathering necessary to do needs assessment of residents.
- Conduct the inventory of neighborhood institutions.

Months 5-8

- Hold Steering Committee meetings once a month.
- Evaluate the results of the needs assessment and neighborhood institution information gathering.
- Determine the program needs and interests of the residents.
- Build partnerships with neighborhood institutions.
- Develop all elements of a business plan.
- Design a strategy for ongoing operations.

Months 9-12

- Find space for the NNC.
- Hire a professional to run the NNC.
- Identify software programs for the program needs of the residents.
- Acquire computers and software.
- Move into space.
- Welcome the assistance of volunteers.
- Open the NNC.

How Should a NNC Steering Committee Be Formed?

One of the most important tasks that the NNC will undertake is assembling the Steering Committee. Assembling the Steering Committee is important because the NNC organizer rarely has all the experience needed to establish a NNC. The NNC organizer can acquire the expertise needed by recruiting select people who possess the necessary skills and experience to develop and grow a NNC.

Therefore, at a minimum, the Steering Committee should consist of the NNC organizer (who will probably be the owner of the housing development, the property manager, or residents), resident representatives, representatives of the local business community, and representatives from the educational community, and one or more professionals. The number of members of the Steering Committee is a function of the NNC needs. As key neighborhood institutions, as defined in Chapter 2, are identified, they may be added to the Steering Committee.

This section will discuss the roles and basic tasks of each Steering Committee member.

NNC Organizer

The NNC organizer has the idea to establish a NNC. The organizer is pulling the pieces together and making key decisions about how to make the NNC operational.

Resident Representation

The NNC is for the residents and thus their voices must be heard on the Steering Committee. The resident representative should publicize the development of the NNC amongst the residents and provide information about the residents to the Steering Committee. For example, the resident representative can serve a critical role in conducting the needs assessment survey by coordinating a door-to-door effort to inform residents of the survey, and to obtain information from the residents.

The resident representative should also insure maximum resident participation at the NNC.

Business Community Representative

A representative of the local business community can bring special skills, expertise, and possibly other business support. For example, a local technology company representative may be able to offer knowledge about computer hardware and software; a corporate representative from a human resources company may offer expertise in staff development and training; and an employment services representative could help with job preparation and placement.

Professionals

The NNC will need a variety of professionals at the various stages of its development. For example, an accountant is needed to set up the accounting system. Tracking and reporting of income and expenses is important for several reasons. First, if federal funds are being used to start the NNC, the NNC may have to have an independent accountant certify that the costs of the project were what the NNC said they were. This certification will be difficult and costly without an accounting system in place that generates regular income and expense reports.

Second, the accounting system will assist the organization in keeping within its budget. Third, funders will want to see the NNC's track record. The records generated by the accounting system are an important piece of the track record.

The NNC should consider obtaining the services of an attorney to assist in the establishment of the NNC. The kinds of activities for which a lawyer may be needed include:

- establishing the NNC as a nonprofit corporation under state and federal law;
- obtaining a variance from the local planning body if a vacant apartment is used as the NNC;
- reviewing leases for any space used by the NNC; and
- reviewing any insurance policies.

A marketing/public relations professional could also provide a valuable service to the NNC in the creation of the NNC, the marketing and community outreach plan, and as an advisor on the issue of developing a strategy for the long-term future of the NNC. These professionals have the following expertise: ability to write press releases and place them in newspapers; experience writing grant proposals; and access to local media organizations such as television, radio and cable stations. Marketing/public relations professionals may include a public relations company executive, a public relations specialist from a local corporation, or a professor of public relations.

Representative of the Educational Community

Representatives from the educational community (local schools, community colleges, colleges and universities) will be valuable members of the Steering Committee. Educators not only will know what the school system offers but also may provide entry to the other systems as well. The educational community also may be a valuable source of volunteer instructors, survey takers, and so forth.

Other Members

After several months, the Steering committee may discover a need for adding new members. For example, people with knowledge of equipment acquisition, fundraising, and hiring may be valuable. In addition, as neighborhood institutions with resources that the NNC can tap into are identified by the Steering Committee (see Chapter 2), representatives of these potential partners should be added.

How Will the NNC Be Governed?

One of the issues that the Steering Committee will have to address is who is going to "own" the NNC and how will decisions about the NNC be made. There are multiple options for ownership, as described in the following paragraphs. Whatever ownership structure is selected, this structure must be described fully in the business plan (see Chapter 7). The most likely forms of ownership include:

- **Ownership by the community.** Here, the Steering Committee develops organizational documents (such as articles of incorporation and bylaws) that call for the establishment of a nonprofit corporation. The nonprofit corporation would be governed by a board of directors elected from certain categories of people from the community such as residents, neighbors, professionals, and so forth. The board needs to make sure the NNC:

  - is clear about its purpose;
  - has enough money; and,
  - does what it is supposed to do.

- **Ownership by the residents.** Under this scenario, the Steering Committee also establishes a nonprofit corporation. However, the board of directors would be comprised solely of residents; and,
- **Ownership by the property owner.** If a property owner is the primary catalyst for the creation of the NNC, the owner may simply want the NNC to be an extension of the other services provided at the property site. This may be especially true if the owner is providing a majority of the financing for the NNC. In that situation, there may be no separate ownership structure created for the NNC. However, the owner is likely to establish a formal advisory group made up of residents and other interested parties who will provide guidance and feedback to the property management on the NNC's operations.

Whether it is a board of directors or an advisory board, the NNC's governing body should meet on a regular basis. The board should consist of between five and 15 people to allow for orderly meetings and constructive work to be performed.

USING CHAPTER 1 TO DEVELOP THE BUSINESS PLAN

The business plan should include the following information from this chapter:

- a timeline for opening the NNC;
- a list of Steering Committee members; and,
- a description of the governance structure of the NNC.

CHAPTER 2

ASSESSING RESIDENT NEEDS AND IDENTIFYING COMMUNITY ASSETS

INTRODUCTION

The Steering Committee must get information from the residents about their needs and interests before it determines the programs that the NNC should try to offer. The NNC's ability to provide these programs will depend, in large part, upon the partnerships developed by the NNC with groups already active in the community. Ultimately, the survival of the NNC will depend upon its ability to meet the needs of the residents and to take advantage of the community resources that can help to meet those needs.

This chapter discusses ways to get information on residents and to identify potential partners in the community who are likely to have resources useful to the NNC. Chapter 3 will help the Steering Committee analyze this information.

ASSESSING RESIDENT NEEDS

Why Do a Needs Assessment?

Every community or neighborhood is made up of many different groups of people. A needs assessment is a way to find out about the people that the NNC wants to serve so the programs developed by the NNC best meet the needs of these people and their families.

The needs assessment should help the Steering Committee determine:

- the level of resident interest in the NNC. This information will determine how much space the NNC needs and how many computers are desirable;
- the ages of residents who might use the NNC. This information will help the Steering Committee design the NNC schedule that best accommodates the residents;
- the types of classes and workshops that the NNC should offer;
- the types of software programs that will be needed; and,
- the number and types of teachers that will be required.

What Data is Collected in a Needs Assessment?

The Steering Committee needs to collect information about the people to be served, including:

- age, sex and ethnic background of all household members, level of education achieved, occupation, income and sources of income;
- work skills and experience gained in employment, in the home, or in the community, which may translate into new employment or business opportunities; and,
- needs and interests including education, jobs, afterschool activities, child care, elder services and business interests.

How Much Data Should Be Collected for the Needs Assessment?

The Steering Committee only has to gather enough information in order to make decisions about what programs the NNC should run and how many people are likely to use them. While it would be nice to know a lot about the people who live in the neighborhood, the Steering Committee only needs to know the type of information included in the NNC Survey, Exhibit 2-1.

How Do You Gather the Information Needed to Complete a Needs Assessment?

Develop a Survey or List of Questions

The first thing that the Steering Committee must do is figure out what information it wants. The questions to be asked must be complete and important to the establishment of programs for the NNC. Questions outside these limits may be perceived as "too personal" or as invasions of privacy.

The following steps are designed to help the Steering Committee develop a list of questions which is complete and essential to the development of programs at the NNC:

- Make a list of all the questions that need to be asked. Look at the information that will be needed for the business plan (see Chapter 7) when developing this list. Exhibit 2-1, the sample NNC Survey, can provide a good starting point.
- Circulate the list of questions to others for suggestions. Add their suggestions.
- After the list of questions is completed, eliminate any question that is asked elsewhere or that asks for information that is not needed for the establishment of the NNC.
- For each remaining question, consider how the answer to the question will be used.
- If the answer to a question will not be helpful in figuring out what possible programs the NNC should offer, then the question should not be asked.

Ask Questions and Record the Answers

There are many ways to gather information for a needs assessment. This chapter lists four possible ways to collect this data: (1) using needs assessment data that has already been collected; (2) interviewing key neighborhood leaders or residents; (3) talking to residents in small focus groups; and, (4) conducting a neighborhood survey. You may decide to use only one of these methods or several.

- **Use assessments that were done by others**. Talk to people in the neighborhood and ask them if they remember any groups that came to survey them in the past year or so. If so, contact that organization and ask them to share their survey findings with the Steering Committee.
- **Interview key community leaders or residents**. Conduct one-on-one interviews with key neighborhood leaders or residents. These interviews can be done in person or over the telephone.
- **Use small focus groups**. Bring together one or more groups of people who share common interests. For example, you may want to bring together groups of unemployed males, seniors, business owners, school-age children, or the disabled. The groups that you bring together will depend on who lives in your community and their needs. Each of these groups may have different sets of reasons for wanting to use a NNC. Additional help on using small focus groups is provided in Exhibit 2-2.
- **Conduct a survey of residents**. A survey can be a good way to determine if and how the NNC should be developed. Additional guidance on conducting a survey can be found in Exhibit 2-3.

Choose an Appropriate Method for Gathering Data

Table 2-1 lists issues to consider before deciding which method(s) to use.

Ways to Assess the Community's Needs

Table 2-1

Data Collection Method	Reasons to Use
Use assessments that were done by others	-Involves less effort -Does not recreate what others have already done -Helps establish partnerships with other groups who have similar interests -Costs little
Interview key community leaders	-Builds support from community leaders -Helps identify possible problems early in the planning -Costs little
Use small focus groups	-Identifies skills and needs that are unique to specific groups -Costs little
Conduct resident survey	-Gives valuable information needed for planning -Educates residents about possible activities as they are being planned -Identifies potential volunteers

In fact, in some situations, the need for information gathering may be unnecessary. For example, Good Shepherd Ministries (Washington, D.C.) did not conduct a needs assessment survey because they had been serving the same population for many years with non-computer based services.

Mapping Neighborhood Institutions and Identifying Community Assets or Resources

Because resources for operating the NNC from the property owners and HUD will be limited, the Steering Committee must look to other organizations to see if their programs or assets can be useful to the NNC. We refer to these as "community assets or resources." These resources will be found at neighborhood institutions, public and private. This section sets out the process for "mapping" or "inventorying" the community's assets.

This inventory is the beginning of a process in which the Steering Committee can try to connect community resources with NNC resources in order to build partnerships within the community. Three steps are required to begin to "connect" a NNC with specific assets within the neighborhood:

Step 1: Make a List or Inventory of the Key Neighborhood Institutions.

The inventory is simply a list of the neighborhood and community institutions which could be helpful in starting up and continuing a NNC.

Step 2: Make a Comprehensive List or Inventory of the Resources or Assets of Each Neighborhood Institution.

Each institution identified in Step 1 possesses resources which may be useful to a NNC. Step 2 requires the Steering Committee to examine each institution for the resources it can offer. The inventory of resources should include courses and programs, personnel, space and facilities, equipment, jobs, economic power, money, and outsourcing opportunities.

Step 3: Use the Information Learned in Steps 1 and 2 to Pick Out Those

Neighborhood Institutions That Are Most Likely to Be NNC Partners and Specify What Role These Institutions Would Play in the NNC.

How Should a List of the Neighborhood Institutions be Created?

The Steering Committee must make a list of the neighborhood institutions, both public and private, that could be helpful in starting up and continuing a NNC. The list should be developed using a combination of methods such as basic research, telephone calls, and in-person meetings. Exhibit 2-4 may be used to record basic information about each institution. What follows is a list of institutions likely to be important and helpful partners and possible ways to identify them:

- **schools.** Use the phone book to identify the preschools, public and private kindergartens, elementary schools, middle schools and high schools serving the neighborhood. Also include vocational schools because they are a source of people with valuable computer and other technical skills. School district personnel should also be added to the list.

- **colleges.** Again, use the phone book to identify the community colleges, junior colleges, four year colleges, and universities. Explore also if there are campuses and extension services located in the community.

- **libraries.** The phone book, local government and schools will be able to assist in compiling a list of libraries in the area.

- **local businesses.** Initial sources of information for identifying local businesses include general membership organizations, such as the local Chamber of Commerce, the Kiwanis Club, and the Rotary Club. When meeting with these organizations, ask them to tell you which of their members operate in your neighborhood.

  Identify local businesses that would be useful to a NNC, such as technology companies, software companies, public relations firms, accountants, lawyers, banks, copying centers, plumbers, electricians, furniture companies, telephone companies and the utilities. While their benefits to NNCs is not entirely obvious, banks, utilities and telephone companies often have area development, economic development or community development staffs who engage in creating links with community projects.

  Government sources for business organizations, corporate headquar-

ters, and other corporations include the state Department of Commerce and the federal Small Business Administration office.

- **specific government agencies.** The phone book may be the best source for such information. Identify the municipal, county or regional offices that administer housing, community or economic development, welfare, senior citizen and education/training programs. The list should also include local housing authorities and state and federal government offices in your community that administer similar programs. When speaking with government representatives, ask them for names of community-based organizations serving the NNC neighborhood.

- **religious institutions.** Sources of information to identify places of worship include the phone book, hospitals, and hotels.

- **community-based organizations.** Sources of information for identifying community-based organizations include newspapers, directories, and other printed sources. Most local papers, whether weeklies or monthlies, publish community calendars, announcements and news about local organizations. If applicable, a monthly magazine for the city may list volunteer and self-help groups. Often someone has published a listing of the community's organizations. Such directories may be published by the local community newspapers, local political leaders, the public library, United Way, churches, and community organizations.

  The following general directories also may be helpful:

  - **the phone book.** In the yellow pages, check the listings under Associations and Organizations, Fraternities. In the white pages, look under the name of the neighborhood; or under the name of local ethnic groups predominate in the neighborhood and see if there is a listing for a community-based organization.

  - ***Encyclopedia of Associations*.** This directory is published by the Gale Research Company (Book Tower, Detroit Michigan, 48226) and is usually available in public libraries. The newly published regional editions, which list regional, state, and local organizations, can be helpful.

  - **self-help directories.** Hospitals often publish lists of self-help groups (for new mothers, widows or widowers, people who have had chronic diseases or various operations).

- **television stations.** Again, the telephone book will give listings of the public and private television and cable stations serving the housing development and the community.

- **police.** The local police precincts can be easily located through the phone

book.

- **hospitals.** Locate hospitals, clinics, first aid squads, and emergency medical operations by using the phone book.
- **public housing authorities.** Often times, HUD-insured and HUD-assisted housing is located in the same neighborhood as locally-owned public housing. The local public housing authority can usually be easily located in the phone book.

How Can a List of the Resources Available at Each Neighborhood Institution be Developed?

Once the Steering Committee has finished making its list of neighborhood institutions, it should then contact each organization and try to identify what resources, if any, they have that may be useful to a NNC. Table 2-2, on the following page, is a chart of the general types of resources or assets that are commonly found at each type of institution, including:

- **courses and programs** that would complement the NNC's likely program areas including adult education, afterschool activities, job preparation, job placement, elder services and electronic commerce or entrepreneurship;
- **personnel with expertise** that the NNC is likely to need, such as accountants and computer repairpersons;
- **space/facilities** such as auditoriums to house the NNC;
- **equipment** such as computers, modems and servers;
- **jobs** for graduates of the NNC;
- **economic power** such as the ability to buy in bulk to save the NNC money;
- **money**, cold hard cash contributions to the NNC; and,
- **outsourcing opportunities** where the NNC could be hired, for a fee, by the neighborhood institution to undertake a task it usually performs itself, such as payroll processing, data processing, and inventory.

A detailed discussion about the specific types of resources that a NNC is likely to find

Types of Resources Found at Neighborhood Institutions

Table 2-2

	Course/ Programs	Personnel/ Teachers	Space/ Facilities	Equipment	Employment/ Jobs	Economic power	Money	Outsourcing Opportunities
Schools	√	√	√	√	√		√	√
Colleges	√	√	√	√	√	√		√
Libraries	√	√	√	√		√		
Local businesses		√	√	√	√	√	√	√
Government agencies		√	√	√		√		√
Religious institutions	√	√	√	√				√
Community-based org.	√	√	√	√				
Television stations		√	√	√	√		√	√
Police		√	√			√		
Hospitals		√	√	√	√	√	√	√
Public housing authority		√	√	√	√	√	√	√

at each type of institution can be found in Exhibit 2-5. The Steering Committee should contact each institution and determine whether these assets are in fact available. Exhibit 2-6 should be used to record this information as it is gathered. The information recorded on Exhibit 2-6 should be as detailed as possible so the Steering Committee can realistically determine who the most likely neighborhood partners will be and what they can bring to the NNC's efforts.

What Should the Steering Committee Do with All This Information?

By using Exhibit 2-6, the Steering Committee has collected a lot of information about its neighborhood institutions. What it needs to do is start weeding out the "good" information from the "bad" and to get specific about what role it is going to ask these institutions to play in the NNC or how the institution's existing programs will fit into the NNC's activities. Using Exhibit 2-7, the Steering Committee should write down the name of the neighborhood institutions and the exact role that the organization's assets will play in the NNC. For example, if the local community college has a GED program, the Steering Committee would write the name of the community college on Exhibit 2-7 and state that the college's role is to be a source for providing GED training to NNC users. In Chapter 3, the Steering Committee will use the information it collected using Exhibit 2-7 to determine the appropriate program areas for the NNC and to answer questions in the business plan about how the NNC will meet its physical (e.g., space, computers) and staffing needs as well as identifying sources of funds for the NNC's operations including in-kind contributions.

Does this Idea of Building Neighborhood Partnerships Really Work?

What follows is a description of how some community-based computer centers have been able to partner with neighborhood institutions to meet the needs of the centers' users:

Schools

These examples illustrate the kinds of relationships that can exist between a local school and a NNC:

- Staff of a local school conducted the needs assessment survey for Focus

Hope--the Fast Track Program (Detroit, Michigan).

- Personnel from the local school district provided educational instruction to the participants of the Oakridge Neighborhood Services Computer Learning Lab (Des Moines, Iowa).
- A local Adult Education Program provided space, electricity, phones administrative and personnel assistance to the Somerville Community Computing Center (Somerville, Massachusetts).
- Teach for America is a national program that places recent college graduates in urban and rural school districts. More than 10 classroom teachers who are part of the Teach for America program have brought small groups of students to Plugged In after school hours (Plugged In, East Palo Alto, California).

Colleges

The following examples illustrate the relationships that can exist between a local college and a NNC:

- Graduate students from a local college served as volunteers at Playing to Win (New York, New York).
- Employees at Loyola University provided technical support for the Palmetto Learning Center (New Orleans, Louisiana).
- Faculty and students of St. Luke's University conducted and evaluated the needs assessment survey for St. Alphonse's Rock Church computer center (St. Louis, Missouri).
- A team from a local university performed pre-test and post-test evaluations of students at St. Alphonse's Rock Church computer center (St.Louis, Missouri).
- Personnel at local universities provided educational instruction to the Oakridge Neighborhood Services Computer Learning Lab (Des Moines, Iowa).
- The Media Lab at the Massachusetts Institute of Technology contributed equipment and its staff donated its time in developing the program philosophy and concept for The Clubhouse at the Computer Museum (Boston, Massachusetts).
- A faculty member of San Jose University is a member of the Board of Directors of Plugged In. (East Palo Alto, California).

Libraries

The following examples illustrate the relationships that can exist between a local library and a NNC:

- Brooklyn Public Library operates 5 learning centers with over 150 volunteer tutors to facilitate learning among 850 low-income adult learners.
- New York Public Library offers Internet access.
- Washington, D.C. Public Library offers adult literacy courses using computers.

Local Businesses

The following examples illustrate the kinds of partnerships that can be established between local businesses and a NNC:

- corporations made in-kind donations and lent employees to St. Alphonse's Rock Church computer center (St. Louis, Missouri).
- Ameritech contributed hardware to Focus Hope--the Fast Track Program (Detroit, Michigan).
- Local corporations provided educational instruction to the participants of the Oakridge Neighborhood Services Computer Learning Lab (Des Moines, Iowa).
- The Cleveland Works computer center organized an Employer Advisory Board which conducted a needs assessment survey on an informal basis (Cleveland, Ohio).
- Local corporations contributed funds to Focus Hope--the Fast Track Program, the Oakridge Neighborhood Services Computer Learning Lab, Community Access, and Playing To Win (Community Access, New York, New York; Playing to Win, New York, New York).
- Plugged In obtained the support of corporations in the following different ways:
    - as corporate sponsors. All the computer equipment was donated by companies such as Bay Networks, Apple Computer, and Hewlett Packard. Corporate support also accounts for approximately one-third of Plugged In's budget.

- on the Board of Directors.
- on the Executive Advisory Council (Plugged In, East Palo Alto, California).

Specific Government Agencies

The following examples illustrate the types of partnerships a local government can have or facilitate with a NNC:

- The City of East Palo Alto's Community Services Department has sent nine different groups of students to Plugged In as part of their Summer program. Students learn basic computer skills.
- The City Manager of the City of East Palo Alto sits on the Board of Directors of Plugged In.
- Contractors hired by the state and city governments conducted an evaluation of the Palmetto Learning Center (New Orleans, Louisiana).
- The City of Boston conducted a needs assessment survey for the Somerville Community Computing Center.
- Local government provided some of the start-up funds for the Palmetto Learning Center (New Orleans, Louisiana).
- The Iowa Commission on Women, The Iowa Department of Health, and the Iowa Department of Education joined with Oakridge Neighborhood Services (Des Moines) to offer youth and adult education programs.

Religious Institutions

The following examples illustrate the types of partnerships a religious institution can have with a NNC:

- St. Alphonse's Rock Church has established a computer learning center in the Blumeyer Housing Project. The Church has 4 donated computers and parishioners are organizing the resource development efforts among the business community (St. Louis, Missouri).
- Three other churches made in-kind contributions and lent personnel to the St. Alphonse's Rock Church computing center (St. Louis, Missouri).

Community-based Organizations

The following examples illustrate the relationships that can exist between community based organizations and a NNC:

- The YMCA lent staff to the St. Alphonse's Rock Church computer center (St. Louis, Missouri).
- Settlement House provided space to the Playing To Win computer center New York, New York).
- Plugged In has developed partnerships with a wide range of community-based organizations including:
    - Children's Preservation Network is an afterschool program for elementary school children in East Palo Alto. Children's Preservation Network brings groups of students to Plugged In to learn basic computer skills and complete creative projects.
    - Next Generation Daycare is a child care program in the Palo Alto area. Last summer, a group of 5 and 6 year old children in the program went to Plugged In to learn basic computer skills.
    - Plugged In also has the executive director of a community-based organization on its Board of Directors (East Palo Alto, California).

Police

The following examples illustrate the relationships that can exist between police and a NNC:

- Grace Hill Neighborhood Services (St. Louis, MO) received a grant to establish a neighborhood network for the purpose of improving social service delivery in 5 low-income neighborhoods. The network will consist of 25 information stations set up in public access areas, including police stations and public health clinics.
- Lansing Housing Authority (Lansing, Michigan) has police who regularly teach at the community computer center and mentor young people at the facility.

USING CHAPTER 2 TO DEVELOP THE BUSINESS PLAN

The business plan should include the following information from this chapter:

- the results of the needs assessment; and
- the results of NNC's community partners and assets.

Exhibit 2-1

Neighborhood Networks Center Survey

Section A - General Resident Information

1. Name: _____

   Address: _____

   _____

   _____

2. Which of the following categories best describes your racial/ethnic background?

   - ☐ American Indian/Alaskan Native
   - ☐ Asian
   - ☐ Black
   - ☐ Hispanic
   - ☐ White
   - ☐ Other (specify)

3. Starting with yourself, indicate the age for each *adult* member of your household. (Adults are persons age 18 or older).

	Age
You (1)	_____
Household member 2	_____
Household member 3	_____
Household member 4	_____
Household member 5	_____
Household member 6	_____

4. Starting with yourself, indicate the highest level of education completed for each *adult* member of your household. (Adults are persons age 18 or older).

	Not a High School Graduate	High School Graduate/ GED
You (1)	☐	☐
Household member 2	☐	☐
Household member 3	☐	☐
Household member 4	☐	☐
Household member 5	☐	☐
Household member 6	☐	☐

5. Indicate the sources of your household income. *Check all boxes that apply*

- ☐ Wages or pay from a job
- ☐ Income from self-employment
- ☐ Pension
- ☐ Social Security retirement
- ☐ Child support or alimony
- ☐ AFDC
- ☐ General assistance
- ☐ Supplemental Security Income (SSI)
- ☐ Social Security Disability Income (SSDI)
- ☐ Unemployment benefits
- ☐ Other (specify)

6. How long have you been receiving the following types of income?

AFDC _____
General assistance _____
Supplemental Security Income (SSI) _____
Social Security Disability Income (SSDI) _____
Unemployment benefits _____

7. Can you read and write in English?

☐ Yes How would you rate your ability to read and write in English?
☐ Good ☐ Fair ☐ Poor

☐ No

8. Do you know how to use a computer? _____

If so, describe your computer skills. _____
If not, would you like to learn to use a computer? _____

9. Do you want to learn how to use a computer?

☐ Yes
☐ No

10. Please check the skills you already have? *If so, check all that apply.*

☐ Word processing
☐ Spreadsheets
☐ Database

11. Would you like to own a business? ☐ Yes ☐ No

If so, what kind ?_____

12. Do you already run a business (including out of your home)? ☐ Yes ☐ No

If so, describe the type of business you run _____

13. What is the full name of your place of worship?
_____

Section B - Employment

1. What is your current employment status?

☐ Employed full-time Please list your job title: _____
☐ Employed part-time Please list your job title: _____
☐ Self-employed
☐ Unemployed

2. Have you interviewed for a job in the last 2 years?

   ☐ Yes
   ☐ No

If you are currently employed, please answer the following questions

3. Did you prepare a resume to get this job? _____

4. Do you work with computers? _____

5. Did you receive any computer training for this job? ☐ Yes ☐ No

   If so, describe? _____

   _____

6. Is there a different job you would rather be doing? ☐ Yes ☐ No
   If so, describe it _____

If you are not employed, please answer the following questions.

7. What kind of work are you looking for? _____

8. Are you looking for full-time or part-time work? _____

9. What additional training do you feel you need to find a job?

   _____

If you are retired, please answer the following questions?

10. What did you do? _____

11. Did you work with computers? _____

    If so, describe? _____

    _____

12. Were you a member of any trade organization?_____

    If so, please list the name. _____

13. Would you participate in learning computer skills or training others if a computer facility was close by?

Section C - Childcare

1. Indicate the age of each *child* who normally lives in the household. (Children are persons age 17 or younger).

	Age
Child 1	_____
Child 2	_____
Child 3	_____
Child 4	_____
Child 5	_____
Child 6	_____

☐ No children

2. Where do your children 6-12 years old go after school?

_____

3. Do you believe that your children need afterschool activities? _____

   If so, describe why _____

   _____

4. When do your children have the most free time? _____

5. What do you and your children usually do in the evenings?

_____

_____

6. Do your children take any computer classes or classes that use computers? _____

7. Would you take them to a computer center if it was located nearby? _____

Exhibit 2-2

Guidelines for Organizing a Focus Group

Below are guidelines for organizing a focus group to collect information needed to establish the NNC.

- **subject.** The focus group should be used to obtain information from residents about their views on a NNC and their needs and interests.
- **population.** Each focus group should be made up of people with similar interests. For example, one focus group could be senior citizens, another teenagers, another group could be of middle school children, and another group could be made up of adults.
- **group size.** The size of the focus group is important–groups should contain between seven and ten people. Groups with fewer than seven may not give the range of opinions needed and groups with more than ten may not allow all group members to contribute to the discussion. A focus group, nonetheless, can be conducted with as few as four people.
- **group leader.** A group leader or moderator should be used to lead the focus group discussion. Before the focus group begins, the leader should develop a list of topics to be discussed and keep the discussion on those topics.
- **note taker.** Someone should be present during the focus group discussion to take notes. After the discussion, the note taker should organize the notes and prepare them in a usable form.

The Steering Committee also may find focus groups to be a useful tool in the development of specific program offerings.

Exhibit 2-3

Guidelines for Conducting a Survey of Residents

Conducting a Survey of Residents

There is no one best way to conduct a resident survey. The best way can depend upon several circumstances. For example, the reading abilities of the respondents (people who will be providing answers to the questions), whether an outside business, agency or university will conduct the survey, and how fast the information from the survey is needed are all factors that should be considered when deciding how to proceed.

The basic options for conducting the survey include:

- distributing the survey and having the residents fill in the answers on their own (self-administered survey)
- bringing the residents together in a large room, distributing the survey, and having the residents fill in the answers; and,
- some combinations of the above methods.

Preparing the Residents for the Survey

No resident should be interviewed or receive a copy of the survey without some advance notice. Residents must be informed about the survey before they are asked to participate. Methods of informing the residents could include flyers left at each apartment door, flyers in mailboxes, and visits door-to-door. The notices should make it clear what the survey is being used for and why it is important for everyone to participate. It should be made clear that the information provided will be kept in confidence, that no information on a particular household or resident will be published or otherwise shared.

Scheduling of Interviews

In addition to advance notice of the survey, advance scheduling of interviews is critical if the survey is going to be conducted as an interview. Scheduling should take place within a week or so of the time period set aside for interviewing the resident. If too much time passes between the scheduling contact and the interview, the interview appointment may have to be changed due to changes in the residents' schedules.

Maintaining Confidentiality

The Steering Committee's ability to get good information about property residents may hinge on the residents' belief that information provided will be held in the strictest confidence. People will be more likely to provide personal information if they know that it will be kept anonymous and used only for clearly stated purposes likely to benefit themselves and the property as a whole.

Collecting Completed Surveys

The Steering Committee must develop a strategy for collecting completed surveys. Completed surveys can be collected in a number of ways including having residents return the surveys:

- in a stamped, already addressed return envelope provided by the organizer;
- in collection boxes placed throughout the housing development; or,
- at meetings and door-to-door visits sponsored by the organizer.

Reviewing Collected Surveys

Prior to analyzing the surveys, nonprofits should identify the most important questions and review the completed surveys to see that all the important questions were answered legibly and as directed.

Establishing A Survey Deadline

The organizer must decide how long to wait for the surveys to be returned or to continue dedicating staff to interviewing residents and collecting survey data. Generally, a four week survey period is reasonable. Thirty to fifty percent of the residents who are going to return the completed surveys will do so within the first week or two. The rest will trickle in over the next two weeks.

Determining the Adequacy of the Response Rate

Organizers will not be able to use survey data to make key decisions about the NNC unless they are able to collect data from a sufficient number of residents. In survey terminology, this means that organizers must achieve a high response rate to the survey. While there is no magic number that gives a survey credibility, if 75 percent or more of the households return a completed survey (a 75 % response rate), then the users of the information from the survey should feel confident that they have heard from enough of the residents. Even a 50 percent response rate to a self-administered survey is considered adequate.

Exhibit 2-4

Inventory of Neighborhood Institutions: Schools

Name and Type Of Institution	Name of Contact, Title	Phone #/ FAX #	Address

Exhibit 2-4

Inventory of Neighborhood Institutions: Colleges

Name and Type Of Institution	Name of Contact, Title	Phone #/ FAX #	Address

Exhibit 2-4

Inventory of Neighborhood Institutions: Libraries

Name and Type Of Institution	Name of Contact, Title	Phone #/ FAX #	Address

Exhibit 2-4

Inventory of Neighborhood Institutions: Local Businesses

Name and Type Of Institution	Name of Contact, Title	Phone #/ FAX #	Address

Exhibit 2-4

Inventory of Neighborhood Institutions: Government Agencies

Name and Type Of Institution	Name of Contact, Title	Phone #/ FAX #	Address

Exhibit 2-4

Inventory of Neighborhood Institutions: Religious Institutions

Name and Type Of Institution	Name of Contact, Title	Phone #/ FAX #	Address

Exhibit 2-4

Inventory of Neighborhood Institutions: Community-based Org.

Name and Type Of Institution	Name of Contact, Title	Phone #/ FAX #	Address

Exhibit 2-4

Inventory of Neighborhood Institutions: Television Stations

Name and Type Of Institution	Name of Contact, Title	Phone #/ FAX #	Address

Exhibit 2-4

Inventory of Neighborhood Institutions: Police

Name and Type Of Institution	Name of Contact, Title	Phone #/ FAX #	Address

Exhibit 2-4

Inventory of Neighborhood Institutions: Hospitals

Name and Type Of Institution	Name of Contact, Title	Phone #/ FAX #	Address

Exhibit 2-4

Inventory of Neighborhood Institutions: Public Housing Auth.

Name and Type Of Institution	Name of Contact, Title	Phone #/ FAX #	Address

Exhibit 2-5

Specific Types of Resources by Neighborhood Institution

Schools

The list of resources that may be available at schools include:

- **programs offered.** Identify any classes offered in the elementary, middle and high schools that use computers. In addition, identify any computer training classes taught to persons other than students. Through existing classes or newly created evening courses, schools can provide education and training for residents at or as part of the NNC.
- **facilities.** Schools are places where the NNC could be located.
- **materials and equipment.** The computer, communication and duplicating equipment in schools can be used in support of, or shared with, the NNC. Similarly, the books and library can be used by local people as a resource.
- **purchasing power.** The materials, commodities, and services purchased by schools can be directed to initiate, support, or expand the NNC.
- **employment practices.** As a major employer in most neighborhoods and towns, the school's hiring practices can focus upon residents who have gained skills at NNC.
- **teachers/staff.** In every neighborhood, the teachers are a concentrated pool of highly trained adults with critical skills and essential knowledge that they can contribute to the efforts of local groups involved in the establishment and operations of the NNC. In addition, technical staff at school may be able to provide services such as ongoing maintenance of NNC equipment. Ask if the school or school system has a computer coordinator. Ask if the school or school system has a computer coordinator.
- **young people.** The students with ideas, energy and idealism can become important participants, employees, and volunteers of the NNC.

- **financial capacity.** Schools have the power to generate and receive special funds through bond issues and proposals to government agencies, corporations, and foundations not usually accessible to community groups. This special capacity can be an important resource in developing and operating a NNC.

- **outsourcing.** Schools often contract out work, such as data processing, that could be performed at the NNC. In addition, schools may need small business support activities in connection with special school functions such as plays, sporting events, dances, and car washes.

Colleges

Institutions of higher learning differ from each other in many ways. Each offers unique resources and opportunities. Yet, every type of college, whether large or small, urban or rural, offers certain sets of resources which can be mobilized effectively to assist in establishing the NNC.

- **programs offered.** Identify any classes offered to students, the community, and alumni that use computers. Identify any computer training programs offered to administrative staff.

- **personnel.** In every college, the faculty and administrative staff are highly trained adults whose skills and knowledge can be tapped. For example, some faculty members may be "experts" in computer utilization and systems organization, and some administrators may be extremely helpful in organizing fundraising and grant-writing activities. These people may be excellent Steering Committee members. Like "schools," colleges will have technical staff able to provide services such as installation and/or ongoing maintenance.

- **space and facilities.** All colleges have spaces that can be utilized by community organizations. Unlike most schools and universities, community colleges tend to be most active in the late afternoon and evening. This means the space may be available during the morning and early afternoon.

- **materials and equipment.** Colleges vary greatly in terms of the specific materials and equipment they have to share with the residents of the community. All colleges, however, have at least some of the resources listed below:

    - computers;

    - fax and photocopying machines;

- audiovisual equipment;
- printing equipment;
- darkroom and other photographic equipment;
- books, videos, and audiotapes;
- art materials;
- musical instruments;
- furniture; and
- telephones.

One important asset for the NNC is a college's access to the Internet. This may be the NNC's cheapest way to get access for its users.

- **expertise.** Most colleges have learned to reach out to the community and to offer classes and workshops beyond the boundaries of the college itself. This means that essential training in a wide variety of practical skills can be offered to certain local individuals and "labelled" groups , such as "seniors," "youth," and "welfare recipients" at the college and at the NNC.
- **economic power.** Colleges, particularly community colleges, are often able to provide jobs, as well as job training, for residents participating in the NNC. Also, colleges often have access to both public and private funds that are available for community-oriented projects. In support of this type of activity and program, staff and faculty may provide great assistance in writing grant proposals.
- **outsourcing.** Colleges often contract out work, such as data processing, that could be performed at the NNC. In addition, colleges may have need for smaller projects in connection with special events, such as conferences, test centers, and homecoming weekends.

Libraries

Libraries are meeting places for young people and community groups. But they are more than storehouse for books and meeting places. All libraries contain a variety of resources including:

- **programs offered.** Identify any classes offered to the community that use computers. Identify any computer training programs offered to administrative staff.

- **personnel.** Librarians are people who have many talents that go far beyond their traditional booklending duties. For example, one might be able to teach a computer class, while another may be able to write grant proposals or instruct residents to write grant proposals. Since librarians are often local residents themselves, they are often eager to be involved in activities such as these that will improve the quality of life in the neighborhood.

- **space and facilities.** Although these resources will vary depending upon the size and operating budget of each library, nevertheless, all libraries have windows, walls, display cases and bulletin boards. In addition, many libraries have large auditoriums, smaller classrooms and meeting rooms, kitchens, lobbies, parking lots, and playrooms.

- **materials and equipment.** One of the main purposes of a library is to make books and other related materials available to interested members of the community. Libraries also have many other types of resources that might include: computers, video cassettes, financial information for small business owners, literacy and GED materials, information about other organizations and events taking place in the neighborhood.

- **expertise.** Librarians are information experts. They could teach a class on how to find information. Libraries often offer free classes for people of all ages. Many libraries have established GED, literacy and language classes - and increasingly they are beginning to offer educational workshops on topics such as computer literacy, immigration, and crime prevention, as well as arts and crafts, theater, ethnic dancing, exercise and story telling and family writing seminars in which participants compile their poems and stories into anthologies.

- **economic power.** Although some libraries are forced to operate on extremely restricted budgets, most libraries have at their disposal funds which allow them to purchase supplies locally. Some librarians also have the capacity to hire local residents on at least a part-time basis. Moreover, librarians are frequently able to use their skills to help community organizations and others write and submit grant proposals for the NNC.

Local Businesses

The list developed in Step 1 should include businesses which may be useful to a NNC such as technology companies, software companies, real estate developers, realtors, lawyers, banks, copying centers, plumbers, electricians, furniture companies, telephone company and the utilities. In general, local businesses share common sets of resources. These include:

- **programs offered.** Identify any training classes offered to employees that use computers. Find out if the company offers any or would be interested in offering any training programs to the community.

- **space and facilities.** Real estate development companies may be able to donate space and realtors may know someone who might donate space. In addition, large corporations often have inventories of vacant or unused space which, if asked, they might be willing to donate or rent at below market value. Technology and software companies may have facilities to train teachers or other NNC personnel.

- **economic power.** Insurance companies, banks, telephone companies, and utility companies are typically large companies. As such, they often will have offices of community development or economic development for the sole purpose of being involved in the community in which they are located. Their involvement can mean cash grants (sometimes on a continuing basis), in-kind contributions including public relations assistance, and political support (which means if the corporate community is involved often the political officials will follow).

- **expertise.** Every local business employs people with training and skills. These skills can often be valuable to a NNC. For example, employees of technology companies can offer technical assistance in selecting hardware and installing it and electricians can provide assistance in wiring the NNC operation. Software employees may be able to offer training to NNC staff on new software and its applications. Lawyers can review leases and contracts. Accountants can set up the books for the NNC. Plumbers can give maintenance help.

- **materials and equipment.** Many businesses regularly update their computer equipment, hardware and software, and welcome the opportunity to give their old equipment to needy community groups. Furniture companies and office supplies store may also be a source for equipping the NNC or perhaps furnish it at low cost. Copying centers may offer discounts to NNC members. Telephone companies, if asked, may provide free hookups to the Internet.

- **unique resources.** Commercial banks have certain obligations to the community in which they are located under the federal Community Reinvestment Act (CRA). When speaking to a bank representative, ask to also speak with the CRA officer.

- **outsourcing.** Local businesses often contract out work, such as data processing, that could be performed at the NNC.

Specific Government Agencies

The list of neighborhood institutions is likely to include local, state, and federal agencies who are already providing resources to residents in developments targeted by the NNC and to organizations serving these families. In fact, many local governments distribute block grants, often allocated by HUD, that could be available to a NNC. These already funded programs, providing services such as job training and preparation may be able to be offered at your NNC. Governments may also be excellent sources for outsourcing of work to the NNC.

Religious Institutions

Every neighborhood contains a variety of religious institutions including Protestant, Catholic, Jewish, Muslim, Buddhist, and others. Each offers certain common sets of resources which can be mobilized effectively to assist in establishing a NNC.

- **programs offered.** Identify any computer classes offered to members and to the community. Find out if the church/synagogue/hall would be interested in offering any programs in the community.
- **personnel.** Churches and other religious institutions are *staffed* by people who are not only well trained and educated but also who have many special skills and interests. These skills and interests can often be harnessed to help establish a NNC. Staff also often have great access to the community. In addition, the *members* of the religious organization bring with them a wide variety of special skills, interests, and concerns that can be of value. For example, teachers, business leaders, plumbers, and carpenters can usually be found within the membership of a local religious institution and each of these members has particular skills that can be utilized effectively in a NNC. The members could be a terrific source of volunteers.
- **space and facilities.** Many religious institutions have at least one large meeting room, classroom space, office space, a basement, a lobby, and some open, unused space. In addition, other larger, more fully equipped churches and synagogues may also have a gymnasium, library, and school. All these resources can become essential assets in the creation and operation of a NNC.
- **materials and equipment.** Many local religious institutions have computers, photocopiers, fax machines, educational supplies, and furniture such as tables and chairs. Other larger churches and synagogues may also have a bus or van, video and/or audio taping equipment.

Community-Based Organizations

This category will include many and varied organizations that serve a different population, have personnel and space, offer diverse programs, and possess varied resources.

Television Stations

The list of neighborhood institutions developed in Step 1 may include cable companies, public television stations, and local affiliates of television stations. The inventory of resources represented by these entities include personnel, facilities, equipment and expertise.

- **programs offered.** Identify any training classes offered to employees that use computers. Find out if the company offers any or would be interested in offering any training programs to the community.
- **personnel.** Personnel of television stations could be a great resource for a NNC. As with schools and colleges, technical staff could provide services such as installation and ongoing maintenance or act as teachers at the NNC. Personnel who may possess special skills in press relations, public relations, grant writing (particularly the public television stations), computer utilization, and multimedia applications. Reporters may also be important resources. Their connections within the community could expose the NNC to potential supporters and partners.
- **facilities.** These organizations have facilities for meetings and training on multimedia equipment such as videos, cameras, and audio equipment.
- **equipment.** These organizations possess a variety of multimedia equipment on which the NNC participants can train. Like businesses, they may also have outdated, unwanted computer hardware and software, and audio/video equipment that could be of use to the NNC.
- **outsourcing.** Television stations often contract out work, such as data processing, that could be performed at the NNC.

Police

Primarily, local police departments but also housing authority police, are untapped resources which can be mobilized for the purpose of developing a NNC. A resource inventory of the local police department would include:

- **programs offered.** Identify any training classes offered to employees that use computers. Find out if the police department would be interested in offering any training programs to the community.
- **personnel.** Police officers are the primary resource of local police departments. Some of the skills and capacities which they bring to the development of a NNC include:
    - their technical training in such fields as computers, communications, security, investigation and research; and
    - their skills in leadership development and conflict resolution.

  In addition, both the police officers and the community relations official for the department could bring their networks of connections and knowledge of the community to the NNC. The members of the Police Athletic League (PAL) also are a resource for the NNC.
- **space and facilities.** Police stations can serve as settings for NNC meetings and educational activities.
- **economic power.** Police leaders may be able to hire local residents participating in NNC programs to perform tasks. Since local police stations in large cities are often part of larger police departments, funds from downtown may be available for special education and community relations projects. Some police departments have even invested part of their pension funds in specific community development projects.

Hospitals

The resources that hospitals possess to assist a NNC include:

- **programs offered.** Identify any training classes offered to employees that use computers. Find out if the hospital would be interested in offering any training programs to the community.
- **personnel.** Hospital personnel include medical staff, administrative staff, and maintenance staff. Many hospitals are encouraging their staff to play an active part in the community. Examples of staff involvement could include membership on community boards, volunteering for local projects, providing technical assistance in such areas as child care, and many more.

- **space and facilities.** Of the many resources hospitals possess, perhaps the most obvious is its space. Some hospitals are now actively encouraging the community to find ways to use their walls, conference rooms, auditoriums, kitchens, cafeterias, and gyms.
- **materials and equipment.** A listing of the various assets would include such resources as:
  - computers
  - photocopy machines
  - fax machines
  - audiovisual equipment
  - telephones
  - medical equipment
- Like businesses, colleges, and television stations, hospitals continually update their technologies. Therefore, they may be excellent sources for good but used equipment.
- **expertise.** Hospital personnel with wide professional skills and experience can reach out to NNC trainees by explaining and showing them how computer skills are useful in the various areas of the medical profession.
- **economic power.** Hospitals control significant budgets. Hospital leadership may be able to direct some of these resources toward the NNC.
- **outsourcing.** Hospitals often contract out work, such as data processing, that could be performed at the NNC. Similarly, smaller projects could be performed by the NNC such as brochures about self-help groups who meet at the hospital and fliers for luncheon meetings.

Public Housing Authorities

The list of resources the may be available at public housing authorities include:

- **programs offered.** Many public housing authorities (PHA) have developed Family Self-Sufficiency (FSS) programs using federal funds. These programs often include learning centers with job preparation and life skills workshops and even computer facilities. Select public housing authorities

have been awarded significant funding under HUD's HOPE 6 program. Under this program, and HUD's Community of Learners effort, the PHA's are planning community computer centers like the NNC's described in this manual.

- **personnel.** Many PHA's have staff members with skills that could be helpful to the NNC such as public relations, fundraising, and maintenance.
- **space/facilities.** PHA properties may have underutilized community rooms.
- **jobs.** Local PHA's may be a source for jobs for NNC graduates either in the PHA administrative offices or in PHA-sponsored rehabilitation or construction projects.
- **economic power.** Many PHA's purchase goods in bulk and control millions of dollars in purchasing power. The NNC may be able to take advantage of the PHA's large scale of operations.
- **money.** As noted above, under the HOPE 6 program, the PHA may have funds to create a NNC-type center that could be jointly created with the NNC.
- **outsourcing.** Many PHA's contract out for services such as data processing, payroll, newsletter production, etc. This may be an excellent source of outsourcing opportunities.

Exhibit 2-6

Inventory of Resources Available

Name Of Institution	Programs Offered	Personnel	Space/ Facilities	Equipment	Jobs	Funding	Electronic Commerce/ Outsourceing
Schools **1.** **2.** **3.**							
Colleges **1.** **2.** **3.**							
Libraries **1.** **2.** **3.**							

Name Of Institution	Programs Offered	Personnel	Space/ Facilities	Equipment	Jobs	Funding	Electronic Commerce/ Outsourceing
Local Businesses **1.** **2.** **3.**							
Govevernment Agencies **1.** **2.** **3.**							
Television Stations **1.** **2.** **3.**							

Name Of Institution	Programs Offered	Personnel	Space/ Facilities	Equipment	Jobs	Funding	Electronic Commerce/ Outsourceing
Religious Institutions **1.** **2.** **3.**							
Community-based Instit. **1.** **2.** **3.**							
Police **1.** **2.** **3.**							

Name Of Institution	Programs Offered	Personnel	Space/ Facilities	Equipment	Jobs	Funding	Electronic Commerce/ Outsourceing
Hospitals **1.** **2.** **3.**							
Other:_____ **1.** **2.** **3.**							
Other:_____ **1.** **2.** **3.**							

Exhibit 2-7

Building Partnerships

Name Of Neighborhood Institution	Role in Neighborhood Network Center
Schools **1.** **2.** **3.**	
Colleges **1.** **2.** **3.**	
Libraries **1.** **2.** **3.**	

Name Of Neighborhood Institution	Role in Neighborhood Network Center
Local Businesses **1.** **2.** **3.**	
Govevernment Agencies **1.** **2.** **3.**	
Religious Institutions **1.** **2.** **3.**	

Name Of Neighborhood Institution	Role in Neighborhood Network Center
Community Based Org. **1.** **2.** **3.**	
Television Stations **1.** **2.** **3.**	
Police **1.** **2.** **3.**	

Name Of Neighborhood Institution	Role in Neighborhood Network Center
Hospitals **1.** **2.** **3.**	
Other:_____ **1.** **2.** **3.**	
Other:_____ **1.** **2.** **3.**	

CHAPTER 3

SELECTING THE RIGHT PROGRAM AREAS FOR THE NNC

This data on resident needs and neighborhood institutions (see Chapter 2) was collected for one purpose and one purpose alone–to provide the Steering Committee with the data it needs to make an intelligent decision about the program areas that a NNC should focus on. This chapter discusses the likely program areas for a NNC and the process that the Steering Committee should follow to determine which areas are right for the residents.

What are Likely Program Areas for a NNC?

The areas most likely to be offered by the NNC include:

- adult education;
- afterschool activities;
- job preparation;
- job placement;

- elder services; and,
- electronic commerce.

A description of each type of program area follows.

Adult Education

Adult education generally includes:

- **General Equivalency Degree (GED) training.** This is a program in which persons are taught certain skills to prepare them to take a test to obtain the equivalent of a high school diploma;
- **English as a Second Language (ESL) courses.** These programs teach people the basic skills to speak and understand English. The class concludes with a test measuring students progress towards fluency in the English language;
- **Adult Basic Education (ABE) classes.** These classes enable residents to develop the ability to read, write, and perform basic math. Learners progress to GED classes; and,
- **Basic computer literacy workshops.** These workshops introduce people to the keyboard, the mouse, how to turn the machine on and off, and some basic applications which will enable them to use the computer without supervision an prepare them for more advanced computer training in the future.

Important Considerations for NNC's Considering Adult Education Programs

- Some adults will require only a few classes to introduce them to computers. After that, these adults will not want further assistance until they ask. Thus, adult presence may increase during public access hours and demand for adult classes will lessen after a few sessions.
- Many adults must bring their children with them. The NNC should establish a play area and a few classes for the children.
- Some adults prefer to learn among other adults rather than in a class integrated with children. The NNC should, if possible, set aside a classroom and teaching time specifically for adult instruction.

Examples of Successful Adult Education Programs

- The Marietta Area Community Computing Center (Marietta, OH) offers ABE classes 4 hours per day on 10 computers in their Apple/Macintosh Center. The adults often return during public access hours to learn other software applications such as word processing, spreadsheets and graphics design.
- The Henry Street Settlement (New York, NY) offers programs for mentally challenged adults aimed at building their self-esteem, teaching them to work and play with other people, and helping them learn problem-solving tools.

Afterschool Activities

This program area includes activities such as:

- **Preschool Activities.** These classes introduce children to computers using simple software programs such as drawing, animation, and games.
- **Elementary School Activities.** These classes provide homework help, tutoring assistance and other activities covering subjects such as reading, writing, math, sciences, and other subjects.
- **Video Games.** Games often are an effective tool for teaching children how to use computers. In addition, video games can just be fun, after school entertainment.
- **Exploring the Internet.** Once children are equipped with basic computer skills, they may wish to test and improve them by "surfing" the Internet.

Important Consideration for NNC's Considering Afterschool Activities

- Young people frequently need attention. Therefore, the NNC should make sure each computer has space for two people;
- Ask the child to make a list of goals, such as improving their math grade, or writing a report for school, prior to participating in the NNC's activities;
- Assign older children to teach the younger children how to use the computer, play games, and so forth; and,
- Provide ample space to move around. Be sure that the maximum amount of space is created for them.

Examples of Successful Afterschool Activities

- Plugged In (East Pal Alto, CA) offers two types of programs for children, teens, families and adults. They are (1) core programs that are project-based and involve a multidisciplinary approach to both content and subject and (2) computer projects/classes where the content and subject of the projects is technology and its applications. Examples of core programs include Drawing with Pedro, Group Portrait (storytelling), and Kidz Magazine. Computer projects/classes include Kids Basics (introduction to computers) and Kids Advanced (computer business).
- PUENTE (People United to Enrich the Neighborhood through Education) Learning Center (Los Angeles, CA). PUENTE serves close to 2,000 students from age 3 to age 88 each day. The organization has six primary programs whose functions include preparing 3, 4, and 5-year olds for school and tutoring children of all ages (from elementary school to high school).
- Malden Access Television Studio (Malden, MA) offers a program for children, brought to the studio by the local YMCA, to learn animation software using Fractal Design, Dabbler, and D-Paint.

Job Preparation

Job preparation generally includes both job skills training and job search activities. *Job skills training* includes classes teaching basic computer literacy, keyboarding skills, word processing, graphics applications, spreadsheets, databases and other office skills classes. *Job search activities* include resume writing workshops; interview preparation classes teaching interviewing skills such as how to dress; what questions to ask and what is likely to be asked; workplace behavior training; and, how and where to look for a job.

Important Consideration for NNC's Considering Job Preparation Programs

The most important consideration for this program is training people for actual jobs. The Steering Committee should consider forming an Employer Advisory Committee that will guide the types of training offered, software selection, and job openings to the types of jobs actually available in the community.

Examples of Successful Job Preparation Programs

- Focus Hope–The Fast Track Program (Detroit, MI) runs many adult training programs and provides a computer center for 17 to 23 year olds who need extra help in reading and math. The center offers computer literacy training eight hours a day for seven weeks. At the end of the course, 98% of the trainees are successfully placed in colleges, jobs, or the Machinist Training Program, also run by Focus Hope.
- Jobs for Youth (Boston, MA). Industries, such as environmental technology and biotechnology development companies, send representatives to the NNC to establish computer classes for skills that are needed by the companies. Persons trained at the NNC in these classes are later hired by the companies.

Job Placement

When a NNC offers job placement assistance, its activities will resemble an employment agency. The NNC would want to develop a database of available jobs in the community. These positions would become known to the NNC through existing and NNC-created or NNC-sponsored sources. Existing sources might include newspapers and local, regional, or national electronic community bulletin boards. The NNC might create or sponsor new sources such as an Employer Advisory Committee to the NNC. This body could recruit local businesses to notify the NNC of vacant or soon to be vacant positions as well as give the NNC advance notice on new skills the business will want its employees to learn. Such new skills training could be part of the NNC job preparation program. Job openings could be posted on a bulletin board, a community electronic bulletin board, established in a database, or published in a NNC Job Listings newsletter.

Examples of Successful Job Placement Programs

- Three Rivers Employment Services (Pittsburgh, PA) was established in 1987 to provide training in computer skills to low-income adults and then to place the trainees in jobs. Each course has a different focus, including work preparation, vocational training in computer network engineering and data entry, training in office-related applications, computer repair and maintenance training, and training for the Internet and video-conferencing. The courses are demanding and the rate of job placement retention for Three Rivers students is unusually high.

- Jobs for Youth (Boston, MA) is closely linked with the business community who informs the NNC of any job openings for persons with computer skills.

Elder Services

Elder services include:

- graphic art programs;
- games, such as chess, cards, and backgammon;
- financial planning assistance;
- family history programs;
- health care services identification; and,
- information service.

Important Considerations for NNC's Considering Elder Services

Seniors generally prefer to learn about computers in classes made up of other seniors. Offering "seniors only" courses will go a long way to making them pleased to be at the NNC and likely to return. In addition, like any other population, seniors learn better in smaller classes and need to be listened to.

Examples of Successful Elder Service

- The Somerville Community Computing Center (Somerville, MA) offers a program for seniors only. One is a printshop class in which the seniors make cards and banners.
- SeniorNet is a nonprofit organization whose goal is to build an international community of computer-using older adults. Currently, 70 Learning Centers are operating throughout the U.S. and New Zealand. SeniorNet operates a national on-line network via America On-Line, provides products and services to members, organizes conferences, publicizes the concept of computer-using seniors, and conducts research on the use of computers by older adults. The SeniorNet Learning Centers offer classes, specifically designed for older adults, focusing on computer skills such as

wordprocessing for writing letters and journals, spreadsheets for organizing financial information, databases for organizing information, and telecommunications for communicating with others and obtaining useful information over the Internet.

Electronic Commerce

Electronic commerce is a term used to describe a variety of business activities that can be conducted at the NNC. These types of business activities include outsourcing, small business support, self-employment, and entrepreneurship.

- **Outsourcing** is an activity in which the NNC is hired by an organization or business to undertake a task it usually performs itself, such as payroll processing, data processing, and inventory. The NNC might be able to perform tasks for local businesses, certain government agencies, community-based organizations and schools for a fee, thereby employing NNC participants to do the work and earning revenue for the NNC.
- **Small business support** is an activity where the NNC is made available to NNC users to support their business operations, such as by using computers for accounting, tracking inventory, billing, advertising and so forth.
- **Self-employment** is an activity in which the NNC facilities are used by a individual who is hired to perform tasks for a fee, such as designing brochures, photocopying services, providing technical assistance to establish a computer system, and creating homepages on the Internet.
- **Entrepreneurship** is a business activity created by a NNC member or former member in which the person establishes a business at home or at another location using skills learned at the NNC.

Important Considerations for NNC's Considering Electronic Commerce

- The NNC is likely to need new equipment and the latest software to compete;
- Teenagers and young adults could work with the NNC in fulfilling business contracts, learning business skills, and developing relationships with the business community;

- Both the NNC and individuals would make money; and,
- The NNC must develop a system for sharing profits.

Examples of Successful Electronic Commerce

- Plugged In (East Palo Alto, CA) created a company, with a group of teenagers, called Plugged In Enterprises, that will create Web sites and homepages using equipment and space provided by the NNC, for corporate and individuals clients, for a fee. At Plugged In, students learn the technical skills to offer a service, such as, mastering multimedia programs and the hypertext mark-up language (HTML). The students also learn business skills including how to meet with clients, bid on contracts, negotiate agreements, and develop business plans. In the first two months of operation, Plugged In Enterprises grossed approximately $3,000.
- Edgewood Terrace, the Community Preservation and Development Corporation (CPDC) (Washington, D.C.) has turned cyberspace access into direct economic opportunities for people otherwise dependent on government subsidies for their livelihood. The trainees will perform database entry for private businesses and government clients, and will work out of an office located in their neighborhood. In addition, the students learn how to assemble, disassemble, and repair computers.

How Can the Data Gathered About Residents Be Used to Help Identify the Program Areas that Are Right for the NNC?

Step 1: Tally the Answers on a Tally Sheet.

Once the data has been gathered, the responses should be tallied or summarized. The total number of tallies marked for each question is the "count." Summarizing data for each question to determine a final count can be a very difficult task whether it is performed by hand or by computer. Both of these methods are described in Exhibit 3-1 at the end of this Chapter. A tally sheet for summarizing the responses by hand is provided as Exhibit 3-2.

Some relatively simple calculations, called "percentages," should be performed on the

final counts in order to make them more useful. Percentages can sometimes be a more meaningful way to think about the characteristics of residents than counts. While counts are easy to take right off the tally sheet, percentages require a little more work. A percentage is calculated by dividing a count (such as the count of persons who are Hispanic (50) by the total number of completed NNC Surveys (200). To calculate the percentage of Hispanics, 50 is divided by 200 (50 divided by 200 = 0.25 or 25 percent). The tally sheet includes a space to perform this "percentage" calculation for each answer.

Step 2: Put Certain Answers Together.

The tally sheet simply sums up the data collected by the Steering Committee. It does not, however, help lead the Steering Committee to conclusions about the program areas that will best serve the residents' needs. Exhibit 3-3 was designed to do just that. This Exhibit sets out the six key program areas just discussed and highlights the questions from the tally sheet that should give the Steering Committee guidance on the need for the NNC to focus on that program area. For example, Exhibit 3-3 ties the following needs assessment data to the adult education program area:

- # of adults with < high school education;
- # of adults who can't read and write;
- # of adults with no basic computer literacy; and,
- # of adults who want to learn to use a computer.

The higher the percentage of the residents who fit into these categories, the greater the need for adult education at the NNC. The Steering Committee should complete Exhibit 3-3 and then compare each program area to see where the greatest need is. The Steering Committee should then list, on Exhibit 3-3, its program area priorities with "1" being the greatest priority and "6" being the lowest priority.

How Can the Data Gathered About Neighborhood Institutions and Assets Be Used to Help Identify the Program Areas that Are Right for the NNC?

After the Steering Committee has selected its program area priorities, it should go back to Exhibit 2-7 to consider the assets that may be available from neighborhood institutions. If the available assets seem to favor one priority over another, then the Steering Committee

may want to change its priorities. Assume, for example, that the Steering Committee selects "Adult Education" as its first priority and "Electronic Commerce" as its second priority after considering the needs assessment data. However, assume that a review of Exhibit 2-7 shows that significant outsourcing opportunities are currently available from neighborhood institutions. This fact may persuade the NNC to switch its priorities, making Electronic Commerce its first priority. The Steering Committee should also review Exhibit 2-7 to identify neighborhood institutions that may help implement the priority program areas.

THE STEERING COMMITTEE'S NEXT STEPS

Project NNC Use

Following the guidance on developing user projections in Chapters 5 and 7, the Steering Committee should make some preliminary estimates on the number of people who will use the NNC and the reasons that they will be using it. This information will provide further guidance on which program areas to focus on.

Select One or More Program Areas

The Steering Committee then should make a formal decision about the program areas that it wants to focus on. Be clear that a NNC can focus on more than one program area if it has the resources to do so. For example, if the NNC will be open all day, it could focus on job preparation from 9 am to noon, afterschool activities from 2 to 6 pm, and be open in the evenings for small business support or self-employment activities.

Report Back to Residents

The Steering Committee must not overlook the need to report back their findings to the residents who participated in the information gathering process. No matter what information gathering method was used, residents will be expecting to hear the results and how the information that was gathered will be used to help make their lives better. In fact, the best way to develop and keep resident trust and support, critical elements if the NNC is to be successful, is to keep them fully informed.

While the Steering Committee may choose to convene a meeting to report the results of the survey and describe the next steps, a written report should also be prepared.

USING CHAPTER 3 TO DEVELOP THE BUSINESS PLAN

The business plan will:

- summarize the needs assessment and partnership building analysis performed by the Steering Committee; and,
- list the program areas selected by the Steering Committee.

Exhibit 3-1

Instructions for Tallying Survey Results

Summarizing Survey Responses

Data can be summarized by hand or by computer.

Summarizing Data with a Computer

You will achieve the best results if you can summarize survey data with the use of a computer. Computer databases can store survey answers, add them up quickly, and accurately, and produce, automatically, other helpful findings, such as "adjusted counts" and "percentages," about the households surveyed. If you have access to a computer and the expertise to operate it–then you should use it for this purpose if possible. Manuals for most of the standard PC database programs have instructions on how to set up a database for survey-type information.

Summarizing Data by Hand

Not every organization has access to a computer and a person with the expertise to operate it. The Tally Sheet included in this Chapter provides a worksheet that can be used to produce a written summary of the answers. The Tally Sheet:

- is organized the same way as the Survey so it can be placed alongside a completed Survey; and
- includes space for entering tally marks and totals so the answers from the Survey can be marked off on the Tally Sheet as they are read off the Survey itself.

To use the Tally Sheet, each Survey will need to be read, one at a time, and tally marks entered into the appropriate answer categories on the sheet.

Tallying up answers to individual questions by hand can be tedious and time consuming work. One way to make the job easier and more accurate is to divide up the work. First, sort the stack of questionnaires into smaller batches. Next, have each person complete a worksheet of their own for their batch. Finally, add together the tallies from the completed worksheets on one final Tally Sheet.

Exhibit 3-2

Tally Sheet

Section A - General Resident Information

2. Racial/ethnic mix?

Racial/Ethnic Background	Tally Marks
American Indian\ Alaskan Native	
Asian	
Black	
Hispanic	
White	
Other	

3. Totals for each adult age group?

Adult Age Group	Tally Marks
18-35	
36-59	
60+	

5. Sources of household income?

Source of Income	**Tally Mar**
Wages or pay from a job	
Income from self-employment	
Pension	
Social Security retirement	
Child support or alimony	
AFDC	
General Assistance	
Supplemental Security Income (SSI)	
Social Security Disability Income (SSDI)	

7. Literacy?

English Competency	Tally Marks
Literate	
Good	
Fair	
Poor	
Illiterate	

8. Computer Literacy?
9. Number of residents who want to learn to use a computer?
10. Existing computer skills?

Computer Literacy	Tally Marks
Computer literate	
Computer illiterate	
Would like to learn	
Knows wordprocessing	
Knows database	
Knows spreadsheets	

11. Number of residents who would like to own their own business?
12. Number of residents who own their own business?

Interested in Business	**Tally Marks**
Would like to own a business	
Already run a business	

13. List of Churches residents participate in?

_____

_____

_____

_____

_____

_____

_____

_____

Section B - Employment

1. Current Employment Status?

Employment Status	Tally Marks
Employed full-time	
Employed part-time	
Self-employed	
Unemployed	

Job titles?

_____

_____

_____

_____

_____

_____

_____

_____

Of those residents currently employed:

3. Number of residents who prepared a resume to get the job?
4. Number of residents who work with computers?
5. Number of residents who received computer training for this job?
6. Number of residents who would rather be doing a different job?

Of Residents Currently Employed	**Tally Marks**
Prepared resume	
Works with computers	
Computer training	
Rather do another job	

Of those residents currently unemployed

7. What kind of work are residents looking for?

_____

_____

_____

_____

_____

_____

_____

_____

8. Employment Search?

Of Residents Currently Unemployed	**Tally Marks**
Looking for full-time work	
Looking for part-time work	

9. What additional training do you feel you need to find a job?

_____

_____

_____

_____

_____

_____

_____

_____

Of those residents who are retired

10. Describe the work you did?

_____

_____

_____

_____

_____

_____

_____

_____

11. Number of retired residents who worked with computers?
12. Number of retired residents who were members of a trade organization?
13. Number of retired residents who would participate in learning computer skills or training others if a computer facility was close by?

Of Residents Currently Retired	**Tally Marks**
Didn't work with computers	
Worked with computers	
Didn't work for trade organiz.	
Worked for trade organiz.	
Won't participate with NNC	
Will participate with NNC	

Section C - Childcare

1. Number of children

Age of Children	Tally Marks
0-5 years	
6-12 years	
13-15 years	
16-17 years	

2. Where do your children 6-12 years old go after school?

_____

_____

_____

_____

_____

_____

_____

_____

3. Number of parents who believe that your children need afterschool activities?
6. Number of parents whose children take computer classes or classes that use computers?
7. Number of parents who would take their children to a computer center if it was located nearby?

Children's Activities	**Tally Marks**
Need afterschool activities	
Don't need afterschool activities	
Attend comp. classes	
Don't attend comp. classes	
Attend comp. classes w/parents	

4. When do your children have the most free time?

Free Time	**Tally Marks**
Mornings	
Afternoons	
Evenings	
Weekends	

5. What do you and your children usually do in the evenings?

_____

_____

_____

_____

_____

_____

_____

_____

Exhibit 3-3

Program Areas Tally Sheet

Questions		Totals	Percentages
Adult Education			
A4.	No. of adults with less than a high school education		
A7.	No. of adults who can't read/write or rate their literacy as fair/poor		
A8.	No. of adults who do not know how to use the computer		
A9.	No. of adults who want to learn to use a computer		
Afterschool Activities			
C1.	No. of children between 6-18 years old		
C3.	No. of parents who said their children need afterschool activities		
C7.	No. of parents who would take their children to a NNC if it were located nearby		
Job Preparation			
A8.	No. of residents who do not know how to use a computer		
A9.	No. of residents who want to learn to use a computer		
B1.	No. of unemployed residents		
B2.	No. of residents who have not interviewed for a job in the last 2 years		
B6.	No. of residents who want a different job		
Job Placement			
B1.	No. of residents who are unemployed		
B8.	No. of residents who are looking for work		

Questions		Totals	Percentages
Elder Services			
A3.	No. of residents over 60 years old		
A9.	No. of senior residents who want to learn to use the computer		
A13.	No. of senior residents who would participate and/or train others if a computer center was nearby		
Electronic Commerce			
A9.	No. of residents who want to learn to use a computer		
A11.	No. of residents who would like to own their own business		
B4.	No. of residents who already work with computers		
B8.	No. of residents looking for work		

CHAPTER 4

MAKING THE NNC OPERATIONAL–PHYSICAL NEEDS

INTRODUCTION

This chapter should be used only after the Steering Committee has collected and analyzed detailed information about the residents and possible community partners (see Chapter 3), and has used this information to design the NNC programs. After these initial determinations have been made, the Steering Committee should use this chapter to decide what the physical needs of the NNC will be including space, computers (software and hardware), non-computer needs, and insurance requirements.

Exhibit 4-1 identifies most of the physical needs that a NNC will require.

SPACE NEEDS AND UTILIZATION

This section presents a list of considerations for evaluating the space needed for an NNC and the NNC's use of the space. Space utilization of the NNC will depend upon such factors as how many people are expected to use the NNC, their ages, group use, and so forth (see Chapter 3) as well as the planning issues identified in Chapter 3 for each program area. Nonetheless, some general rules of thumb exist.

Location

The space should be accessible to the residents and community who will use it. Ideally, the space will be located on the premises of the housing development. If not, the space should be accessible by public transportation.

Rental Cost

The rent may be the most expensive item in the budget. If possible, get the space for free. Identify potential donors and ask them for free space or space at a cost below market value. For example:

- ask the owner of the building to donate a vacant apartment or other underused space;
- ask a Steering Committee member (who may be a real estate broker, developer or owner of property in the neighborhood) to locate space;
- ask a local, state or federal government official if any property adjacent to the housing development is owned by the government, vacant, and can be donated; or,
- refer to Exhibit 2-5 for assistance in locating neighborhood institutions with space.

Ratios of Computers to Square Feet

A general rule of thumb is 20 square feet per computer. While there is no similar rule for the number of participants per space allocated for the computers, remember that one goal of the NNC is to bring the community together. Therefore, fewer computers with less space will create an environment in which people will share and work together.

Heating, Ventilation, and Air Conditioning (HVAC)

The primary concern for any NNC is the comfort of its members, visitors, and staff. Adequate ventilation and moderate temperatures during any season are important considerations when investigating locations for the NNC. It is desirable to find space that not only has windows but windows that open. In addition, the Steering Committee should consider the need for air conditioning.

In the early days of computers, room thermostats had to be set at certain temperatures to keep the computers cool. The improved technology of desktop computers has eliminated the need for temperature controls.

Privacy

Depending upon the population served, privacy may be an issue in connection with the work product of the individual. For example, adult learners are often sensitive about their abilities, as are battered women, and teenagers require privacy just because they are teenagers. Protecting the privacy of their work product by placing the printers out of the traffic stream in the NNC may go a long way to insuring some privacy for those individuals who require it.

COMPUTERS

What Computer Software Will a NNC Require?

The NNC's software purchases should reflect its program focus. For example, a NNC that focuses on job preparation should have the software that local employers with job opportunities use in their businesses. However, some standard software packages are wise purchases because of their multiple applications and wide acceptance in the marketplace.

Software Focused on Specific Program Areas

The NNC should purchase software after the Steering Committee has decided on what program areas to focus (see Chapter 3). The range of software available for any program area is extensive. Consulting with experts from other programs that serve the same types of people that the NNC hopes to serve will help guide you. For example:

- **Adult education.** Experts in adult education programs may be found in neighborhood institutions that offer literacy programs, such as public libraries, community colleges and vocational schools. Software selection will depend on the types of classes offered.
- **Job preparation/Job placement.** Neighborhood institutions that offer job training programs, such as local government-sponsored employment and training offices, local employment agencies, and local colleges may be able to provide guidance or software. NNCs with a job preparation focus are likely to purchase software applications used by local employers, such as word processing, desktop publishing, and graphic applications. Job placement services may buy database software for tracking job opportunities and employees they have placed.
- **Afterschool activities.** Computer coordinators in the school system, day care centers, libraries, and youth group organizations may be able to recommend software appropriate for afterschool activities. The challenge in this program area is to acquire a mix of software that will entertain and educate a broad range of interests and ages.
- **Elder services.** Staff at neighborhood institutions that cater to seniors, such as senior citizen housing complexes, churches, community centers, hospitals, and libraries may be able to recommend appropriate software.
- **Electronic commerce.** Discussions with people such as local chambers of commerce and SBA-funded small business development representatives should help a Steering Committee identify software appropriate for small business support and self-employment activities. Software for outsourcing activities should reflect the type of work expected to be outsourced to the NNC (e.g., word processing, accounting, etc.).

The Steering Committee, or its Software Selection Subcommittee, should also consult:

- other existing computer centers offering similar programs (see Reference material at the end of this manual); and,
- publications such as software catalogs, educational magazines, and retail software stores.

Standard Software Programs

Generally, the following standard software programs will be needed because they are the building blocks of computer literacy and will prove invaluable in managing the day to day operations of the NNC:

- **wordprocessing applications** are used to draft and print letters, reports, etc.;
- **spreadsheets** are used to create budgets and track money;
- **databases** are used to enter and manipulate large amounts of information and print out reports to help organize the information;
- **graphics applications** are used to create designs and manipulate imported images;
- **communications tools (including Web browsers such as Netscape or Gopher and other connectivity software)** are used to send and receive information and messages from other computers worldwide primarily by accessing the Internet and World Wide Web; and,
- **multimedia tools including camcorders and scanners** are used to create and send documents that include videotape footage and photographs.

How Should Software Be Acquired?

Criteria for Selecting Software

Software can be acquired through retail stores, custom development, subscriptions to an on-line service (such as America On-Line, Prodigy and Compuserve), other on-line resources such as the Internet, or donations.

The general criteria for selecting software is that it:

- be easy to use;
- be simple, yet allow for complex operations;
- be easy to learn;
- takes advantage of new technology; and,
- appeals to both the beginner and experienced user.

Programs that merely reproduce on the screen material that is accessible in a text should be avoided. NNCs should seek software that utilizes the special capabilities of computers. Such programs include:

- **Simulations.** The user can tackle real life programs that could not be handled in a classroom. For example, the computer can simulate the path of a space ship on an intergalactic trip, the effects of a leak at Three Mile Island, or a presidential election. The user chooses the circumstances and the computer illustrates the results.

- **Modeling.** Modeling is like simulation in that it extends the power of the user, via the computer, beyond traditional classroom boundaries. Modeling enables the computer to do the drudge work necessary to create the building blocks for further learning. For example, the computer can model several graphs of functions with which the students can compare and work, or it can produce on the screen blueprints of buildings for architecture students to analyze. With the addition of peripheral equipment, a computer can record and organize temperature, velocity, light and sound sensitivity data from which students can study content rather than process.

- **Games.** Drill and practice material can be successfully and creatively couched in a games context. Developing a successful game strategy can enhance problem-solving skills.

A NNC should insure that simulations, modeling, and games it purchases:

- stimulate user-participation. A word of caution--programs touted as interactive in which the user's sole task is to press the space bar are falsely advertised because they are not interactive;

- do not offer a single solution that, once mastered, offers no further challenge;

- are not age or sex specific;

- have minimal on-screen instructions. Ensure the vocabulary is appropriate to program content. "Helps" or "hints" should be available to the user; and,

- do not contain derogatory language or violent content.

Compatibility

While shopping, the term "software compatibility" may appear in stores, catalogs, or conversations. This refers to a computer's ability to read and use software designed for a specific type of computer chip (for example, 386, 486 or Pentium) with specific characteristics (for example, 8MB of RAM, 4x CD ROM). Inquire what other purchases may be required to make the software compatible, such as extra memory, disk drives, adapters, or a particular operating system.

Use software before you buy it. When purchasing educational software, *always* use it and evaluate it for both its educational and entertainment value. Retail stores often have facilities available for this purpose.

With time, the NNC software library will have a versatile base, variety of learning levels, and a multitude of computer applications widely used in the marketplace.

What Computer Hardware Will a NNC Require?

With any luck, a few computers will be donated to the NNC. They are likely to be used computers, of various makes and models. Eventually, the NNC will probably want a new computer on which to run new software programs to expand a program area. Whether the computers are used or are new, shopping for computers requires an introduction to the vocabulary of computer users. This section also provides guidance for purchasing printers and monitors, and on cost ranges for computers.

Hardware, Some Definitions

The term hardware refers to the system unit–the computer, the monitor, printer, mouse, keyboard, floppy disk drives, and modem.

- **the system unit (central processing unit--CPU).** The system unit is the personal computer, although without the keyboard and monitor the computer is useless. The system unit is where the computer's brains are. Inside is the hard disk. A hard disk is a small, sealed mechanical device that stores huge quantities of software and data. Manufacturers of systems units include such names as IBM, Apple/Macintosh and PowerPC.
- **monitor.** The monitor is sometimes referred to as the display or the CRT.
- **printer.** There are three types of printers:
  - **laser** is the most flexible and provides the best print quality.
  - **ink jet** provides next best print quality and is generally less expensive. Color ink jets are an especially good value.
  - **dot matrix** is the oldest and least expensive printer technology. It provides the poorest print quality and is generally not adequate for printing graphics.
- **mouse.** A mouse is a handheld device with two or three buttons and a taillike cord which you slide around your desktop to move a pointer on the screen.

- **trackball.** A trackball is an alternative to a mouse that also moves the cursor around the screen. A trackball device is often preferred by children and seniors.
- **keyboard.** The keyboard allows the user to type instructions into the system unit.
- **disk drives.** Disk drives can be internal "hard disks" or external "disk drives." A disk, sometimes referred to as a "floppy disk" even though they are no longer floppy, is a removable disk used to store computer data. The vast majority of disks come in 3 1/2 inch (720K or 1.44MB) and 5 1/4 inch (360K or 1.2MB) formats. Software often comes on these disks. A disk drive is the place on the system unit into which the disk is inserted. The drive reads and writes data to and from the disks. Disk drives come in the same two sizes as the disks themselves.
- **CD (compact disk) ROM drive.** A CD ROM drive reads data and software applications from a compact disk identical to the CDs sold at music store. In fact, CD ROM drives can also play music CDs. Although current technology does not permit users to record (store) data on CDs, there is every indication that such technology is not far from the marketplace.
- **modem.** A modem is a device that enables the computer to send and receive data over telephone lines and to communicate with other computers or access the Internet.

What Features Should a NNC Consider When Purchasing Hardware?

This section discusses the features that a NNC should consider when purchasing new or used computer hardware.

Purchasing Used Computers

Used equipment can be adequate under certain conditions. The used hardware must:

- be complete in all its parts;
- be in working order;

- be able to run software in the NNC library or include its own software ; and/ or,
- be repairable.

Used computers do not have warranties. Some computer repair shops have parts only for newer models and some shops do not employ technicians who are familiar with the older machines. The key to deciding between new and used equipment is funding. Though more technologically advanced and arguably more reliable, new computer hardware is dramatically more expensive. Often, used equipment with sufficient computing power can be found at significantly less cost.

On the other hand, an older model in working order with usable software installed can provide a perfectly adequate foundation for a NNC. After all, these computers were used by international companies to run their businesses for quite some time. Most importantly, used equipment with sufficient computing power can often be found at significantly less cost.

Speed

The central processing unit (CPU) is the most significant factor in determining a computer's speed and price. The CPU is the chip that does most, if not all, of the computing in the computer. IBM-compatible computers derive their names from the name of the CPU inside the system, for example, 386, 486DX, and Pentium. The other features of a computer that effect speed are the memory, make and model of the hard disk, and the graphics controller (the component that sends data to your monitor).

Memory

In the technical sense, memory refers to the chips that hold data or software in the form of minuscule electrical charges. The main memory is a CPU's work area–into which the software and data are copied (or loaded) from the hard disk. In the main memory, no computer should have less than 8MB of RAM. RAM (Random Access Memory) is accessible to the operator for the purpose of storing information and running software. Though most 386s and many 486s were originally sold with 4MB of RAM, a NNC should try to obtain computers with 8MB of RAM or more. A computer with 4MB or less of RAM will have insufficient space for many of the most popular software programs and will operate slowly. A comfortable amount of memory for most computers is 8 to 16MB of RAM. Additional memory often can be added to the computer easily.

Another type of memory is ROM (Read Only Memory) which is accessible only to the

computer. All computers are equipped with sufficient ROM.

Memory is important for speed and for purchasing software. Each piece of software should be labeled with the amount of RAM required to run the software program. Before purchasing software, be sure that the NNC's computers have adequate memory or RAM to run the software programs.

Capacity

Software and data fill hard disk space. Capacity refers to the room on the hard disk and room on the disk drives. The hard disk must have the capacity to store all the software programs and data expected to be in use. Conventional wisdom advocates adding another 50 percent just to accommodate upgrades that may eat up additional space. As high capacity disk drives have become cheaper to produce, software developers have become gluttonous consumers of hard drive capacity. .

In operation, conserve space on your hard drives by not permitting participants to store their files on the hard drive. Provide them with their own disks and with space within the NNC to store their disks.

Though an internal hard drive can be replaced or a second hard disk can be added if the first runs out of space, it is best to know software storage needs before purchasing your hard drive.

Reliability

Computers seldom break, but problems often occur. Always obtain a one-year warranty covering parts, labor, and telephone technical support. Depending on the cost, consider also purchasing on-site service and a two year warranty.

Computer Costs

When purchasing new computers, comparison shop and negotiate. Some small vendors may make deep cost-cutting concessions. If the cost seems too good to believe, it probably is. The vendor may have skimped on goods and services, such as, eliminating support, delaying delivery, substituting components, and hurrying the assembly and installation.

Negotiate with a vendor to receive discounts for nonprofits. Some vendors may not have received word from their suppliers that discounts exist. Ask the vendor to check it out. For example, an education discount may not exist but a discount for software used in a classroom may. Discounts usually take the form of a percentage off of the retail price. You may want to ask the software company directly if they offer discounts to nonprofit

organizations or to organizations that will use the software for educational or training purposes.

In 1996, the cost of a new computer with a monitor, keyboard, mouse, modem, 8MB of RAM a 850 MD hard drive, and a CD ROM drive can range from $800 to $5,000, depending on the speed of the processing chip and amount of memory.

Computer Compatibility

Purchasing a variety of hardware systems poses advantages and disadvantages. Purchasing computers using both Apple and IBM operating systems and purchasing several generations of computer technology (e.g., 386, 486, Pentium) gives a NNC increased flexibility in selecting software. Such diversity in software options may make the NNC more attractive to more people, including participants, instructors and volunteers.

However, multiple models require more software. In addition, if the NNC is planning to "network" the hardware, that is, run all the machines from a single hard drive file server, then the file server must be able to handles the variety of hardware systems. In some cases this may not be possible. Another disadvantage of multiple models is finding and attracting staff who can teach using the different models. Also, repair and service contracts for a variety of models may be very expensive.

Tailoring the computer selection to match computers in schools, churches or other community organization is generally not necessary. A person can learn to use any computer and these skills are transferable to others. Indeed, a person's experience using a variety of hardware systems with their own software capabilities and unique characteristics enhances the computer technology education.

Ratio of People to Computers

A ratio of 1 machine per 25 people is ideal. A ratio of 50 persons to 1 machine or 6 computers for 300 people is adequate. This ratio will allow for supervision. If the space available for the NNC cannot accommodate enough computers to meet the ideal ratio of people to computers, use what is available.

Monitor

Some important features of the monitor include:

- **monochrome or color monitors.** Color monitors are more costly, ranging from $199 to several thousand dollars. However, for a predominantly

young participant pool, color is a must;

- **screen size and shape.** Monitor sizes range from 14 inches to 26 inches. The bigger the screen, the less time is spent scrolling or switching between applications. For most applications, for example, a 15 inch monitor is adequate. A 17 inch monitor is preferred by those who cut and paste between programs, make presentations, or prepare documents. Nineteen inch to 21 inch monitors are used by desktop publishers;
- **image quality**; and,
- **controls and adjustments.** A computer user can always set brightness and contrast. If additional adjustments are desirable, be sure to inquire about other controls such as horizontal and vertical adjustment.

A good monitor is worth the investment because computing is tough on the eyes. Monitors that come with computers are not always of good quality. Consider buying the monitor separately and look for sharp focus, low glare, straight lines, and no flicker.

Printer

Printers utilize a variety of printing technologies to produce a wide range of print qualities. Not surprisingly, printer costs can vary dramatically depending on the technology you buy. You should expect to pay the following for a new printer:

- standard $400
- laser $400 to $1500
- color laser $1200 and up
- ink jet $ 800

Purchasing Used Printers

Several issues should be considered when buying used printers:

- look for models that were top sellers in their day. The likelihood of finding supplies, parts, and service will be greater for the top sellers;
- test a used printer by printing 10 pages of sample text and graphics;
- check the ports and power cord connections to make sure they are not loose; and,

- make sure front panel controls work properly.

What Are Some Other Computer Concepts and Terms?

Peripherals

Peripherals are any hardware that internally installs or externally connects to the computer, such as disk drives, monitors, scanners, modems, printers and CD ROM drives.

Operating system

An operating system is a software program that enables the computer to understand other software programs. It is essential to computer operation. The operating system functions kind of like the boss of a construction site, directing internal traffic and jobbing. The Macintosh operating system is required for Macintosh/Apple computers. IBM and IBM-compatible computers can use either DOS or Windows operating systems. The Windows 95 program is a more advanced version of the Windows operating system.

Network

A network is a group of computers hooked together by a network operating system and cable in order to share information and devices such as printers and modems.

A local area network or LAN is a group of computers connected so they can swap files, exchange E-Mail messages, share peripherals (printers, modems, hard disks), and sometimes run workgroup software such as Lotus Notes.

Internet

Internet is a worldwide network of computers and bulletin board services. Most people access the Internet through their company, university, on-line service or local bulletin board service.

Some of the things available on the Internet include:

- E-mail;
- World Wide Web, a fast growing global network of graphical electronic documents you can browse, interact with, and create;
- new technologies such as global chat, video conferencing, fax, and free international phone calls;
- news services;
- an endless variety of topical databases;
- encyclopedias;
- home shopping; and,
- travel information.

On-line Services

On-line services are information clearinghouses where members dial in via a modem and exchange e-mail, ask questions, get help, and download useful information. Most on-line services charge a monthly membership fee and an hourly fee for connect time.

Examples of things one can do on line include:

- make travel plans;
- get a job;
- organize politically;
- read popular magazines and wire service news;
- do research;
- download software;
- get technical support; and,
- join specialized forums or discussion groups.

Multimedia

Multimedia applies to a variety of applications which use special hardware to extend

the audio and video capabilities of a standard computer to include stereo sound, high resolution graphics and motion video. Generally, computers need CD ROM drives and significant amounts of memory and speed to use multimedia components to their maximum potential. Multimedia applications include:

- playing games and running educational applications that provide music, sound effects, photographic images, and animation;
- composing and playing music with a synthesizer hooked to the computer's soundboard using special hardware;
- producing videos either for playback on computers or for transfer to videotape;
- running interactive training and presentation software which can include animation, narration and video sequences; and,
- "authoring," that is, producing your own interactive training materials, multimedia presentations, educational software, or special purpose applications.

Producing multimedia can be extremely motivating to young people. If this is your target constituency, it is worth making the investment in multimedia capability.

The Final Word on Computer Hardware and Software

It may be a daunting task to sort through the selection of hardware and software programs on the market. A sound decision will result from a careful and thorough investigation of the options and by asking questions, doing test runs, and asking more questions. Regardless of the changes made in hardware, software and educational technology, a deliberate shopping exercise today will allow the NNC to continue to conduct its technology access program five or more years from now without it becoming technologically obsolete.

NON-COMPUTER NEEDS

What Furniture Will a NNC Require?

The NNC will need furniture to make it a desirable place to be. The extent of furnishing will depend on the size of the space and the number of users. There are, however, certain necessities:

- Tables are needed for computers, for adults and children working together, for adults working alone, for teens doing group projects, and for staff;
- Desks;
- Chairs for the tables and computers (provide enough space for two chairs at each computer for instruction purposes and so two individuals can work together);
- Lamps;
- Bulletin board to post NNC hours, class times, student work product, announcements, and job openings;
- Coat and hat racks;
- Couch for waiting and socializing;
- Bathrooms;
- Storage space/filing cabinets for manuals, storing hardware and software, and the work product of participants;
- Anti-static floor covering; and,
- Signs for the NNC.

What About Electrical Outlets, Telephone Jacks and Wiring?

Setting up a NNC requires electrical outlets, telephone jacks, and a lot of wires. Computers, printers, and glare-free, indirect lighting require many electrical outlets and adequate power capacity. The NNC may also desire air conditioning which would require an electrician to check that the electrical system can handle the demands of both the NNC equipment and air conditioning unit.

Telephone jacks are essential for telephones and modems (the means for a computer to communicate with other computers and to access the Internet). For Internet access, computers will need to be located close to a telephone jack. To the extent possible, consolidate wiring. Also, be aware of the people using the NNC. Toddlers are likely to want to play with wires, and older children and adults may trip over the wiring.

Coping with the many cables and wires that may be needed to service your computers can be accomplished in a number of ways. Some computer furniture provides for desktop connections or has a relatively hidden trough built into the back to accommodate the wiring. Floor outlets or surge protectors accommodating a number of machines that in turn can be connected to a single wall outlet are recommended. Wires should not be strung along the floor where they might constitute a safety hazard.

What Security and Insurance Needs Will a NNC Have?

The term to describe the issues of security for the NNC and insurance of the NNC property, employees and the public is "risk management." Risk management also requires an investigation of any local regulations that would minimize risks to the NNC. This section will discuss these issues.

Risk to Data Versus Risk to Everything Else

The Steering Committee should be aware that it has to address risks to data and content on disk drives as well as to life, limb, and equipment. To address risks to data, the NNC should not allow NNC users to bring their own disks or to remove disks from the NNC. This will keep viruses out of the NNC's systems. The rest of this section addresses other types of risks.

Risk Management Plan

A NNC risk management plan is an ongoing program to ensure that certain measures are routinely taken to secure the NNC, its staff and visitors, and its equipment. The plan is devised to make the NNC secure, to protect the people who work and visit, and to protect the NNC from certain types of claims. A risk management plan can be created and implemented in three steps.

Step 1: Identify Risks

- What is at risk in the NNC? This includes the building/room/space, hardware, software, furnishings and personnel.

- What damage or harm could come to each? This includes theft, vandalism, accidents, and natural disasters. For example, an employee may accidentally knock over a keyboard while straightening a desk.
- What is the likelihood of damage or harm? This means figuring out the likelihood of harm to each item potentially at risk and the seriousness of the potential harm.
- Determine the cost of the insurance in relation to the cost of prevention.

Step 2: Develop a Risk Management Program

A risk management program includes specific measures that must be taken to prevent harm to the people working and visiting at the NNC and the property in which the NNC is located. Examples of such preventive measures include:

- Take measures to limit the opportunity for accidents. For example:
  - list rules of behavior on the wall. Such rules should include no running, no playing ball, no eating food, and no beverages.
- Take measures to limit the opportunity for harm to employees and the public. For example:
  - provide escorts for any person leaving the building in the evening;
  - provide escorts for any senior citizen coming to or leaving the NNC;
  - ensure that more than one person staffs the NNC in the evening;
  - arrange for additional police attention to the NNC neighborhood; and,
  - hire a security guard.
- Take measures to limit the opportunity for theft and vandalism. For example:
  - limit the number of people who have keys to the NNC;
  - lock the doors of the NNC;
  - secure the windows;
  - lock the computers, keyboards and printers to desks or tables and/or lock them in closets each night;

- lock up all software;
- keep the lights on all night;
- install an alarm system;
- install security cameras inside and/or outside the NNC; and,
- consult the police for their suggestions.

- Take measures to limit the opportunity for destruction of information in the computer. For example:
  - give all users a password;
  - install an anti-virus program on each computer; and,
  - forbid users from loading their own programs into NNC computers.

An example of the rules established at one community computer center can be found in Exhibit 4-1.

Step 3: Implement the Risk Management Plan.

This includes:

- developing a list of routine measures to be performed by the NNC;
- assigning tasks to staff and assigning a time when each task will be performed; and,
- distributing the plan to all employees.

Insurance Coverage

A NNC can insure its employees, visitors and property by purchasing an insurance policy or by self-insurance. Self-insurance requires the NNC to set-aside a certain amount of money to cover any claims against it and to protect NNC employees, visitors and property from damage or harm.

Typically, a NNC will rent or lease space. The owner of the space probably has insurance coverage. This insurance, however, will not usually cover the NNC. This section explains the types of insurance coverage that a NNC should consider in order to protect itself, its employees and visitors.

Generally, insurance coverage applicable to a NNC is of 4 types:

Liability Insurance

- **Definition.** Liability insurance protects a business against lawsuits and other claims arising from harm to persons on the business property. In general, a liability insurance policy contains a yearly maximum coverage. This means that the insurance company will not pay any claims that exceed a certain amount within a year.
- **Coverage.** A commercial general liability policy includes personal injury claims (such as slips and falls), fire damage, and medical payments. Liability insurance would also protect a business against claims arising out of contracts it enters with others, such as the lease of the property and elevator maintenance agreements. A business can also choose to cover employees under the liability insurance. This would give employees coverage for any bodily injury or property damage employees cause during their employment.

Property Insurance

- **Definition.** Property insurance protects a business against damage to the building, furnishings, and equipment. Most property insurance uses a deductible system which requires the insured to pay a portion of the loss up to a certain amount–the deductible. The insurance company pays the rest of the loss.
- **Coverage.** There are four types of coverage: basic, broad, special, and difference in condition coverage.
    - **Basic.** "Basic" coverage includes losses caused by events such as fire, lightning, explosions, smoke, vandalism and mischief, and sinkhole collapses.
    - **Broad.** "Broad" coverage includes losses covered in "basic" coverage and also water damage, glass breakage, and damage caused by freezing and falling objects.
    - **Special.** "Special" coverage includes everything not excluded by the policy. "Special" coverage is the most comprehensive because in the event of loss, the insurance company must find an exclusion in the policy to deny the claim rather than the insured having to find a coverage in the policy which applies.

- **Difference in Condition.** "Difference in Condition" coverage usually includes coverage for those occurrences excluded by the other types of coverage, such as earthquakes, tidal waves, and floods.

Workmen's Compensation Insurance

- **Definition.** Workmen's Compensation insurance protects a business from injuries to or illnesses of employees arising from the workplace.
- **Coverage.** The NNC must call the state department of labor to find out its obligations regarding this type of insurance. The extent of coverage and its limits vary from state to state.

Local Requirements

A NNC should consult the local fire department, planning office, and health department to learn if any regulations must be followed. These may include fire or zoning codes, occupancy limits, or cleanliness regulations.

USING CHAPTER 4 TO DEVELOP THE BUSINESS PLAN

The business plan will incorporate the start-up physical needs required by the NNC.

Exhibit 4-1

Checklist of Start-up Physical Needs

SPACE NEEDS AND UTILIZATION

- ☐ rent
- ☐ HVAC
- ☐ partition walls
- ☐ installation of closets/secure space

STANDARD SOFTWARE PROGRAMS

- ☐ wordprocessing
- ☐ spreadsheets
- ☐ graphics
- ☐ databases
- ☐ anti-virus program

AFTERSCHOOL ACTIVITIES

- ☐ adult education
- ☐ after school activities
- ☐ job preparation
- ☐ job placement
- ☐ elder services
- ☐ electronic commerce

HARDWARE

- ☐ computer (including monitor, keyboard, and mouse)
- ☐ printer
- ☐ modem
- ☐ additional warranties
- ☐ service contract

FURNITURE

- ☐ computer tables
- ☐ sign-in table
- ☐ work tables, desks
- ☐ chairs for desks, computers, tables
- ☐ couch
- ☐ club chair
- ☐ lighting
- ☐ bulletin board
- ☐ coat rack
- ☐ filing cabinets
- ☐ anti-static floor covering
- ☐ carpet
- ☐ NNC sign

ELECTRICAL CONSIDERATIONS

- ☐ expansion of power capacity
- ☐ installation of electrical outlets
- ☐ installation of overhead lights
- ☐ telephones
- ☐ telephone installation
- ☐ computer cables
- ☐ computer wires
- ☐ extension cords
- ☐ surge protectors

OFFICE SUPPLIES

- ☐ white printing paper (letter/legal)
- ☐ colored printing paper (letter/legal)
- ☐ white photocopy paper (letter/legal)
- ☐ colored photocopy paper (letter, legal)
- ☐ pads of paper
- ☐ pens/pencils
- ☐ crayons
- ☐ colored markers
- ☐ rulers
- ☐ printer toner
- ☐ toilet paper
- ☐ soap/paper towels
- ☐ first aid kit

SECURITY

- ☐ deadbolt for front door
- ☐ locks for windows
- ☐ locks and chains to secure equipment to tables
- ☐ locks to secure filing cabinets
- ☐ locks to secure closets
- ☐ alarm system
- ☐ installation of alarm system
- ☐ security cameras (one inside and one outside the building)
- ☐ installation of the cameras
- ☐ security guard

INSURANCE

- ☐ insurance policies
  - ❍ general liability
  - ❍ property
  - ❍ workmen's compensation

Exhibit 4-2

Sample NNC Rules

Welcome to Public Access at *The Somerville Community Computing Center*

When you sign in, you agree to abide by the following:

1. All users must sign in before sitting down to work.
2. *If your are able,* please contribute $2.00 for the use of the computers, it really *does* make a difference.
3. No food or drink at or near the computers!
4. If the application you are using has sound, please turn it off.
5. Users under the age of 14 are welcome in the center until 7:00 pm, when they are asked to leave.
6. Children under the age of 10 must be accompanied by an adult.
7. Adults and youth have equal access rights to the computers during the times both are present.
8. The Center staff and volunteers reserve the right to ask anyone to leave the Center at any time for any reason.
9. Copying software from any of the computers and/or intentionally deleting or altering the contents of the hard drive will be cause for expulsion.
10. Users of the computer center are asked to remain only in the labs, the hallways connecting the labs and the restrooms to avoid disturbing other classes at SCALE.
11. No Rollerblades (or other skates) in the labs.
12. When the volunteers ask you to finish up because it's closing time, please be considerate and do so.
13. If there is a debate over the use of a computer, other work gets priority.
14. The computer labs are *only* open for public access during posted hours; if you arrive before public access hours begin, please wait in the front hall of SCALE.

CHAPTER 5

MAKING THE NNC OPERATIONAL–SCHEDULING, STAFFING, MANAGING VOLUNTEERS, MARKETING, AND EVALUATING THE NNC

INTRODUCTION

This chapter outlines the remaining issues that a NNC should consider after it has made necessary decisions regarding its physical needs. The NNC can use this chapter as a resource to help it to:

- determine the schedule for operations;
- recruit and train staff;
- manage volunteers;
- design a marketing and community outreach strategy; and,
- evaluate the NNC's success and operations.

Exhibit 5-1 provides a checklist to help the Steering Committee make sure that it has addressed each of these areas.

SCHEDULING

How Should a Schedule for the NNC Be Developed?

User Projections

The user projections are the NNC's best guess of how many people are going to use NNC facilities in general, during different seasons, on different days of the week, and at different times of the day. The projections will vary by program area and by season. For example, will there be fewer people or more people using the NNC during the summer or during holidays? The data gathered and tallied about resident needs (see Chapter 2 and Chapter 3) will be useful in estimating how many people are likely to use the NNC.

For developing a projection of the number of people likely to use the NNC, count the answers to the relevant questions that were posed to residents during the needs assessment process, such as, "Do you want to learn how to use a computer?" Once the NNC opens its doors, you can gain a more realistic estimate of users by instituting a membership database. This may require a computer for people to "log on" when they arrive at the NNC. At various times, this information can be retrieved and used as user projections. For example, the Harlem Community Computing Center created a membership database with software called Scan-One and Bar-One. These are scanning/bar code programs (and not the only ones on the market). The heart of the system is the Fox Pro for Windows database. It is Fox Pro that records all the information and creates membership cards, analysis reports, and lists. Chapter 7 contains additional discussion of user projections.

Time Constraints

The Steering Committee should include a schedule showing the hours of operation of the NNC in its business plan. The primary goal of the NNC schedule should be to allow the NNC to be open as much as possible. Another goal should be to provide adequate time for classes, individual instruction, and public access.

More people can use the NNC for more purposes the longer that it is open. However, accommodating the residents' needs must be given first priority in the schedule. For example, if the NNC decides that its program priorities are pre-schoolers, senior citizens and afterschool activities, then the schedule should block out mornings (for pre-schoolers and their parents), early afternoons (for the seniors), and mid-to late afternoons (for the school children). If, however, the program offerings are to include adult education classes, then the evenings must be reserved for the adults. Blocking out these times for dedicated uses means that the NNC will be closed to the general public during certain hours. If the NNC is only open at these times, then its programs will be limited to these 3 purposes. However, if it can be open at other times of the day, other purposes, such as electronic commerce, could be achieved. Generally, the amount of time the NNC will be open will be driven by the amount of money available to keep it open.

Accommodating needs of neighborhood institutions should also receive priority consideration. If resources permit, the NNC schedule should set aside time to be open to the community (public access time). The NNC should also encourage neighborhood institutions to schedule classes whether or not residents are included. These organizations often will bring their own teachers and students and pay a fee to use the NNC facilities.

The schedule must be certain so that the residents can rely upon it, but it must also be flexible if scheduling needs change. Post the schedule in locations where the residents and members of the community are likely to see it. Deliver copies of the schedule to individual apartments. Likewise, if the schedule changes, make sure the changes are widely circulated. Exhibit 5-2 is an example of a daily schedule of a community-based computer center.

STAFFING

What Are the Staffing Needs of the NNC?

The staffing needs of the NNC must also be described in the business plan. The most valuable asset of the NNC is the staff and this includes volunteers. Volunteers are discussed later in this Chapter. Hiring staff, developing personnel policies, staff development, and staff assessment are the discussed in this section.

Hiring Staff

Hiring staff begins with three steps.

Step 1: Determine the Functions of the NNC.

The Steering Committee or Search Subcommittee should list the activities that it expects the staff of the NNC will have to perform. Determine which activities can be addressed on a full-time basis and which should be addressed on a part-time basis. Consider which activities could and should be handled by the Steering Committee, which activities should be handled by paid staff, and which should be handled by volunteers. Exhibit 5-3 suggests activities that are commonly assigned to full-time and part-time staff. Each NNC should amend this list to meet its needs.

Step 2: Develop Job Descriptions.

Once these functions have been determined, the Steering Committee should develop job descriptions for the full-time and part-time positions. At a minimum, the Steering Committee should hire a NNC Director and make sure that the tasks described in Exhibit 5-3 are being done by someone.

A sample job description should have the following elements:

- Position Description;
- Duties and Responsibilities;
- Qualifications;
- Salary and Benefits; and,
- Application Deadline.

Step 3: Search for Qualified People.

The Steering Committee may establish a Search Subcommittee to recruit qualified people for paid and volunteer positions. The Search Committee should include:

- members of the Steering Committee;
- volunteers or representatives of neighborhood institutions; and,
- residents.

The search should then proceed by publishing the job descriptions in local and regional newspapers, circulating the descriptions to employment agencies and other neighborhood institutions, and posting the job descriptions at the NNC.

It is important to consider hiring residents for positions because resident staff members will begin to develop an even greater sense of ownership over the NNC. For example, resident teenagers can supervise and instruct the younger children. Teenagers who have developed a proficiency in solving technical problems can be hired as troubleshooters.

Initial Staff

The NNC Director Position

The NNC should have a full-time director if it is going to be open and operating during traditional business hours, Monday through Friday from 9:00 am to 5:00 pm. The NNC Director will likely perform the following tasks:

- **administration** such as hiring, firing, payroll, timekeeping, and making sure bills are paid;
- **budgeting** including tracking income and expenses;
- **reaching out** to neighborhood institutions;
- **scheduling** the hours of the NNC; and,
- **teaching** classes, if time permits.

The NNC may need additional staff to perform the tasks that HUD attributes to an "On-Line Service Coordinator" in HUD Notice 95-81. These tasks, which may be performed by paid or volunteer employees, include:

- developing programs;
- developing a computer literacy program for all property residents;
- coordinating and training volunteers;
- working closely with student teachers and teaching aides;
- keeping logs of class attendance and following up with those who may not be attending on a regular basis; and,
- working closely with a Social Services Service Coordinator (SSSC) who devotes at least 10% of his/her time to the NNC.

Personnel Policies

If the NNC is going to have employees, it must develop personnel policies. This is true whether there are one or ten employees. Personnel policies set out the legal responsibilities of the employer and the benefit packages available to employees.

Legal Responsibilities

If the NNC pays an employee, such action triggers certain obligations under state and federal laws. To ensure that it is meeting its obligations, the NNC should contact the local IRS and state employment tax offices to find out the NNC's filing obligations. The NNC should also contact the State department of labor or department of commerce/business to find out the NNC's obligations concerning, unemployment insurance, workmen's compensation, disability, and other labor practices.

Benefit Packages

The NNC must consider whether to offer benefits to its employees. Benefits can include health, dental and life insurance and vacation and personal leave. No matter what the benefit package arrangements are, a written policy should be prepared and distributed to the employees to whom it applies. The NNC should be aware that benefit packages can cost the NNC an additional 15%-30% of employees' salary. These costs must be reflected in the NNC financial projections (see Chapter 6 and 7).

Staff Development

Staff development is an important activity for the NNC. Staff development includes both training staff and increasing their job satisfaction. Topics for staff training should include enhancing knowledge and skills on computers, learning software packages, and discovering the newest developments in computer technology. Techniques to increase job satisfaction include giving employees and volunteers more responsibility, adding more activities, developing flexible hours, providing job sharing, and matching jobs with individuals' interests.

Consulting human resources professionals in neighborhood institutions will enrich the NNC development program and may produce volunteer instructors for the staff development workshops.

Staff Assessment

The annual performance evaluation process is the most common type of staff assessment. However, it is not usually perceived as helpful by many people. Increasingly, human resource professionals prefer a style that features continual feedback to the employee in order to reinforce good performance and stop poor performance quickly. Under this "coaching" concept, the year begins with the employee and the supervisor or board meeting to set goals for employee performance in the coming year. These goals are related to the overall goals of the NNC as well as to the specific assignment of the worker and his or her stage of professional growth. Goals must be agreed to by both the employee and supervisor.

As the year moves forward, the supervisor should frequently let the employee know how he or she is doing. Praise is important as well as constructive criticism. References to the mutually agreed upon goals should be a regular part of these conversations. Adjustments should be made in the performance standards as the year goes by.

The supervisor should take on a greater role in the employee's achievement of his or her goals. If the employee's performance has not been satisfactory, the supervisor should help the employee get on track. If progress has been good, both can enjoy the success, and presumably the NNC's goals are being met as well. Quarterly or annual reviews should be routine meetings and few surprises should arise. If feedback is constant (even daily, in some cases), these more formal reviews are typically used for adjustment (up or down) of the goals and performance standards for the employee for the year. Proponents of this system believe it is a very effective means of staff assessment for an organization that wants to continually improve its performance.

MANAGING VOLUNTEERS

What Role Will Volunteers Have in the NNC?

Volunteers not only reduce the staffing costs of the NNC, but they are an important source of energy and talent. Volunteers can provide valuable connections with funders in the neighborhood and in the community at large. Volunteers can also bring expertise and new ideas to the NNC. The recruitment, utilization, and retention of volunteers is as important an activity as staffing the NNC. The business plan must clearly reflect the role of volunteers in the NNC's operations. Issues concerning the use of volunteers are the subjects of this section.

Recruitment

The high level of interest generated for the NNC may result in the NNC having a regular stream of volunteers. In the event recruitment is needed, sources of volunteers include:

- residents of the housing developments served by the NNC;
- people who respond to an advertisement in a newspaper, a notice in the volunteer section of a newspaper, or an article in a newspaper;
- students, faculty, and administrative staff in schools, colleges, and universities;
- members of neighborhood institutions, such as, senior citizen organizations, youth groups, and disabled persons organizations;
- volunteer agencies, such as the United Way;
- employment agencies;
- the director of volunteers at hospitals, libraries, and television stations;
- the director of internships at colleges and universities; and,
- employees of local businesses.

Utilization

Volunteer Coordinator

In order to maximize the talents and enthusiasm of the volunteers, a volunteer coordinator is desirable. The responsibilities of a volunteer coordinator would include recruitment, utilization and retention of volunteers. The job description for a volunteer coordinator should be developed just like that for the NNC Director described above.

Activities

Volunteers can be used at all stages of the development and operation of the NNC and for any activity from “gopher” tasks to professional responsibilities. For example, volunteers can be used to:

- conduct the survey of residents;

- select and install the hardware and software;
- write grant proposals;
- instruct the NNC visitors on the computers;
- design marketing materials;
- answer phones, sign in visitors, and photocopy;
- provide any administrative or clerical task needed; and,
- create, edit and distribute a NNC newsletter.

Exhibit 5-4 will assist the volunteer coordinator to develop volunteer job descriptions.

Orientation

An orientation program for volunteers is important for them to feel welcome and comfortable with the NNC, its staff, and the volunteer responsibilities. The orientation program should have structure and be conducted over a period of several weeks. The program should have the following components:

- introduction to the NNC;
- explanation of the NNC goals;
- role-playing using examples of various populations;
- scavenger hunts to explore the NNC; and,
- problem solving including using the computers.

Schedule

After the orientation, the volunteers should be assigned their responsibilities and hours. A schedule can be flexible if the assigned tasks can be completed by an understood deadline. Otherwise, the schedule should be certain and posted. Establishing a schedule needs to involve a discussion with the volunteers. The schedule should not be imposed on the volunteers. The schedule should include times for the volunteers and volunteer coordinator to discuss their assignments.

Retention of Volunteers

Volunteering means working without pay, not without rewards. The most important rule concerning volunteers–thank them frequently and appropriately. Means of rewarding volunteers for their services can include:

- a volunteer recognition ceremony at which an award or certificate is given to each volunteer;
- personal time on the computers;
- Internet time for personal use;
- a mass transit pass for personal use;
- free tickets to sporting, cultural, or recreational events; and,
- invitations to NNC fundraisers.

MARKETING THE NNC

What is Marketing and Why is it Important to a NNC?

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

What Should the NNC Publicize?

NNC Activities and Accomplishments

The first year goals of the NNC's marketing strategy should be to:

- introduce itself to the community;

- become a familiar organization in the community; and,
- generate interest in its activities among the community.

The NNC should be aware that organizing activities of the NNC are its first public relations acts. After organizing is completed, the NNC 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 NNC;
- appointment of the Steering Committee;
- hiring of NNC staff;
- grand opening of the NNC;
- 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 with skills learned at the NNC, passing English fluency tests, earning a GED after attending GED preparation classes at the NNC, or communicating on the Internet; and,
- any electronic commerce activities it undertakes. For example, if the NNC 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 NNC is seeking to provide small business support, then this activity should receive similar marketing treatment.

After the first year, the public relations goals of the NNC 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 NNC within the community. The NNC, therefore, should publicize noteworthy activities and accomplishments of the NNC.

These should include:

- new program offerings;
- new partnerships;
- the appointment of new Steering Committee members;
- creating a NNC homepage on the Internet;

- accomplishments of students;
- feature articles on staff and special students;
- a "Year in Review" piece about the NNC;
- any foundation or grant awards;
- special attention the NNC receives from government officials, corporations, the media, or community organizations;
- designing a brochure about the NNC; and,
- producing a monthly newsletter about the NNC.

The NNC's activities and accomplishments will involve most NNC staff members and users. In order for the NNC to use their names and photographs in articles, press releases, and video footage, the NNC should obtain a general release (Exhibit 5-5).

Who Should the NNC Tell?

After the NNC decides what activities and accomplishments to boast about publicly, the NNC 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 using Exhibit 2-4 is a good starting point.
- **Why does the NNC want them to know?** For example, the NNC is having a grand opening and wants to encourage community residents to attend.
- **What do they need to know?** Using the above example, the NNC will want to publicize its location, its opening day, whether food and refreshments will be provided, the NNC 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 2-4 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;
- sending letters;
- 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:

The NNC's Target Audience for Marketing	The Purpose of the NNC's Marketing Efforts	What the NNC Should Publicize	How the NNC Will Market Itself
Other housing residents	–To attract users –To attract volunteers	–Its purpose –program areas –Hours –Volunteer and staffing needs –How to participate	–Flyers –Meetings –Articles in community newsletter
Local churches, synagogues, and mosques	–To attract volunteers –To encourage the donation fo funds and equipment	–Its purpose –Its location –How to participate	–Letters to clergy –Have representatives speak at services

Exhibit 5-6 is a chart, similar to the table above, that can assist a NNC to develop a community outreach strategy.

How can a NNC Reach its Target Audience?

Managing the NNC's Public Relations

To implement the NNC's public relations activities, the NNC will need a media specialist who has open access to the NNC Director and Steering Committee. Ideally, the NNC would hire a media specialist to write and place press releases, articles, and public service announcements. The more likely scenario is that a volunteer be recruited to assist with this

effort. Likely sources for such volunteers are the Steering Committee, journalism students attending the local college or university, or even reporters from the local high school newspaper.

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

Creating Media Opportunities

The NNC 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 NNC must identify and contact various types of media in order to get this type of exposure. In addition, the NNC 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 NNC 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.
- **Television stations, including networks with community news and cable stations.** The NNC will want to know if stations offer free airtime for Public Service Announcements (PSAs).
- **Radio stations, including network stations and college stations.** The NNC will want to find out about PSAs, talk shows that would be interested in interviewing the NNC 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 NNC 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 NNC 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 NNC staff openings for both paid and volunteer positions.

- **Trade publications.** The NNC 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 NNC may gain publicity and, perhaps, offers of technical assistance and funds.
- **Magazines.** Find out if a monthly magazine is published in your area.

The opportunities created by a community outreach strategy in the print and broadcast media will afford the NNC the widest possible exposure in the community.

EVALUATING THE NNC

Once the NNC is up and running, the Steering Committee and its partners must ask themselves, "Is the NNC Working?" Evaluation is what you do to learn if your NNC really is working.

Why Do You Need Evaluation?

Evaluations are useful to the governing board of the NNC because they will indicate if a program should be continued or discontinued, if a new program should be offered, or if an aspect of a program should be changed. Evaluations also can be useful to funders because funders like to see evidence that the organizations they fund are tracking their own effectiveness and operations. In fact, the Steering Committee and any subsequent governing board need to be aware of any reporting requirements of funders and must make the NNC staff aware of these requirements so that they can be incorporated into the evaluation process. Finally, evaluations can be useful for getting the opinions of the residents on a regular basis.

Evaluations can be performed by the NNC or with outside assistance, such as a consultant or a college or university.

What is Evaluation?

Evaluation begins with planning. Plans are like roadmaps that are drawn at the beginning to show where the Center is supposed to be going and the results that it is expected to achieve. The statements that describe the desired results are called goals. Goals will depend on the program focus for the NNC. A one year goal statement might read:

- By 1998, as a result of the Neighborhood Network Center, 50 project residents will be able to get computer-related jobs.

The statements that describe the results needed to achieve a goal are called objectives. Generally, three to five objectives are developed for each goal. Objectives for the goal mentioned above might read:

- By March 1998, 100 residents will become aware of the services of the Neighborhood Network Center through mail slot flyers.
- By May 1998, 75 residents will commit to getting computer related job skills and work out a written learning plan.
- By August 1998, 65 residents will have completed half of their plan as shown by attendance records and achievement records they keep.
- By November 1998, 50 residents will have the computer-related skills needed to make applications for five jobs.

Goals and objectives state what the NNC wants to do. Evaluations allow the NNC to compare what actually happened at the NNC with what everyone hoped would happen at the NNC. Success will be measured not just by what happened but what happened in comparison to what was planned.

Evaluators actually ask two questions.

- Question one asks people what happened to the people who used the NNC. For example, did NNC users learn how to use a computer? What software did they learn? Did they get high school diplomas? Did they get jobs? If you ask and answer these questions you are doing an *outcome evaluation.*
- Question two asks if the Center is the best it can be to help people? For example, was the NNC open during the most convenient hours for people who needed to use it? Does the Center have the best type of hardware and are there enough computers? Is there enough help for people to learn how to use the computers? When you ask and answer these kinds of questions, you are doing a *process evaluation.*

The rest of this chapter discusses these two types of evaluations in more detail.

How Do You Perform Evaluations?

Outcome Evaluation

An outcome evaluation answers the question, "Did you get the results you wanted from your NNC?" To complete an outcome evaluation, start with these five questions:

1. Who used the NNC?
2. How many times did each user use the NNC and how long did they stay?
3. What did the users do at each visit?
4. What happened to each user after each visit?
5. Did the number of users, the number of visits, and the things that happened after each visit resemble what the NNC wanted to happen?

The simplest way to get these answers is to have every user, at every visit, write down their name, the date, the time they came and went, and what they did while visiting the NNC. Each user should also record what hardware and software they used and if they had any thing good happen to them because of their work at the NNC. For instance, did they finish their GED, get into school, or get a job. The NNC can make it easy for this information to be provided by the user either by having a sheet of paper (a log) at the front desk for visitors to fill in when they first come into the NNC and before they leave (see Exhibit 5-7 for a sample user log) or by having the user input this information into the computer when he or she logs on and off the computer. See the user projection discussion earlier in this chapter. Every day the NNC Director (or a volunteer) should put this log in a safe place so it can be used when time comes to evaluate outcomes. If users don't want their names in the log, they can be given a private password that identifies them to NNC management.

Every month or periodically, the NNC Director or a volunteer should tally this information (see Exhibit 5-9 for a sample monthly user report). The NNC Director or a volunteer can then write a report for the Board, HUD, NNC users, and others who are interested. These comments may also become a part of the NNC's annual report and reference for future planning and evaluation.

Process Evaluation

In the process evaluation, the governing board, NNC Director, staff members, and volunteers should try to figure out if the NNC is really operating as effectively as possible. A simple way to make this determination is to ask if the NNC did what it said it would do.

For instance, was the NNC open when it said it would be? Did the NNC have the computers and supplies a user would need to do his or her work? Were the computers working when people wanted them? Did the NNC have enough and the right type of people to meet user's needs (a manager, volunteers, teachers, and other people to help visitors)?

Like the outcome evaluation, the best way to answer these questions is to write down what happens. But instead of writing about what happens to users, managers, staff and volunteers write down what they do, how often, when, and what happened because of their work (see Exhibit 5-8 for a sample staff/volunteer log). The following questions can help you figure out which type of information you will need to collect for a process evaluation.

1. Did users have the computers, supplies, and space they needed to meet their needs? Write in a log the hours that the NNC was open, what equipment repairs were needed, the number and types of requests users made concerning these issues, and what staff had to do to meet these requests.

2. Did users have enough help in using the computers. Write in a log the number and type of requests from users on computer use, who met these requests, the type of help that was given and how much time the help took.

3. Is what the NNC is doing working? Once a month (more in the beginning) or every other month, have everyone who works at the NNC meet together and talk about what has been going right and what has not been going so well. The NNC Director or a volunteer should write down the good, the not-so-good and the ways that everyone figures out how to fix what is not-so-good.

4. The NNC Director should also make sure that paid and volunteer workers write down the times they work at the NNC, the type of training they get, and any stories about workers that show how well or not-so-well the staff is doing in making the NNC successful.

Evaluation Reporting

The NNC Director should compile the logs and written records together in one report at the end of each year. The NNC may also want to use a more traditional evaluation report (See Exhibit 5-10 for a sample evaluation/comments form) to get additional user feedback. The report should tell what has happened to users (outcomes) and what the NNC has done (process) over the year. Besides a description of the outcomes and process, the report should include a discussion of what the NNC wanted to happen to users and what the NNC wanted to accomplish.

USING CHAPTER 5 TO DEVELOP THE BUSINESS PLAN

The business plan will include the following information from Chapter 5:

- the NNC schedule;
- initial staffing;
- the role of volunteers;
- marketing and community outreach strategy; and,
- evaluation procedures.

Exhibit 5-1

Checklist: Scheduling, Staffing, Volunteers, Marketing and Evaluations

- ☐ **SCHEDULE**
- ☐ **STAFFING**
  - ☐ Full-time v. Part-time
    - ❍ Positions
    - ❍ Director
    - ❍ Systems Coordinator
    - ❍ Media Specialist
    - ❍ Teachers
    - ❍ Other
- ☐ **BENEFITS**
  - ☐ Health
  - ☐ Dental
  - ☐ Life
  - ☐ Pension
- ☐ **VOLUNTEERS**
  - ☐ Coordinator
  - ☐ Activities
  - ☐ Orientation
  - ☐ Retention
- ☐ **MARKETING**
  - ☐ Plan
  - ☐ Staffing
- ☐ **EVALUATION**
  - ☐ Outcome
  - ☐ Process

Exhibit 5-2

Daily Center Schedule

Apple II Lab and Public Access — Winter ’92

	M	Tu	W	Th	F
9:00-10:00	**Powder-house, 3-4**	**Open Center for Children** Rick Feigenberg	**ABE II** Dolores DeVellis	**ABE III** Dolores DeVellis	**ABE Math** Patricia Wild
10:00-11:00	Eleanor Grogh	**ESL II** Charlotte Knox		**ESL 1A** Augie Suribory	**GED/ADP/ ERI** Ngaio Schiff
11:00-noon	**Even Start** Peter Miller	**Head Start** Chris Sangster		**GED** Mary Lou Olivieri	**Powder-house, 4-6** Florienne Santil
noon-1:00			**ESL Basic Skills** Joanne Holdridge		
1:00-2:00	**Public Access-Apple II, Mac & IBM/Council on Aging**	**GED/ERI** Ngaio Schiff	**GED/ERI** Ngaio Schiff	**Business** Ken Tamarkin Doreen Martelli	**Powder-house, 2,3** Linda Hanson
2:00-3:00					
3:00-4:00	**Scale Staff Development/ Access** Peter Miller Ken Tamarkin	**Public Access-Apple II, Mac & IBM**	**ESL/ERI (PCs)** Cindy Westhoff		**Community Schools** Bill Mahoney
4:00-5:00		**Community Schools** Lisa Ponaruma			
5:00-6:00					
6:00-8:30	**Public Access**: **Apple IIs, Macs, and IBM pc-compatibles** **ESL Read/Write** - Miguel Villanueva			**ESL 1&3** Marie Lindahl Gwen Davies **WordPerfect** Theresa Haley	**Public Access-Apple II, Mac & IBM**

Exhibit 5-3

Staffing Checklist

FULL-TIME STAFF

- ☐ **Director** runs the day-to-day operation and management of the NNC.
- ☐ **Systems Administrator** sets up the NNC and handles any technical problems that arise. (A full-time systems administrator may be necessary depending on the size of the NNC).
- ☐ **Clerical** person to answer the phones, photocopying and serve as receptionist.

PART-TIME STAFF

- ☐ **Clerical** person to answer the phones, photocopying and serve as receptionist.
- ☐ **Outreach Employee** is the person who conducts outreach to neighborhood institutions and potential NNC users.
- ☐ **Teachers/instructors** for various programs.
- ☐ **Teachers/instructors** for teachers who bring groups to the NNC.
- ☐ **Systems staff** for setting up the NNC and solving technical problems as they arise.
- ☐ **Fundraising Staff** to conduct fundraising events
- ☐ **Volunteer Coordinator**
- ☐ **Maintenance Staff** (including cleaning the NNC facility and repairing the equipment).
- ☐ **Escorts** for senior citizens and children
- ☐ **Security** to open and lock the NNC facility.
- ☐ **Security** for storing the computers, printers, software and workproduct.
- ☐ **Job counselor**
- ☐ **Media Specialist** to identify media opportunities, write and place press releases, articles, and public service announcements.

Exhibit 5-4

Guide for Developing Volunteer Job Descriptions

Job Title

This will be the volunteer's identification. Give this as much prestige as possible.

Major Objective

A short concise statement, reflecting the ultimate goal of the service to be performed.

Qualifications

Include all things necessary for the effective performance of duties, listing requirements from physical to human qualities desired. Be careful not to over qualify the position, you could lose some excellent volunteers due to stringent educational requirements. Specifics such as a car, proper insurance, if needed, etc., should be noted.

Responsibilities

As specifically as possible, list each duty and responsibility of the job.

Orientation/Training

This includes the nature of, specific content needed in, and the approximate hours for orientation and training, identifying persons who will conduct the training.

Time and Place

This should include the exact duty hours, which days of the week and the place where the volunteer is to perform the services. BE SPECIFIC.

Commitment

The minimum number of months you need from the volunteer based on your investment in training and supervision becomes the minimum length of commitment for the volunteer. A maximum time commitment should also be specified.

On the Job Supervision

Name of the supervisor or the position of the supervisor. In most cases, this will be the staff person with direct responsibility for the service. Include schedule of supervisory sessions.

Benefits

List any available benefits to the volunteer i.e. free parking, coffee, mileage reimbursement and insurance.

Frustrations

Those aspects of the job which can be frustrating, e.g. the record keeping.

Satisfactions

Those aspects of the job which can give the volunteer real satisfaction and learning.

Exhibit 5-5

General Release

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

Applicant Signature _____

Date _____

Parent/Guardian Signature _____

Exhibit 5-6

Community Outreach Planning Worksheet

The NNC's Target Audience for Marketing	The Purpose of the NNC's Marketing Efforts	What Should

Exhibit 5-7

Sample User Log

Date	Name/Number	Start Time	End Time	Task
3/10/96	Hilda Rivera	11:15 AM	1:30 PM	Learn Word Processing
3/10/96	Eddie Vedder	11:30 AM	1:30 PM	Learn Word Processing
3/10/96	Essie Brown	11:30 AM	1:30 PM	Learn Word Processing

Exhibit 5-8

Sample Staff / Volunteer Log

Date		Start Time	End Time	Activity
3/10/96	Teacher Joe Byte	11:00	1:45	Teach Word Processing

Exhibit 5-9

Sample Monthly User Report

Month:	# User	# Hours	Training	Job Search	School Work	Other
1 March 96	3	6.25	✔			
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						

Exhibit 5-10

NNC Evaluations Comment Form

1. Date _____

2. Name _____

3. In the past year, about how many times did you use the Computer Learning Center? _____

4. Describe how you used the Computer Learning Center:

   _____

   _____

5. Did you find the staff or volunteers helpful: (circle one)

   all of the time some of the time never

6. Did you find the equipment and space met your needs: (circle one)

   all of the time some of the time never

7. As a result of using the Center, check all of the following that happened.

   Learned about computers: ____
   Learned about software: ____
   Learned wordprocessing: ____
   Learned spreadsheets: ____
   Got job interviews: ____
   Got a job: ____

CHAPTER 6

FUNDING THE NNC

INTRODUCTION

Now that the Steering Committee has made decisions about such key topics as program areas, computer hardware and software, hours of operation, staffing, and marketing, it has to determine if it can find the money or resources to start-up and run the NNC the way it would like to. This process is called "budgeting." Each new NNC will actually have two different budgets:

- **a start-up budget** detailing the onetime costs of setting up the NNC and the sources of funds that will be used to cover these costs; and,
- **an operating budget** detailing the ongoing costs of operating the NNC and the likely sources of funds that will be used to meet these costs.

This chapter provides guidance on budgeting, explanations about the realistic sources that a NNC may be able to tap for funds, and advice on how to seek out these funds. However, it is drafted to be used together with the *Financial Plans* sections of the business plan in Chapter 7, which provides more in depth, step-by-step help in developing financial projections for the NNC.

BUDGETING

How Is a Budget Prepared?

Budgeting requires three types of estimates:

- estimates of the costs of starting-up and then operating the NNC;
- estimates of how much money the NNC is likely to be able to raise for these purposes; and,
- estimates of the likely places that the money will be coming from such as user fees, foundation grants, and so forth.

A budget should be developed in three steps.

Step 1: Make a Detailed List of NNC Expenses.

This requires listing the areas of expenses, stating particular items in each area, estimating how much money will be spent on each item for the start-up phase and then the first year of operations. Present this information in a line item format.

For example:

Office Expenses	Annual Costs
Office supplies	$500
Copying	$300

Step 2: Make a Detailed List of Income Sources.

This requires listing the income sources, such as cash from user fees, in-kind contributions, contributions of public monies, and private sector contributions. Within each income source, identify the particular source, such as a grant from the United Way or hardware donations from the company in town. Then, identify the amount of funds coming from each

income source. Finally, present this information in a line item format.

For example:

Income Source	Annual Income
User fees	$1,000
Private sector contributions	$2,000
In-kind use of church auditorium	$2,000

Step 3: Arrange the Information Collected in Steps 1 and 2 in an Easy to Read Format.

Exhibit 6-1 is a good example of an easy to read format. The income sources are broken down by source and recorded on the first page. The operating expenses are broken down by cost category over the first three and a half pages. Finally, the start-up expenses are detailed separately on the last page. There is no right way to present this information. The key is that a person from outside the organization should able to understand the entire financial picture.

NNC FUNDING

What are Likely Funding Sources and In-Kind Contributions?

Potential funding sources include:

- private and corporate contributions, including foundations, and funding organizations such as United Way;
- government funding;
- user fees, including revenues generated from partnerships within the community (see Chapter 7);
- electronic commerce (see Chapter 3); and,
- fundraising events.

A carefully selected Steering Committee or Fundraising Subcommittee should be able to assist the NNC with identifying funding sources.

Private and Corporate Contributions

Private contributions usually include individual donors, who, in some cases, may even wish to remain anonymous. Private contributions also include donations by individual members of the Steering Committee.

Corporate contributions include contributions by corporations, funding organizations, foundations and others.

Corporations

The inventory of resources (see Chapter 2) will hopefully reveal which companies give grants to community organizations. The corporate members of the Steering Committee should also be tapped for contributions. In addition, personal appeals should be made to other people who might contribute money or in-kind contributions to the NNC.

Foundations

Sources for information about foundations include:

- **The Foundation Center** is a national, nonprofit clearinghouse for information on private and corporate foundations and grants. The Center assists in matching foundation interests with nonprofit needs by publishing reference books on grantmakers and disseminating information on grants to nonprofits;
- **the local public library** should have manuals listing foundations by location, kind of activity, and level of funding. Begin with the foundations in your state. Ask the librarian for assistance in locating directories such as *1000 Foundations, Computer Grants Directory, Directory of Computer and High Tech Grants,* and *National Directory of Corporate Giving*; and,
- **the telephone book** should have a listing under "Foundations."

Funding Organizations

The United Way is a leading funding organization worth investigating for funds. Before applying for funding there, inquire whether corporations *will not* fund you if you receive United Way support.

Other sources

The local Chamber of Commerce, Kiwanis and Rotary Clubs, BPOE and any other business associations may give grants or their members may know of local businesses that give grants. Local colleges and universities may also give grants.

Government Funding

Funding can come from local, state, and federal funding sources. Usually, any government application process requires evidence of the NNC's track record thus making record keeping by the NNC an important activity. In addition, the services for which the NNC is requesting funds must closely match the funding agency criteria.

Local and State Funding Sources

The inventory of resources (see Chapter 2) will hopefully identify the specific local government agencies and their grant resources. For example, the municipal, county, or regional government should be asked to earmark Community Development Block Grant (CDBG) funds for the NNC.

U.S. Department of Housing and Urban Development

The U.S. Department of Housing and Urban Development (HUD) may be a source of funding for the NNC. This section will discuss which types of properties can apply to use funds to support an NNC, what the sources of the money can be, and what the money can be used for. This information can be found in HUD Notice 91-85 provided in the Reference Materials section of this manual.

On behalf of the Steering Committee, a property owner may apply to HUD for permission to use certain funds if three requirements are met. First, the housing development served by the NNC must be HUD-insured or HUD-assisted. Second, the business plan (see Chapter 6) must be approved by HUD. Finally, HUD must approve the items for which HUD resources will be used.

The property owner may use the following funding methods, with HUD approval, to fund NNC activity:

- **funds borrowed from a financial institution.** The owner may obtain a loan from a lending institution in order to buy hardware and pay for other start-up costs. The loan cannot be secured by the property. Surplus cash or other outside sources may be used to repay the loan. A rent increase cannot be required to support the loan.

- **Residual Receipts Account.** The owner may be able to use funds from the Residual Receipts Accounts to fund a NNC to the extent that HUD determines that these funds are not required to maintain the habitability of units or to meet other building needs.

- **owners' equity.** Owners of limited distribution property can increase the amount of their initial equity investment (and, in turn, the yield on their distribution) to the extent that they invest their own, non-repayable funds in the NNC. A rent increase, however, will not be approved to provide for additional yield.

- **funds borrowed from the Reserve for Replacement Account.** The owner may be able to use funds from the Reserve for Replacement Accounts to fund a NNC to the extent that HUD determines that these funds are not required to meet anticipated repair and replacement needs of the property.

  If this source of funds is selected, then a scheduled repayment plan also must be submitted illustrating how the Reserve for Replacement Account will be replenished consistent with future replacement needs which have been identified.

- **rent increase.** Owners of properties where rents are set under the Budgeted Rent Increase Process may request an increase to cover the costs of a NNC. These increases will be approved at HUD's discretion subject to availability of funds.

- **requesting a special rent adjustment.** Under certain, specific situations established by HUD (see Reference Materials), the maximum monthly rent for units under a Section 8 contract may be increased to meet the costs of a NNC.

HUD will permit its funds to be spent on:

- **computer hardware.** This includes computers, wiring, network servers, special phone lines, and training costs.

- **computer software.** This includes software costs for multimedia applications, educational and job training skills, office and business skills such as wordprocessing and database programs, and access to the Internet.
- **distance learning equipment.** Videocasting and other distance learning equipment may be funded by HUD.
- **security measures.** This includes costs necessary to protect the hardware and software from theft or vandalism. Insurance coverage for the NNC may also be a permitted use of HUD funds.
- **space use/retrofit.** Minor retrofit costs are allowed.
- **On-Line Service Coordinator (OLSC).** The salary for NNC staff to perform the following tasks is an eligible expenditure of HUD resources:
    - develop programs;
    - develop a computer literacy program for all property residents;
    - coordinate and train volunteers;
    - work closely with the student teacher and a teaching aide;
    - keep logs of class attendees and follow-up with those who may not be attending on a regular basis; and,
    - work closely with a Social Services Service Coordinator (SSSC) who will devote at least 10% of his/her time to the NNC.

Other Federal Funding Sources.

The U.S. Department of Labor may have grants for employment and training purposes, the U.S. Department of Education for education programs, the U.S. Department of Health and Human Services for preschool and afterschool activities, and the U.S. Department of Commerce for electronic commerce activities. For more information about these grants, see the listing of other federal funding sources in the Reference Materials section of this manual.

User Fees

Some funding can be generated by charging:

- **membership fees.** The NNC should offer memberships to residents at individual and family rates. The membership fees should be paid all at once or at every visit. The fees should be reasonable for the population being served, such as a fee equal to round trip bus fare or subway fare to the NNC. For example, the Harlem Community Computer Center offers the following membership rates for a six month period:
    - individuals are charged $30;
    - families (up to 5 people) $35;
    - seniors are charged $15; and,
    - children are charged $15.
- **class fees.** Fees could be charged to individuals for attendance in classes. In addition, if neighborhood institutions use the NNC to conduct classes for their own members, it is appropriate for the NNC to charge the neighborhood institution for the use of the NNC.
- **public access fees.** Visitors to the NNC should be asked to make a contribution. No one should be denied access to the NNC for inability to make a contribution.

A method for projecting reasonable user fees is described in the *User Fees* section of the business plan in Chapter 7.

Electronic Commerce

As discussed in Chapter 3, electronic commerce is a term used to describe a variety of business activities that can be conducted at the NNC and that generate income. The business activities include outsourcing, small business support, self-employment, and entrepreneurship. If the NNC had a role in training individuals to be successful in business or if the NNC is used for certain business activities, then it would be appropriate for the NNC to share in the revenue generated by these business activities. The NNC must develop a system for sharing profits.

Fundraising Events

Fundraising activities not only provide another source of funds for the NNC but they also serve two other purposes–they heighten awareness of the NNC in the community and they allow lots of people to support the NNC.

Events to raise money vary tremendously. For example, a NNC might hold a bake sale, a reception at a local hotel for a charge of $50 to $100 per person, or a silent auction. The NNC user community, business and government leaders, existing funders, potential funders, potential Steering Committee members, and community partners should be invited to all fundraising events.

If the purpose of an event is to heighten awareness of the NNC and get a lot of people involved, begin a tradition of an annual event such as a bike trip, walkathon for which people collect pledges, or an auction (where, among other things, a Webpage designed by NNC members can be auctioned). Other ideas include a fair where NNC members can display and sell their work or where NNC members who are self-employed can sell their goods and contribute a percentage of the proceeds to the NNC.

In-Kind Contributions

In-kind contributions are donations given to the NNC other than cash, such as, hardware, software, space, volunteer supervisors and teachers, clerical assistance, and accounting services. A carefully selected Steering Committee can be a tremendous source not only of cash but also of the resources needed to operate the NNC. Strategic partnerships with local neighborhood or community organizations can also provide in-kind contributions in order to get the NNC operational. Use the data gathered in Chapter 2 and recorded on Exhibit 2-7 to identify likely in-kind contributions.

In-kind contributions are of two types: solicited and windfalls. Windfalls usually happen by chance. Most in-kind contributions, however, must be solicited. Solicitations require formal requests.

How Should the Steering Committee Go About Soliciting Funds or In-Kind Contributions?

Solicitation of funds and in-kind contributions involves both informal and formal means. When a Steering Committee member asks a business associate or friend to contribute funds or to make an in-kind contribution, this is informal fundraising. A request from a friend or longtime associate is a very effective means of raising money. Each Steering Committee member should be asked to be responsible for raising a set amount for funds, whether in cash or in-kind contributions.

Formal solicitation from private and corporate sources requires a four step process.

Step 1: Define the Project.

Elements defining the project include:

- What is the need being addressed?
- What is the goal of the program?
- How will the project achieve this goal?

One of the key purposes of the business plan (see Chapter 7) is to clearly define the project for funders and interested parties outside of the Steering Committee and the NNC family.

Step 2: Research the Sources of Funds.

Help in this area was discussed in the *Private and Corporate Contributions* section earlier in this chapter.

Step 3: Write the Proposal.

Before writing the proposal, call each identified potential funding source and ask for their annual report, their application requirements, and their guidelines for proposals. After you receive this information, pay attention to the deadlines, initial contacts, and size of the average grant.

The likely elements of the proposal include:

- **a summary page.** If an application form is not provided, prepare a brief summary which includes the name, address, and telephone number of the NNC, and the name of the NNC contact.
- **a proposal narrative.** The proposal should be five or more pages and include the following parts:
    - project statement;
    - statement of need;
    - statement of capability;
    - implementation plan;
    - staffing plan; and,
    - budget.

- **enclosures and attachments.** Include such items as the NNC's business plan, resumes of senior staff, a list of members of the Steering Committee, press clippings, letters of support from the Steering Committee and potential partners, the most recent annual report and financial report, and a copy of the NNC's 501(c)(3) designation from the IRS.

- **a cover letter.** The letter should be addressed to the contact person given in the application materials. The amount of the grant sought, other foundations to which the NNC has applied, and a request for an interview should be included in the cover letter.

Step 4: Follow Up.

Try to arrange a meeting. Keep the corporate or foundation officers informed by correspondence about the project by sending any press clippings, grant awards, equipment donations, and so forth. Invite the officers to any open house or holiday party that the NNC sponsors.

If the proposal is accepted, thank the funder with a thank you letter. When the NNC receives the funds, write another thank you letter. Most funders, request interim progress reports. Be diligent about meeting these deadlines. If the proposal is rejected, call the officer to find out why the proposal was rejected. Ask how the proposal could have been more effective. Ask if any information was missing. Find out when the reapplication process begins. Finally, write a letter thanking the officer for his or her time.

For example, assume the NNC wants to solicit an in-kind computer hardware contribution. First, prepare a plan that describes the desired hardware. The plan should include:

- a statement of how the software and hardware will benefit your program (for example, it might facilitate educational tasks, administrative tasks, or public access to the NNC);

- a description of minimum acceptable standards, the number of hardware systems you need and can physically accommodate, required peripherals, operating systems, and other software required for the intended use;

- the number of staff able to use the equipment and the number remaining to be trained;

- sources of assistance in providing staff development, program development, and technical assistance; and,

- the amount in the budget to support the above activities.

Once the contribution has been committed, get details of any donation from the donor. Such details include:

- the name, title, address, and phone number of the donor;
- how the donated systems and software differ from the plan with respect to type, components, memory, practicality of use, need for staff development, and so forth;
- the working order of the hardware;
- the legal right of the donor to give the NNC the software and the legal right of the NNC to use it; and,
- the donor's willingness to pay for the delivery of the equipment to the NNC.

If the donated equipment is several years old, before acceptance, research the availability of repair services and spare parts.

With regard to donations of hardware, do not agree to provide the donor with a written dollar evaluation of the donation. Do not accept a lower grade or earlier model than that which the NNC already owns unless there is a specific use for it. Finally, do not accept equipment in poor condition unless the funds are available to repair it and such repair will be cost effective.

A Word on Sustainability

Funders, users, and neighborhood institutions are all going to want to know that what the NNC is asking them to invest in or to partner with is going to be "sustainable" or around beyond the first year. When developing the NNC's budget and the financial plans sections of the business plan, be sure to emphasize how sustainable the Center will be after start-up and the first year's operations. In fact, as described in the *Financial Plans* section of Chapter 7, the NNC will have to provide annual budgets for the first three years of operations to reflect "sustainability." Obviously, multi-year commitments of money or in-kind contributions make the NNC more sustainable and will provide everyone with a degree of comfort that their investment will prove worthwhile.

USING CHAPTER 6 TO DEVELOP THE BUSINESS PLAN

As stated earlier, this chapter was drafted to be used together with the *Financial Plans* section of the business plan in Chapter 7.

Exhibit 6-1

Sample Budget Report

PROJECTED OPERATING EXPENSES					INCOME SOURCES			
					In-Kind	Revenue	Public Monies	Private Sector
PERSONNEL								
Salaried	position	% time	base salary	budget amount				
Abe								
Betty								
Carmela								
Deirdre								
Eduardo								
Frank								
Total salaries	>>>>

Professional fees	# d-hr-mtgs	rate per		budget amount				
Accountant								
Bookkeeper								
Consultant #1								
Consultant #2								
Honoraria								
Subtotal prof. fees	>>							
TOTAL PERSONNEL	>>							
OTHER OPERATING EXPENSES								
Site Costs	last yr budget	last yr actual	% increase	budget amount				
Rent								
Utilities								
Maint. Suppl.								
Cartage								
Subtotal	>>							
Sec. & Insur.								
Alarm Co.								
Liabil. & Theft								
Equip. Insur.								
Keys								
Fire equip.								
Subtotal	>>							
Hdwe & Sftwe								
Hdwe repair								
Sftwe purch.								
Comp. suppl.								
Subtotal	>>							
Office Expenses								
Supplies								
Equip. maint.								
Copying								
Printing								
Subtotal	>>							
		(continued on following page)						

Communications								
Telephone								
Postage								
Messenger								
FAX								
Subtotal	>>							
PTW Network								
Telecom								
Workshops								
Conference								
Memb. Fee								
Subtotal	>>							
Educ'l. Materials								
Books								
Periodicals								
Other								
Subtotal	>>							
Travel & Entert.								
Local								
Fare & Liv. Exp.								
Special Events								
Subtotal	>>							
Newsletter								
Reproduction								
Printing								
Dissemination								
Subtotal	>>							
Depreciation								
Hardware								
Office Equipment								
Furniture								
Subtotal	>>							
Other								
Misc. fees								
Discretionary								
Subtotal	>>							
		(continued on following page)						

TOTAL OOE	>>>							
Subcontracts & Capital Expenses								
Subcontr #1								
Subcontr #2								
Subcontr #3								
Capital expenses								
Hardware								
Furniture								
Off. Equip.								
TOTAL Subcontracts & Capital Exp.		>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>						
GRAND TOTAL	>>>							
PROJECTED START-UP EXPENSES								
Labor (Site Preparation)								
Construction								
Painting								
Telephone								
Security								
Miscellaneous								
Purchases								
Hardware								
Furniture								
Off. Equip.								
Supplies								
Other								
Consultants								
Meetings								
Publicity								
Miscellaneous								
TOTAL Start-Up Costs	>>>							

CHAPTER 7

PREPARING A BUSINESS PLAN FOR THE NNC

INTRODUCTION

At this point, the Steering Committee has thought through the essential questions.

- What will the future users of the NNC need?
- What will the NNC program areas be?
- How will the NNC operate?
- What will the NNC cost to start-up and operate?

The Steering Committee must now reduce all these decisions to writing and put them in a format that is understandable to the outside world. This format is called a business plan.

What is a Business Plan?

A business plan tells other people what you are going to do and how you plan to do it. A business plan lets people know you are serious about this project and have taken the time to think about all of the little pieces. The business plan takes all of the information you have collected so far and puts it together in a useful way.

A business plan is used for many purposes. It can be used to tell people about your project or as a guide to help set up your program and help you run it. A business plan can be used to show partners and funders why you need their help or to demonstrate to staff what they will be doing. Also, for the purposes of applying for funding from HUD, the business plan is an acceptable substitute for a Computerized Community Connection Plan (CCC Plan) as described in HUD Notice 95-81(HUD). It is important to look at your business plan at least once a year. It may need changes or you may decide to completely redo certain sections.

Getting Started

Developing a business plan can be a long process, but it is not difficult if you take it one step at a time. Up to this point, you have collected a lot of information. Now you will organize the information and begin to actually plan your program and decide what it will take to make it work. You should plan a series of meetings for the Steering Committee to work through each section in the business plan.

The business planning process helps the Steering Committee make decisions about your NNC and write them down. As you work through sections of the business plan, you may find that you need to go back and make changes to sections you wrote earlier. This is a normal part of the planning process.

Outside Support

It may be useful at this point in the process to bring in an outside person to help your Steering Committee develop the plan. It would help to have a member of the Steering Committee with financial or business skills, especially to help with the budgets. If no one on the Committee has these skills, you may want to bring someone in. A suitable person may be available at a local community development corporation (CDC), Small Business Development Corporation (SBDC), or a local community college or business school. You may be able to find someone from one or these institutions who is willing to work with you pro bono (without asking a fee). For further information on budgeting, see Chapter 6.

Integration with the Other Sections of the Manual

Up to this point, you have gathered information. Now you are starting to write your business plan. In most sections you will start with information you already have. The sections will help you decide what else you need to know. Below you will find a table that lists the sections of the business plan and the sections in the rest of the manual that contain information you will use when writing your business plan.

Business Plan Section	Subsection	Source of Information From Earlier Chapters
Program	Needs Assessment	2 and 3
	Program Description	3
	User Projections	3 and 5
	Community Partners	2 and 3
	User Fees	6
Operations	Organization, Staff, Governance	1 and 5
	Start-up Needs	4, 5, and 6
	Ongoing Needs	4, 5, and 6
	Timelines	1
	Communication	5
	Possible Problems and Solutions	
Financials	Start-up Expenses	4, 5, and 6
	Start-up Income	4, 5, and 6
	Ongoing Expenses	4, 5, and 6
	Ongoing Income	4, 5, and 6
	Presentation and Revision	6
Presentation	Attachments	Based on Business Plan
	Executive Summary	Based on Business Plan
	Table of Contents	Based on Business Plan
	Cover Page	Based on Business Plan
	Binding and Distribution	Based on Business Plan

THE BUSINESS PLAN: SECTION BY SECTION

This guide takes you through each section of the business plan in the order that you will write your plan. Usually, this will be the order in which you do the work, but sometimes you will have to go back and change earlier sections as you figure out more about your NNC. To prepare each section of the plan, you will need the information that you gathered as you went through this manual. You will also need to meet with the Steering Committee to discuss each issue and to develop the actual plan.

At the end of this chapter there is a section called *Presenting Your Plan*, that will describe how to prepare the Cover Page, Table of Contents and Executive Summary, as well as how to put together the final version of the plan. These three sections will be presented at the beginning of the business plan, even though they are prepared at the end.

As you go through this chapter, you will find the following tools:

- **"boxes"** describe the purpose of each subsection and what questions you are answering in the section. They also tell you where to look in the rest of the manual for information needed at this point;
- **"shaded boxes"** give examples to show how something might look in your plan; and,
- **"notes boxes"** are a place to write down notes, ideas, and questions about the business plan, but are not enough space to write the entire business plan.

The Steering Committee should decide on a way to collect and organize all of the pieces that go into the business plan. You may want to create a notebook or files for each section of the plan.

Program

This section describes your program offerings and why they are the right choice for your community. This section of the business plan is made up of five subsections: needs assessment, program description, user projections, user fees and community partners. These subsections are useful planning tools for the start-up of your NNC. You will need to return to this section each year as you prepare your budget for the next year. After several years, it may be useful to do another needs assessment to help develop new program areas for the NNC.

Needs Assessment

Purpose: The information gathered in a needs assessment is used to develop an understanding of the most useful program areas for your NNC.

Question to Answer: What are the important needs among the residents?

Reference: The information gathering process for this section is described in Chapter 2 and the analysis of this data is in Chapter 3.

It is critical to show how much the program you are planning is needed by the residents. This process will help you be sure that your program really will meet needs in the community. It will also help you explain the community's needs to others. This process is important to complete even if your Steering Committee has already identified the program areas that you would like to implement.

Steps to Presenting the Needs Assessment in the Business Plan

1. Discuss the process that the Steering Committee went through in order to get the needs assessment data (for example, use of small focus groups, NNC survey, and so forth).
2. Summarize the findings in a written report. For example:

   - Over half of the adult residents have not finished high school. Of those 40 are unemployed.
   - Forty of the middle-school students are below grade level in reading and math.

3. Review Exhibit 3-3 and describe how the information led the Steering Committee to choose the program areas ultimately selected. For example:

   - Adults could use a GED program.
   - Middle school students could use help with their school work.

This is an example of how to prepare the summary of the needs assessment for the business plan. Other information that you collect as part of the needs assessment can be included in the attachments section.

Needs Assessment

In a study of resident needs completed through focus groups, two groups were identified who could use the services of the NNC.

- Over 60% of the adults in the community have not finished high school and 40 of those are unemployed. A GED program would provide these people with qualifications to get some entry level jobs that they cannot get now.
- 50% of the middle school students are below grade level in reading and math. An after school tutoring and computer program would help them to get interested in learning and bring them up to grade level.

Notes

Program Description

Purpose: A description of the program areas is the basis of the business plan. This section of the business plan describes the activities of the NNC and determines the staffing, financing, and all other parts of the program.

Question to Answer: What program(s) are you planning to offer?

Reference: The description of program areas is based on Chapter 3 as well as operational decisions made in Chapter 5 concerning issues such as staffing and evaluation.

The description of program areas should explain the program in enough detail for readers to know what you plan to do.

Steps to Preparing the Description of Program Areas Section of the Business Plan

1. Explain the process, that you went through in Chapter 3, of considering resident needs and available resources of neighborhood institutions in selecting the NNC's program areas. Again, use Exhibit 3-3 to assist you in describing this process.
2. For each program area you should discuss how you will do it. This includes the name of the program, its goals and objectives, hours of operation, staff, and what you hope the participants will get from it.

This is an example of how to prepare the summary of the program description for the business plan. Other information that you collect as part of the program description can be included in the attachments section.

Program

The goal of the Adult Education program is to offer a GED class using computers. The GED program will be classes of 10 people each that will meet 2 times per week for 10 weeks. The program will need 1 teacher and 1 assistant. The program result will be that 7 participants get a GED.

The goal of the afterschool program will be to introduce kids to computers and show kids how computers can be fun and educational. The afterschool program will have 1 staff person for every 10 kids and be open from 3-6, Monday through Friday. The program will focus on fun with computers, math and English skills improvement. The result will be that fewer kids will get into trouble and they will do better in school.

Notes

User Projections

Purpose: The user projections tell the reader how many people you expect to use the NNC at various times. This information will help you prepare the rest of the plan, especially the parts on staffing and financial needs.

Questions to Answer: How many people will use the NNC? For which programs? What will a weekly schedule look like?

Reference: The information you gathered in Chapter 2, 3, and 5.

The user projections are your best guess of how many people are going to be using the NNC at various times of the day, days of the week, and seasons. The projections will vary by program focus and season. For example, will there be fewer or more people using the NNC during the summer or at holiday times?

You will base your best guesses on the information you have gathered. Some guesses will be right and others will not. As you develop and begin operating your NNC, you may need to adjust your business plan and activities. When you plan for the second year, you will have more information from the first year of experience to use to make projections.

Steps for Developing User Projections for the Business Plan

1. For each program area, try to figure out the number of people that are likely to want to attend the program and how many the NNC will be able to handle. Use any information you developed in Chapter 5.

   One way to do this is to use a calendar and for each day put in the number of people you expect to attend each session. For the first couple months, you will want to have separate projections to reflect growing use of the NNC. For example:

One Week Schedule for Month One of Operations							
Program	**Hours**	**Mon.**	**Tues.**	**Weds.**	**Thurs.**	**Fri.**	**Sat.**
GED	9-1	10		10		10	
Seniors	10-2		6				
Middle School	3-6	20		20		20	
Kiddie Program	3-4:30		8		8		
Ope n Drop-in	9-2						9-2

2. Summarize this information in the business plan. The calendar worksheets can be attached to the back of the business plan.

This is an example of how to prepare the summary of the user projections for the business plan.

User Projections

Based on the needs assessment and our program plan we are projecting that:

- 10 people will sign up for the first GED session and 25 for the second session; and,
- 20 children will attend the after school program for the first month, 25 the second and third month, and 30 thereafter.

Notes

User Fees

Purpose: The user fee section of the business plan will help to determine what people are willing to pay and how much the NNC needs to charge.

Question to Answer: What is the fee structure for the NNC?

Reference: Use the information you gathered in Chapters 2 and 3 to help you think about what people will be willing to pay.

Now that you have determined what people need, what programs you are likely to provide, and how many people will use them, you need to start thinking about what people will be willing to pay to use the NNC and how much the NNC needs to charge to offer the desired programs.

Income for the NNC can come from user fees, money raised through fundraisers, and income from NNC business activities such as data entry or graphic design. User fees can be charged per use, per course, per month, or any other way that fits your NNC.

Steps for Thinking About User Fees

1. Develop a range of prices for each program. Think about who you are projecting will use the program, what they are able to pay, and what they will get in return. Will you let anyone come for free? Do you want fees for some programs and not for others? Will fewer people attend if there is a fee?

2. In the *Financial Plans* section later in this chapter, you will figure out how much you will need people to pay in order to provide the program. Then you will return to this section and figure out how many people you think will be willing to pay that amount.

This is an example of how to prepare the summary of the user fees for the business plan:

Fee Structure

Middle school students will pay $0.25 per visit to the NNC. They will be encouraged to work with the NNC staff to raise money through bake sales and car washes.

The GED course will cost each participant $50 for the ten week session. This can be paid as a lump sum at the beginning of the week or $5 per week.

or

Fee Structure

- Membership fees are_____:
- Fees for outside groups to conduct classes are_____:
- Fees during public access time are_____:
- The profit sharing formula for business activities conducted by or at the NNC are_____:

Notes

Community Partners

Purpose: The community partners section will show that you have an understanding of the possible community partners and the roles they could play in creating and running your program.

Questions to Answer: Who are the partners? What will each partner do? What will they expect in return? How will you work together?

Reference: Different types of possible community partners are described in Chapter 2 and their likely role is analyzed in Chapter 3.

Steps to Preparing the Community Partners Section of the Business Plan

1. Focus on the key neighborhood institutions identified when selecting program areas in Chapter 3.
2. Approach these groups and explore possible relationships. It will be important to negotiate, which might take some time. Your ideas for the role that community partners might want to take in your program may not fit their strengths and interests. It is important that all parties feel that they are getting something from the partnership.
3. Do not try to complete negotiations with partners until you have worked on all sections of the business plan. For example, once you define start-up needs, you can negotiate what you will need from your partners. However, you will need to develop your budgets before you can approach funding sources.
4. After meeting with all potential community partners, write up the agreements that you have made with them. You will need to describe these agreements in your business plan.
5. A useful attachment to your business plan is a set of letters of support from community partners. If you have formal agreements with partners, you should also attach them at the back of the plan.
6. Towards the end of each year you will need to meet with current community

partners and funders to talk about their role for the coming year. You will also need to be continuously looking for new partners and funders if you want to expand your NNC.

This is an example of how to prepare the community partners summary for the business plan:

The NNC has developed the following arrangements with community partners:

- The New City National Bank is contributing 3 used computers and the time of one staff person to help set them up.
- The New City YWCA is donating some used carpeting.
- The New City Housing Authority has offered the services of their budget analyst to assist with preparations of the budget.
- The New City Community College is going to teach a GED course at the NNC. They will advertise the course in local newspapers.

Notes

Operations

This section will discuss the operations of the NNC, including what you need to get the NNC started and to keep it going. The operations part of the business plan has the following sections: organization, start-up needs, ongoing needs, timeline, communications and possible problems and solutions.

Organization

Purpose: The organization section tells the reader about your plans for staffing and governance.

Questions to Answer: What body will govern the NNC? Who is in charge of running the day to day operations of the NNC? What other staff will you have? What will their duties and hours be?

Reference: Governance issues are discussed in Chapter 1. Staffing needs are addressed in Chapter 5.

Steps to Preparing the Organization Section of the Business Plan

1. Describe the work that staff will need to do and the hours they will need to cover based on the program description and the user projections.
2. Describe the tasks that will be performed by paid, full-time and part-time staff and volunteers. Also describe how volunteers will be coordinated and equipment maintained.
3. Describe the salary and benefits provided for paid staff.
4. Describe the governance structure of the NNC.

This is an example of how to prepare the organization part of the business plan:

Organization

Staffing

The NNC is planning to hire the following staff:

Director–Full-time, 9-5

The Director will be responsible for administration of the NNC, financial management, fundraising, and coordinating volunteers. He or she should have a college degree and 5 years of relevant experience.

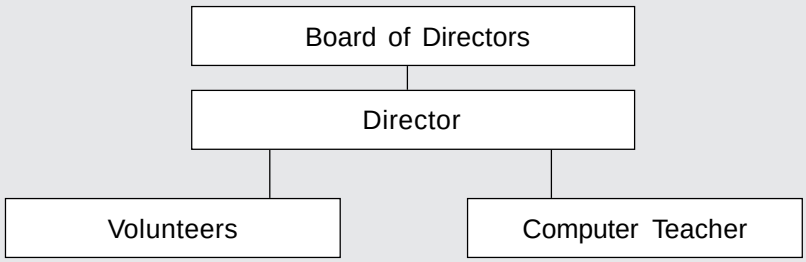
Computer teacher–Full-time, flexible hours

The computer teacher will be responsible for preparing for and teaching all computer related classes and training volunteers to assist with classes. He or she should have a college degree, preferably with a concentration in computers or education, and 2-3 years of relevant experience.

Governance

The NNC is governed by a ten person Board of Directors. The Board meets once a month. There is an Advisory Group that meets on a quarterly basis. A list of the members of the Board and Advisory Group is attached to this plan as an attachment.

Sample Organizational Chart



Notes

Start-up Needs

Purpose: The start-up needs section of the business plan lists all of the items you need to start your NNC. It lets the reader know you have thought about all of the items needed to get started.

Question to Answer: What will you need to start the NNC?

Reference: Possible start-up items are listed in Chapters 4 and 5.

Start-up needs include all items, services, and expenses you will need to open the NNC. This includes the space, staff, and supplies that you will need before the NNC opens, but not those items used after the NNC has opened.

Steps to Presenting the Start-up Needs of the NNC in the Business Plan

1. List all of the start-up items needed. It is most likely that you gathered all of this information in Chapters 4 and 5. You should also prepare detailed lists of items needed for NNC start-up and attach them to the back of the business plan. You will use these lists to prepare a budget for the start-up financial needs in the financial section of the business plan.

   This is an example of a summary list to be included in the business plan:

Start-Up Needs

The NNC will need the following items for NNC start-up:

- Hardware
- Software
- Supplies
- Salaries
- Space
- Furniture

This is an example of a detailed list to be attached to the back of the business plan

Start-Up Needs

The NNC will need the following items for NNC start-up:

Hardware

- 5 486 Computers
- 2 Printers
- Associated cables

Supplies

- Paper
- Pens
- Computer Disks

Software

- MS-DOS
- Windows
- MS Office

Furniture

- Desks
- Chairs
- White Boards

Start-up Funding

- Rent for two months
- Utilities on NNC space for two months
- Director salary for one month

Notes

Ongoing Needs

Purpose: The ongoing needs section lists all of the items that will be needed by the NNC on an ongoing basis.

Question to Answer: What will be needed to operate the NNC on an ongoing basis?

Reference: This section is based on Chapters 4 and 5.

The ongoing needs are the day to day expenses of operating a NNC. Making a list of the ongoing needs will allow you to determine what the continuing costs of running the NNC will be. The costs will be a part of the budget of this business plan.

Steps to Presenting the Ongoing Needs of the NNC in the Business Plan

1. List all of the ongoing items needed. It is most likely that you gathered all of this information in Chapters 4 and 5. Ongoing items could include:
   - rent;
   - utilities;
   - insurance;
   - staff salaries and associated benefits;
   - advertising;
   - equipment repair;
   - on-line services (Internet access); and,
   - supplies.
2. You should also include a line item in ongoing needs for equipment replacement. This is not a monthly cost, but it will be important to save some money every month to cover the cost incurred when something goes wrong or breaks, which it will.
3. Prepare a summary of the ongoing needs you expect for the NNC to put in the business plan. You should include detailed lists of items needed for NNC operations as part of the budget which will be an attachment to the business plan.

This is an example of a summary list to be included in the business plan:

Ongoing Needs

The NNC will need the following items for ongoing operations:

- Space
- Personnel
- Advertising
- Supplies
- Educational Materials
- Equipment

This is an example of a detailed list to be attached to the back of the business plan:

Ongoing Needs

The NNC will need the following items for ongoing operations:

<u>Space</u>

- Rent
- Utilities
- Security
- Insurance

<u>Personnel</u>

- Salaries
- Health Insurance
- FICA
- Workers Compensation
- Unemployment Insurance
- Professional Fees

<u>Equipment</u>

- Maintenance
- Replacement cost

<u>Supplies</u>

- Computer Disks
- Pens
- Paper

<u>Advertising</u>

- Newsletter
- Printing
- Postage

<u>Educational Materials</u>

Notes

Timeline

Purpose: To tell the reader the process and timing for setting up the NNC.

Questions to Answer: When do different tasks for the NNC need to happen? Who is responsible for making them happen?

Reference: Chapter 1 and the activities described in the rest of the binder.

Steps to Planning a Timeline

1. List all the tasks needed to set up the NNC.
2. Organize the list in the order that the tasks will happen.
3. Assign a month or several months when the task will happen.
4. Assign a deadline for when the tasks must be done.
5. Think about who will be doing the tasks. You may want to actually put names next to each task on your timeline.

This is an example of a timeline to be included in the business plan:

Timeline			
Task	**Time**	**Deadline**	**Person**
Talking with partners	Jan-March	March 30	Bob, Barb
Finding space	March	March 30	Betty
Hiring staff	March	March 30	Bill
Equipment setup	April	April 30	Bertha
Software installation	April	April 30	Bertha
NNC opens	May 1	May 1	All

Notes

Communications and Outreach

Purpose: Describe your plans for telling people about the NNC.

Questions to Answer: Who will you tell about the NNC? What do you want them to know? Why do you want them to know it? How will you tell them?

Reference: You will find information for this subsection in Chapter 5.

Steps to Preparing the Marketing and Outreach Section of the Business Plan

1. Explain the process that you went through to develop your marketing and community outreach plan in Chapter 5.

   This is an example of a marketing plan to be included in the business plan:

Marketing and Community Outreach Plan

We plan to communicate about the NNC with many different groups. Our communications plan is as follows:

Media Opportunities

- Newspaper press release
- Community Partners Newsletter articles
- Cable TV PSA's

Outreach

We plan to communicate with housing residents in order to interest them in becoming involved with the NNC. We are especially interested in having them become users and volunteers. We plan to tell them about the NNC, its programs, the hours, and how to participate. In addition, we will tell them about our volunteer needs. The communication methods include flyers, meetings, and newsletter articles.

We plan to communicate with local religious institutions. We would like encourage these institutions to donate funds and equipment and interested volunteers. We plan to tell them about the NNC, what it does and who it serves. We plan to write letters to clergy and speak at services.

Develop NNC brochure.

Notes

Possible Problems and Solutions

Purpose:. This section lets the reader know that you have thought about possible problems and have a realistic approach to solving them.

Questions to Answer: What might possibly go wrong? How might you solve these problems?

It is important to discuss what might possibly go wrong. That will help you avoid these problems. If they happen, you will have ideas about how to solve the problems. Although it is impossible to know exactly what will go wrong in opening and running your NNC, thinking about different challenges will strengthen your plan. It will also help you to realize that, in all likelihood, things will not go as you planned and that you need to be ready for problems.

Steps to Presenting the Possible Problems and Solutions in the Business Plan

1. On a piece of paper write down a list of all the possible things that could go wrong when you set up the NNC or when it is running.

   Here is a list of possible problems that you might encounter:

   - not having the right hardware;
   - not having the right software;
   - not having enough staff;
   - theft of equipment;
   - not having enough users;
   - having too many users;
   - another NNC opening near you and attracting your users;
   - having picked the wrong program areas;
   - not having enough funding; and,
   - losing access to the space being used for the NNC.

2. For each possible problem write what you think is:
   - the chances of it happening;
   - the seriousness of it happening; and,
   - what you might do if it happened.
3. For those problems that you think have better than a 50% chance of happening and that you think are serious or very serious, write a paragraph or two about the problem and your idea of the best solution.

This is an example of how to prepare the possible problems and solutions section in the business plan:

Possible Problems and Solutions

One problem the NNC might experience is having too many users. If this occurs, the Director will raise funds in order to hire more staff. New staff will be hired to teach extra sessions. If funds are not available, the NNC will explore raising user fees and/or having fundraisers. We will also keep waiting lists for filling vacancies.

Notes

Financial Plans

Financial plans are the budgets used to plan your NNC. The budgets include both income and expenses. As discussed in Chapter 6, you will need to develop two different budgets. One is for the start-up period. This will include everything needed to get the NNC ready for opening day. The other budget is the ongoing budget. This will include all of the day to day operating finances.

The next several sections take you through the steps needed to gather the financial information you will need in order to develop the budgets. They should be used together with your workproduct from Chapter 6. The following sections are: *Start-up Expenses*, *Start-up Income*, *Ongoing Expenses*, and *Ongoing Income*. The *Presentation and Revision* section will help you take the information that you have gathered and organize it for the business plan. There will be an example of a cash flow worksheet at the back of this section. This worksheet will help you think about how money will flow in and out of the NNC.

You will need help from a person experienced with financial statements to put the information together in the final form needed for the business plan. If there is no financial person on the Steering Committee, we suggest that you find a business person, accountant, or financial manager from a nonprofit organization who can volunteer some time to help you.

Start-up Expenses

Purpose: To tell the readers the resources you will need to start the NNC.

Question to Answer: What are all of the costs necessary to start-up your NNC?

Reference: This section is based on the *Start-up Needs* section in the business plan and on Chapters 4, 5, and 6.

The financial plan for the start-up needs lists the costs of getting everything ready before you actually open the NNC.

There are two types of start-up costs:

- **onetime costs.** These costs are for things you buy only once. They will be the same no matter how long it takes to set up the NNC. This list will include computer hardware and software, furniture, supplies, and renovations.

- **monthly costs.** These costs are for things which you spend money on each month. They include items such as rent, utilities, and staff time. The monthly start-up costs will continue as ongoing costs, but the amount that is spent before the NNC opens are part of the start-up expenses section.

Steps to Figure Out How Much Money You Will Need to Start-up the NNC

1. Copy the list of start-up needs generated in the start-up needs section of the business plan. For each item in the list, there will need to be a cost for the item. List the number of each item that you will need.
2. To figure out the total cost for each item, multiply the cost per item by the number needed.
3. Divide the list into two separate groups. One group is onetime costs, those that will be the same no matter how long it takes to set up the NNC.

   For example:

Item	Quantity	Cost Per	Tot
Computers	5	$1,500	$7,5
Desks	7	$200	$1,4
Chairs	20	$100	$2,0
Supplies			$50
Total onetime costs			*$11,4*

The second group is for monthly costs. The total monthly costs depend on how many months it takes to set up the NNC. These costs include items such as rent, utilities, and salaries. You will probably have monthly costs for at least two months before the NNC opens. Your timeline should tell you when you start paying for each item.

4. Add up all of the expenses for each month.

For example:

Item	January	February
Rent	$800	$800
Utilities	$200	$200
Staff time	$400	$800
Total costs per month	$1,400	$1,800

5. Prepare a list of all start-up expenses including the total onetime costs and the costs per month for the entire start-up period.

For example:

Costs Per Month	
January	$1,400
February	$1,800
Total One-time Costs	*$11,400*
Total Start-up Expenses	*$14,600*

6. Put aside the lists for the financial person who will help prepare the presentation.

Notes

Start-Up Income

Purpose: To tell the reader where you will get the resources needed to start the NNC.

Question to Answer: How are you going to pay for your start-up expenses?

Reference: This section is based on the community partners section in the business plan and Chapter 6 in this manual.

Steps for Identifying Start-up Resources

1. Identify which start-up items community partners might give you. What would these items cost if you had to pay for them?
2. Identify volunteers who can help build your NNC or do other needed tasks. What would this work cost if you had to pay for it?
3. Find your total start-up expense number and subtract savings you hope to get from partner gifts and volunteers. How much money do you still need to raise?
4. Review the *Sources of Funds* section in Chapter 6. Make a list of possible sources in your community. You may want to find an advisor who has experience in your community. Be creative. Small local events like bake sales can build interest in the NNC while still raising money. Make a plan regarding how you will get the rest of money that you need to raise.
5. Gather all of the information on start-up resources you have developed and take it to the financial person to develop into a presentation.

This is an example of how to prepare the start-up income section of the business plan:

Resources From Community Partners	Value
New City National Bank will donate 3 computers	$4,500
New City Housing Authority will provide staff support	$500
New City Community Foundation will provide a grant for start-up needs	$7,500
Total from community partners	$12,500
Total start-up expenses	$14,600
Additional funds needed	$2,100
In order to raise the renaining $2,100 in start-up costs, the Steering Committee will organize with the middle school students and their families to do monthly bake sales and car washes.	

Notes

Ongoing Expenses

Purpose: To tell the readers how much money you will need to operate the NNC.

Question to Answer: What are all of the costs to run your NNC?

Reference: This section is based on the ongoing needs section of the business plan and on Chapter 6.

The financial plan for the ongoing needs lists the costs of the program. *The financial plan should be done month by month for at least the first year. You should also prepare annual budgets for the first three years.* Keep in mind that the program may experience monthly differences according to holidays, school schedules, and programming. There are also likely to be increases in users as people become more familiar with the program.

There are two types of ongoing costs:

- **fixed costs.** These costs are for things you buy every month. They will be the same no matter how many users come to the NNC. This list will include rent, utilities, and staff time.
- **variable costs.** These costs depend on how many people use the NNC and the number of hours it is open. These costs include items such as supplies.

Steps to Figure Out How Much Money You Will Need to Operate the Program

1. Copy the list of ongoing needs generated in the section *Ongoing Needs*. For each item on the list, there will need to be a cost for the item. The cost will represent the amount needed for the total quantity, not just one of the item.
2. For each cost, figure out how much you expect to be spending each month. Some of the costs, such as supplies, will depend on how many people use the program. Other costs, such as rent, will be the same whether there are no users or a thousand.
3. Divide the list into two separate groups. One group is fixed costs, those that will be the same no matter how many people use the NNC. This list will include staff salaries and benefits, rent, utilities, insurance, and other

You should include an expense for equipment replacement. This is an amount of money you should put aside each month to replace the equipment that breaks down and is not repairable.

For example:

Item	Cost Per Month
Staff coordinator	$800
Health care	$300
Rent	$800
Equipment replacement	$200
Total fixed cost per month	*$2,100*

4. The second list is for variable costs. These are the costs which will be different each month depending on how many people are using the NNC. These costs include supplies such as computer paper, disks, and printer cartridges. These costs may also include on-line services, which provide Internet access. On-line services have an initial monthly fee and then a cost per minute of use. Refer to your program description and user projection sections to figure out the amount of these items that you need.

For example:

Item	January	February	March	April
Computer paper	$100	$110	$110	$150
Computer disks	$20	$30	$30	$40
Online services	$50	$75	$80	$100
Total variable costs per month	*$170*	*$215*	*$220*	*$290*

5. Add up all of the expenses for each month.

For example:

Item	January	February	March	April
Total variable costs per month	$170	$215	$220	$290
Total fixed costs per month	$2,100	$2,100	$2,100	$2,100
Total costs per month	$2,270	$2,315	$2,320	$2,390

6. Put aside the lists for the financial person who will help prepare the presentation.

Notes

Ongoing Income

Purpose: To tell the readers where you will get the resources to operate the NNC each month.

Question to Answer: How are you going to pay for your ongoing expenses?

Reference: This section is based on Chapters 2 and 6.

Steps to Figuring Out the Resources Available for Ongoing NNC Operations

1. Identify which ongoing needs partners might give you each month. How much money will this save each month?

2. To figure out how much income the NNC is likely to earn from user fees use the user projections developed in the user projection and user fees sections of the business plan. These projections should be on a monthly basis. Multiply the number of users by the amount of money users will be charged. Your NNC may have different charges for different types of users so it will be important to be clear about which categories of users you are discussing.

   For example:

Income	Jan.	Feb.	Mar.	Apr.	May	June	July
GED	$100	$100	$100	$100	$150	$150	$200
Middle School	$50	$50	$50	$50	$50	$50	$50
Grants	$2,000	$0	$0	$1,000	$0	$0	$1,000
In-kind contributions	$1,000	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500
Total income	*$3,150*	*$1,650*	*$1,650*	*$2,650*	$1,700	*$1,700*	*$2,750*

3. Find your monthly expense totals from the ongoing expenses section. Subtract monthly savings you hope to get from partner gifts and volunteers. How much money do you still need to raise each month?

4. Review sources of funds from your work on start-up income. Which sources might help you in the first year? Can you raise contributions from the community? What are the sources of grant funding? Who might be able to help you find this funding? Make a plan for how you will get the remaining funding.

For example:

Income	January	February	March	April
Monthly expenses	$2.270	$2.315	$2.320	$2.390
Monthly income	$3,150	$1,650	$1,650	$2,650
Money needed (extra*)	($880*)	$665	$670	($260*)
In order to make up the extra income needed, the Steering Committee will continue to organize bake sales and car washes.				
*for any month that you have more income than expenses, you can use the extra income for later months with less income than expenses.				

5. Put aside the lists for the financial person who will help prepare the presentation.

Notes

Presentation and Revision

After you have gathered all of the necessary information, you will need help from a person experienced with financial statements to put the information together in the form needed for the business plan. At the back of this section there is a sample cash flow worksheet (Exhibit 7-1). This section helps you collect the information that you will need to prepare the worksheet. We suggest that you find a business person, accountant, or financial manager from a nonprofit organization who can volunteer some time to help you.

After you have finished the steps outlined above for start-up expenses and income and ongoing expenses and income, talk to people about expenses and funding. As you get more information you will need to revise your budgets. It is very likely that the first draft of the budgets will show that you do not have enough resources to start and operate your NNC. If this is so, you will need to review and change your budgets several times in order to get a budget that works. This is part of the normal budget process.

Once you start the NNC, you will need to total what the expenses and income really are. Compare them to your budgets. You may have to change your program activities or raise more money if you don't have enough.

At the end of each year, you need to make new budgets for the next year. For the second year, you will be able to look at real expenses and income of the first year to guide you. If you change your programs, increase the number of users, change the user fees, raise salaries, add staff, or make other changes, the changes will become part of your new budget. You will then need to repeat the steps involving examining your ongoing expenses and income to get everything to match up.

Presenting the Business Plan

Now that you have finished your business plan, you can look forward to the very satisfying feeling of sending a final copy of your plan to community partners and potential funders. Before you send it out, you will want to make the plan look like the important document that it is. Some finishing touches will make the plan a friendlier report. You should add sections that summarize the contents and tell readers where to go for specific information. Adding attachments to the back of the business plan will give readers some of the additional information you collected, but only put summaries in the main part of the plan. These pieces will complete the business plan.

The following sections describe the final steps in finishing your plan. They are*Attachments*, *Executive Summary*, *Table of Contents*, *Cover Page*, and *Binding and Distribution*.

Attachments

The business plan is primarily written in paragraphs, with some numbers included in the text. Most of the numbers and specific information you have collected will be attached to the back of the business plan in the attachments section as additional supporting documents. You can send the reader to the back of the plan for more information should they want it. For example, in the section on user projections in your business plan, you might include a reference such as: (See Attachment 2: User projections).

The following are some of the items you might want to include as attachments:

- needs assessment;
- user projections;
- NNC layout;
- equipment list;
- organization chart;
- resumes; and,
- financial projections.

Notes

Executive Summary

Purpose: The Executive Summary gives highlights of the business plan. It will include a description of the NNC, explain why the NNC is needed, how it will operate, what its program areas are, and how it will be supported. The Executive Summary introduces the reader to the business plan.

Question to Answer: Who are you? What are you planning? Why are you planning it? How will you do it? When will you do it?

Reference: The most important points from the business plan will be included.

The executive summary is the first real section of the business plan. It needs to excite and interest the reader so he or she wants to continue reading the plan. The executive summary is an overview of the business plan that includes the most important points in the plan. The executive summary should be one or two pages.

Steps to Writing the Executive Summary

1. Put all the sections previously discussed in the right order for the business plan.
2. Read the business plan carefully and note the most important points.
3. Write down the most important points to tell the story of your NNC in one to two pages. Remember, readers can turn to more detailed descriptions later in the plan. Make sure that you answer the following questions:
    - Who are you? Describe your committee.
    - What are you planning? Describe the NNC you are planning.
    - Why are you planning it? Discuss the need for the NNC.
    - How will you do it? Describe your plan.
    - When will you do it? Provide an overview of your timeline.

Notes

Table of Contents

Purpose: The table of contents tells the reader what sections and subsections are in the business plan and on what pages you can find them.

Reference: The business plan you have developed.

After you have finished writing all the other sections of the plan, put them in the order listed in this manual. Make a table of contents by listing all the names of the sections and the page number on which each section starts.

Notes

For example:

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Organization	13
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Cover Page

Purpose: The cover page is the first part of the business plan that readers will see. It must tell the reader who you are, what you are planning and when the planning took place.

Questions to Answer: Who are you? What are you doing? When are you doing it?

Reference: At the end of the planning process, you will need a business plan title for the cover page.

The cover page should include the name of your NNC, the title of your business plan, and the date. It should be put together at the end of the planning process so that you can be absolutely sure about the title and the date.

For example:

The New City Project
Neighborhood Network Center
Business Plan

April 1996

Notes

Binding and Distribution

You will want your business plan to look professional and be easy to read. Since you are trying to set up a computer center, we recommend that you use a computer to type your plan. If you do this it will also make it easier to make changes and rearrange sections. If you do not yet have a computer available, you may be able to find a community partner who will let you use one.

You should have someone who has not been very involved in writing the business plan read it and tell you what they think about it. It is especially important for the reader to tell you what parts are not clear, so you can work on making them clearer. This person might be one of your community partners or a volunteer who has strong writing skills.

There are several different aspects to creating the final report that you will want to think about.

Binding

There are many possible ways to bind a report. The following are listed in approximate degree of cost from cheapest to most expensive, though we recommend that you get some actual cost estimates before making a binding decision:

- **staple.** This is the easiest, cheapest and the least professional looking. You can do this yourself.
- **velo-bind.** This method presents the business plan very nicely. It uses a hard backing and a plastic cover with a three hole binding system. You can purchase velo-bind kits at office supply stores. With this method you can also insert colored tabs as dividers between sections.
- **three ring binder.** The three ring binder is a stronger report folder. It is easy to add and subtract pages as you need. You can make these reports up yourself. It is also possible to add tabs between sections in a three ring binder.
- **spiral binding.** Spiral binding has to be done professionally. It creates a very polished presentation. Speak to your local printer to find out what they can do.

You should ask yourself the following questions when deciding on a binding style:

- How many copies are you going to want?
- How much will it cost to bind?

- Will want to make more copies at a later date.?
- Who is the reader is and how might they react to the professionalism of different types of binding?

Number of Copies

You should make enough copies for all of your initial needs and some extras. The following is a list of people you may want to give copies of the plan:

- Steering Committee members;
- Board of Directors members;
- staff;
- key people at the housing development;
- community partners;
- funders;
- neighborhood activists;
- local political leaders such as the Mayor or City Councilpersons;
- Government officials, including local, state, and federal housing, economic development, and education department representatives; and,
- other key people.

Keep at least one original copy of the report in case you have to make additional reports for other readers.

Exhibit 7-1

Cash Flow Worksheet

	Start-up	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Total Year 1
Beginning Cash	**0**	**32,265**	**30,468**	**28,462**	**26,605**	**24,505**	**22,445**	**20,132**	**17,754**	**15,112**	**12,587**	**9,787**	**6,991**	
Cash In:														
User fees		60	100	100	100	160	160	160	200	200	200	240	240	1,920
Fundraising		200		200		200		200		200		200		1,200
Grants	46,000													46,000
Value of In-Kind Contributions	16,500	600	600	600	600	600	600	600	600	600	600	600	600	23,700
Interest on Savings Accounts	3,125	1,613	1,523	1,423	1,330	1,225	1,122	1,007	888	756	629	489	350	15,481
Total Cash In	***65,625***	***2,473***	***2,223***	***2,323***	***2,030***	***2,185***	***1,882***	***1,967***	***1,688***	***1,756***	***1,429***	***1,529***	***1,190***	***88,301***
														0
Cash Out														0
Start-Up Expenses:														0
Utility deposits	300													0
Office Equipment	5,000													300
Computer Hardware	15,000													5,000
Computer Software	2,000													15,000
Renovations	3,000													2,000
														3,000
On-Going Expenses:														0
Salaries	3,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	21,000
Health Insurance	1,000	200	200	200	200	200	200	200	200	200	200	200	200	3,400
FICA	370	185	185	185	185	185	185	185	185	185	185	185	185	2,590
Workers Comp	80	40	40	40	40	40	40	40	40	40	40	40	40	560
Unemployment Insurance	110	55	55	55	55	55	55	55	55	55	55	55	55	770
Professional Fees		100	100	100	100	100	100	100	100	100	100	100	100	1,200
Insurance	400	200	200	200	200	200	200	200	200	200	200	200	200	2,800
Telephone	200	200	200	200	200	200	200	200	200	200	200	200	200	2,600
Water	200	100	100	100	100	100	100	100	100	100	100	100	100	1,400
Electricity	300	150	150	150	150	150	150	150	150	150	150	150	150	2,100
Rent	1,600	800	800	800	800	800	800	800	800	800	800	800	800	11,200
Security	50	100	100	100	100	100	100	100	100	100	100	100	100	1,250
Equipment maintenance		200	200	200	200	200	200	200	200	200	200	200	200	2,400
On-line services		50	50	50	50	50	50	50	50	50	50	50	50	600
Advertising	100	100	100					100	100					500
Printing	100	20	20	20	20	20	20	20	20	20	20	20	20	340
Postage		20	20	20	20	20	20	20	20	20	20	20	20	240
Newsletter		50		50		50		50		50		50		300
Equipment Replacement		100	100	100	100	100	100	100	100	100	100	100	100	1,200
Supplies	50	100	60	60	60	95	95	95	110	110	110	135	135	1,215
Educational Materials	500		50	50	50	80	80	80	100	100	100	120	120	1,430
Total Cash Out:	***33,360***	***4,270***	***4,230***	***4,180***	***4,130***	***4,245***	***4,195***	***4,345***	***4,330***	***4,280***	***4,230***	***4,325***	***4,275***	***84,395***
Cash Flow:	**32,265**	**(1,797)**	**(2,007)**	**(1,857)**	**(2,100)**	**(2,060)**	**(2,313)**	**(2,378)**	**(2,642)**	**(2,524)**	**(2,801)**	**(2,796)**	**(3,085)**	**3,906**
Ending Cash:	**32265**	**30468.3**	**28461.7**	**26604.7**	**24505**	**22445.2**	**20132.5**	**17754.1**	**15111.8**	**12587.4**	**9786.79**	**6991.13**	**3905.68**	

Please note that these numbers are purely for example. They are not based on any actual situation.
You will need to get estimates for all of your center's costs as described in the financial section of the guide.

REFERENCE MATERIALS

This section of the manual includes a small number of reference materials in their entirety, a bibliography of additional reference materials and some valuable addresses on the Internet. A table of contents for the reference materials is followed by the documents themselves. The bibliography and the Internet addresses can be found after the full text of the reference materials. This manual was designed with the purpose of limiting the need to refer to additional materials on this subject.

REFERENCE MATERIALS

GENERAL REFERENCES

U.S. Department of Housing and Urban Development, Notice H-95-81 (HUD), on the "Subject: Computerized Community Connections - How to Develop Computerized Learning Centers in HUD Insured and Assisted Housing". Attachment 1, referred to in the Notice, has not been included. This manual is intended to describe the contents of a business plan for a NNC in greater detail.

"Neighborhood Networks, Program Examples, Public and Private Funding Sources" prepared by the National Center for Tenant Ownership, Georgetown University Law Center. This document contains the names, addresses and descriptions of community-based computing centers throughout the country; and the name, address, contact and description of public agency, foundation and corporate grantmaking entities.

Community Technology Center News & Notes, "A VISTA's Guide for Mobilizing Internet Resources," Brian Geoghegan, Spring 1996. **(NOT AVAILABLE ON PDF)**

Community Technology Center News & Notes, "Software and Telecom Resources from CompuMentor," Bruce Ackley, Spring 1996. **(NOT AVAILABLE ON PDF)**

MATERIALS RELEVANT TO CHAPTER 3

Adult Computer Class, "Introduction to Computers," Oakridge Neighborhood Network. **(NOT AVAILABLE ON PDF)**

MATERIALS RELEVANT TO CHAPTER 5

Impact!, "Community Computing Center Manual for Staff and Volunteers," excerpts of the Training Handbook of the Future Center, The Community Technology Lab at Capital Children's Museum, Washington, D.C., Mark Osborne. **(NOT AVAILABLE ON PDF)**

Volunteer Evaluation Form, Somerville Community Computing Center. **(NOT AVAILABLE ON PDF)**

Participant Questionnaire, for the Somerville Community Computing Center. **(NOT AVAILABLE ON PDF)**

MATERIALS RELEVANT TO CHAPTER 6

"Acquiring Surplus Government Computer Equipment," prepared by National Center for Tenant Ownership, Georgetown University Law Center. This document includes a description of how to purchase surplus property, how to receive donations of surplus property, and the address and

telephone numbers of the state agencies to be contacted for surplus property.

MATERIALS RELEVANT TO CHAPTER 7

Business Plan, New Beginnings Learning Center.

Success, "The 25 Best Business Schools for Entrepreneurs," September 1994.
(NOT AVAILABLE ON PDF)

U.S. Department of Housing and Urban Development, Notice H-95-81 (HUD), on the "Subject: Computerized Community Connections - How to Develop Computerized Learning Centers in HUD Insured and Assisted Housing." Attachment 1, referred to in the Notice, has not been included. This manual is intended to describe the contents of a business plan for a NNC in greater detail.

Notice H 95-81 (HUD)

Issued: 9/29/95
Expires: 9/30/96

Special Attention of: All Secretary's Representatives, All State and Area Coordinators, Directors of Housing, Directors of Multifamily, Chiefs, Asset Management Branches, Directors, CPD Director, Public Housing, Contract Administrators, Owners/Managers of Multifamily Projects

Cross References: Handbooks: 4350.1 REV-1, 4381.5 REV-2, 4571.3 REV-1, 4571.2, 4571.4, 4571.5, 4350.5

Subject: Computerized Community Connections - How to Develop Computerized Learning Centers in HUD Insured and Assisted Housing

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Attachment 1. Sample Proposal.

1. **PURPOSE:** The purpose of this Notice is to encourage the development and placement of computerized learning centers (CLCs) with computerized community connections plans in HUD-insured and assisted housing. This notice describes the concepts, suggests methods of funding which may be used, defines eligible costs, and states proposal contents. It also outlines the local HUD office review process and provides a sample proposal (see Attachment 1).

   State/Area Office Asset Management staff are encouraged to learn about these concepts and provide copies of this Notice to anyone who requests one. NOTE: THIS IS A TOTALLY VOLUNTARY PROGRAM FOR ALL OWNERS/AGENTS AND RESIDENTS.

2. **BACKGROUND:** The Department has observed the impact that experimental programs have had in providing for economic and educational needs of assisted housing residents. Many programs use a concept of "place-based" development to meet the needs of the residents where they live. Indirectly, these programs result in better neighborhoods and stronger real estate.

   The cost of implementing CLCs using project income has been prohibitive. However, as the cost of computer technology falls, and the need for economic independence through jobs becomes crucial, the Department is encouraging the use of technology in place-based development opportunities to help residents of insured and assisted housing attain jobs through job training, telecommuting, micro-enterprise development (see Section II.D(1), following) and other job-creating strategies.

   It is important for readers to remember that this is a time of extensive change inside and outside the Department. This Notice presents one way in which owners and residents can work together to prepare for and manage change, and provide options for economicself-reliance.

A. WHAT IS "COMPUTERIZED COMMUNITY CONNECTIONS"?

"Computerized Community Connections" is an umbrella concept under which a variety of public and private organizations, projects, project owners, managers and residents are linked through computer hardware and software for job-related, educational, and other community purposes.

B. WHAT IS A COMPUTERIZED COMMUNITY CONNECTIONS PLAN?

A CCC Plan combines a Computerized Learning Center (CLC) (see Section II.C, following) with distance learning and other tools in an approach which addresses resident self-sufficiency desires through meeting economic development and educational needs.

A CCC Plan for any one project or grouping thereof would address some, if not all, of the following:

- resident involvement in all phases of planning and implementation (required);
- priority focus on resident jobs, job training and job development (required);
- purchase/donations of hardware/software;
- minor construction or taking units off-line for the CLC;
- appropriate staffing (an On-Line Service Coordinator (OLSC) (see Section V.G, following) consultants, trainers, and/or volunteers to operate the center;
- participation of non-residents, if appropriate;
- off-site location(s), if appropriate;
- development of "Resident Development Plans" (RDP) to meet resident training needs and goals (see Section D.1, below);
- linking the center to the world through distance or on-site learning to the local public school system technical institutes and community colleges/universities, for activities such as childhood education, adult literacy, computer literacy, typing skills, GED and associate and higher level degrees, job training, microenterprise development and telecommuting;
- linking the center to the world through networking to local public services (e.g., welfare, health, social security, and through the Internet, other projects, neighborhood organizations and the "world-wide-web."

C. **WHAT IS A COMPUTERIZED LEARNING CENTER?** A computerized learning center (CLC) is a facility and a process which, through computerization, focuses on providing a variety of job and educational opportunities to community residents. The CLC facilitates:

- increasing resident self-sufficiency;
- expanding job opportunities within the project, and perhaps the community – including micro-enterprise development; and,
- creating a lifelong learning community.

A CLC is appropriate for a majority of our 21,000 housing developments. However, a CLC will mean different things in different projects. For example:

- one project may concentrate on job training for young adults, telecommuting for those that need jobs and provide Internet linkages and activities for the elderly on the side;
- others may stress job training and computer literacy for single parents/young adults; and,
- some may promote early childhood and teen-age education, with job training/telecommuting as a sideline.

Under this Notice, the CLC can provide:

- a variety of early childhood education programs;
- typing and word processing skills;
- adult educational opportunities at the high school, vocational, community college and university levels;
- personal and job-training software;
- facilitation of telecommuting to jobs; and,
- the development of microenterprises.

Programs offered may be computer-based by disk or distance learning (with or without the provision of a traditional classroom approach), usually in a project's accessible community space.

Additionally, a CLC may be:

- shared among projects, e.g., two close-by projects sharing one center or a number of projects in the same area with a "main" center and several satellites;

- off-site in a near-by building or facility, if the majority of support for the CCC Plan is from other-than-HUD resources; and,

- offered to near-by community residents, only if project residents have priority, much of the resources come from sources other than HUD, and there is time/space available after project residents are first served.

D. PHILOSOPHY OF COMPUTERIZED COMMUNITY CONNECTIONS:

Computerized Community Connections will improve the lives of project residents by:

1. Providing resources which could lead residents to jobs.

   CLCs help residents of assisted and insured housing by:

   - improving education levels through close assessment of reading, language, math and other courses; and,

   - providing job-related skills and jobs, directly or indirectly.

   All CLCs should plan for an On-Line Service Coordinator (OLSC) (see Section V.G, following), who is responsible for tailoring opportunities at the CLC to meet the needs of residents of all ages.

   There is also a role for the voluntary sector (e.g., churches, synagogues, temples, mosques, Rotary, the Grange, Veterans of Foreign Wars, Kiwanis, the Junior Chamber of Commerce, Police Athletic League, Boys/Girl's Clubs, 4-H, Scouting, etc.), as tutors, trainers or volunteers for the CLC.

o Resident Development Plan (RDP):

The OLSC may help residents do an RDP, which is a plan used to assist in establishing educational/career goals.

The basic components of the RDP are:

- a skills and interest assessment, focusing on educational basics;

- a life goals planning section which determines what the individual's strengths and ambitions are. It includes both educational and job-related short-term objectives and career goals; and,

- a lifestyle management system will help them manage life changes necessary to achieve their goals.

o Distance/on-site Learning:

Based on the RDP's, the OLSC may coordinate with local corporations, the public schools, vocational training schools, and college/universities to ensure that appropriate courses are available, either through disk/teachers/aides, or distance learning.

o Telecommuting:

The OLSC may assist residents who find it difficult to travel to work, by making available computers for telecommuting to jobs in the community.

o Microenterprises:

It is possible that some computer-based enterprises may be started by residents with the help of the OLSC. Micro-enterprises, developed through business incubators, start-up programs and other partnerships, could involve teenagers, adults and/or the elderly.

o Daycare:

The OLSC may work with residents to expand an ongoing center or join forces with a near-by center, if possible. Also, formal baby-sitting might be structured, or perhaps a pre-school component of the CLC could be designed as a learning/play tool for "tots" while their mothers are in class.

Alternatively, the OLSC might work with residents to set-up a cooperative day-care center, with fees to cover materials and supplies. This might involve problems with local standards and rules, however, which could slow things down appreciably.

2. Providing educational and job training programs designed to help residents improve their lives:

The CLC is a place where people can access computer software which provides them access to the education and skills necessary for the 21st century.

- Multimedia:

  Multimedia software has a documented beneficial influence in improving the learning experience of both children and adults in activities such as: Preparing for the GED, improving math skills, computer literacy, or providing employment readiness training.

- Job-training:

  There is a need for all types of job training, whether brought into the CLC on disk, taught in person, or through distance learning. For success, business/educational/voluntary association partnerships are critical.

- Behavioral Modification:

  There may be interactive group training in life-coping skills classes and competency-based training. Examples of such subjects are:

  - employment (job applications, employment contracts and forms, resumes,job search, how to interview, what employers want);

  - banking and budgeting (requirements, use and maintenance of checking accounts, spending decisions, purchasing and the payment of bills, personal budgeting); and,

  - credit and loans (credit and credit cards, security, payback, types of loans, interest).

As part of the overall program, HUD has joined the Citizen Education Fund's effort to enlist parents and children to commit to education and drug-free, violence-free schools, as part of a "practical strategy for success in school: Discipline, diligence and respect."

One of the goals of the CCC Plan should be to reach 100% support of this effort by the residents. A plan to do so must be part of the submission. One way to achieve this might be to obtain pledges from both parents and children and provide incentives in the form of free software or additional computer access when the entire project has agreed to join the effort.

3. Enhancing interaction among residents and providing access to the larger world:

   - Internet:

     Through the Internet and electronic mail, residents can reach out to their neighborhood, libraries, social service providers and the world.

Through working partnerships with other properties, residents could interact on issues such as parenting and organizing. On-line discussions become possible for any topic of general interest. With on-line access to distance learning, job hunting, telecommuting, and libraries, jobs can become a realistic component in resident's lives, and students can easily find appropriate research material for homework.

- Mentoring:

  On-line mentoring programs could also be established for the elderly/adults/youth by voluntary organizations, which could provide younger people exposure to writing skills while building a friendship with an older member of the community.

  The above examples represent a fraction of the possibilities for computerized community connections. Field offices, owners, management agents, and residents are encouraged to use the resources of the community - to create a variety of solutions to improve the quality of life in multifamily housing.

NOTE: Ending Welfare Dependency:

Proposers must recognize the role of local, State and Federal welfare offices when designing their program and develop linkages with these offices. Proposers should look into what types of education, training and jobs will qualify for allowances and incentives. They should also carefully look into how both welfare and housing benefits might be adversely affected, at least in the beginning of such a program, and what waiver or exceptions to rules might be beneficial and obtainable.

3. **PROJECT ELIGIBILITY:** All insured and assisted projects, under any section of any of the Housing Acts are eligible to submit a CCC Plan for approval, and when approved, set up and operate a CLC. Such projects include, but are not limited to HFA and state-financed, Section 8 project-based, 221(d), 236, 202, 202/8 and 811. On HUD-held projects with housing finance agencies, HUD staff may negotiate for HFA dollars to pay CCC Plan costs.

4. **FUNDING OF THE CCC PLAN:** Owners/agents of HUD-assisted or insured properties may utilize any of the following methods (or combinations thereof) for CCC Plan funding. The use of non-HUD resources, e.g., equipment, software and staffing should be encouraged through outreach efforts.

The following funding methods are in priority order of consideration:

A. **<u>OBTAINING GRANTS FROM OUTSIDE SOURCES</u>:** Owners, management agents, and resident organizations (where they exist), are encouraged to seek out cash grants, in-kind support, or donations from state and local government, educational district partnerships, private foundations, or corporations to fund some or all components of the CCC Plan.

B. **<u>USING THE PROJECT FUNDS/RESIDUAL RECEIPTS ACCOUNT</u>:** Owners may request the release of funds from the residual receipts account for the purpose of implementing some or all of a HUD-approved CCC Plan (see Section 24 CFR 881.601(e)). Working in partnership with owners, HUD will review the request, considering condition of the building(s) and current or projected needs for the funds. If the residual receipts requested are not required to maintain the habitability of units or other projected building needs, approval for CCC Plan use will be granted. Release of residual receipts is an increase in owner's initial equity, wherever allowed (See section IV.C, below), for which distributions may be paid to the owner at the approved rate.

C. **INCREASING THE AMOUNT OF THE OWNER'S INITIAL EQUITY INVESTMENT IN THE PROPERTY:** Owners of limited distribution property may increase the amount of their initial equity investment (and in turn the yield on their distribution) by providing funding for the HUD-approved CCC Plan in the form of a non-repayable, capital advance (see Section 24 CFR 881.205). Owners who choose to utilize such methods of funding should inform HUD of the amount which they wish to contribute to the CCC Plan. The increased equity payments will result once the total amount of funding has been contributed, the CLC is fully established and the CCC Plan is implemented. While the owner is permitted to take an increased distribution, a rent increase will not be granted to increase project income for the additional yield.

D. **<u>BORROWING FUNDS</u>:** Owners may choose to obtain a loan from a lending institution in order to pay for the hardware and setup costs of the CCC Plan. Repayment of this loan may come from surplus cash or other outside sources with HUD approval, so long as a rent increase is not required to support the loan and the loan will not jeopardize other services which the property has agreed to provide. Loans obtained for this purpose may not be secured by the property.

E. BORROWING FROM THE RESERVE FOR REPLACEMENT ACCOUNT (R&R):

1. Projects other than 202/811 PRAC: Owners of HUD-insured or assisted properties who are required to maintain a Reserve for Replacement Account (R&R), per Handbook 4350.1 REV-1, Chapter 4, "Reserve Fund for Replacements", may request and HUD will consider approval of funds to be borrowed against this account for the purpose of implementing some or all of the HUD-approved CCC Plan. The owner may borrow from the account consistent with Handbook 4350.1, Chapter 4-11. HUD recommends that owners retain about $1000 per unit, for required repairs and replacements.

   The amounts in the R&R account should be analyzed in light of anticipated repair/ replacement needs using personal knowledge, inspection reports and evaluations. Owners should be able to project how much money will be needed at specific points in the future.

   If an owner chooses to utilize this method of financing for the CCC Plan, he/she must submit a scheduled repayment plan illustrating how repayment will be made, and showing that such repayments will not interfere with projected facility needs. (For example, the facility borrows 70 percent of the R&R fund and schedules an eight-year payback. There is a need for boiler replacement in four years and there should be sufficient funds available for boiler replacement at that time.)

2. 202/811 PRAC Projects: Owners of Section 202/811 PRAC projects may request, and HUD will consider approval of, release of funds from the R&R account for the purpose of paying for some or all of a HUD-approved CCC Plan, if these funds are generated from the "Savings Incentive" (see, for 202/PRAC projects, Handbook 4571.3 REV-1, Chapter 1, "General Introduction to the Section 202 Program", and for 811/PRAC projects, Handbook 4571.2, Chapter 1, "General Introduction to the Section 811 Program." Before approval, HUD will consider current or projected needs for the funds.)

F. REQUESTING AN INCREASE UNDER THE BUDGETED RENT INCREASE PROCESS

: In properties where rents are set under Handbook 4350.1 REV-1, Chapter 7, "Processing Budgeted Rent Increases...", owners may request a rent increase to cover some or all of the costs of the HUD-approved CCC Plan. Rent increases are subject to HUD's discretion and availability of funds.

Residents at partially assisted properties can review and comment on the plan under Section 24 CFR 245. Resident review and comment procedures are also outlined in Handbook 4350.1 REV-1, Chapter 7 and Handbook 4381.5 REV-2.

G. **REQUESTING A SPECIAL RENT ADJUSTMENT**: Section 8(c)(2)(B) of the U.S. Housing Act of 1937 authorizes HUD to offer these special rent adjustments in the maximum monthly rent for units under a Section 8 contract in a limited number of circumstances. It provides the following:

"The contract shall further provide for the Secretary to make additional adjustments in the maximum monthly rent for units under contract to the extent he determines such adjustments are necessary to reflect increases in the actual and necessary expenses of owning and maintaining the units which have resulted from substantial general increases in real property taxes, utility rates, or similar costs which are not adequately compensated for by the adjustment in the maximum rent..." (emphasis added)

Pursuant to this provision and in order to determine whether CLC costs qualify for consideration for a special rent adjustment under the "similar costs" provision of the statute, the costs have to meet the following standards.

1. Are the cost items "similar" to those identified in the statute and regulations, i.e., necessary expanses of owning and maintaining the units within the facility.

2. Has there been a "substantial and general increase" in the cost at issue? In the case of components of CLCs and comprehensive community development, is there a causal relationship between lack of economic and educational development training among residents in the project and the increased costs?

3. Has the increase been "general", i.e., has this increase been experienced by owners of other than the immediate project and projects other than Section 8 assisted?

Owners whose costs meet these three standards will satisfy the legal requirements for consideration for special rent adjustments (see Handbook 4350.1 REV-1, Chapter 34, "Calculating Rents Utilizing Annual Adjustment Factors").

5. **ELIGIBLE COSTS OF A CCC PLAN**: The following components of a CCC Plan are eligible costs for funding under Section IV, prior. In instances where hardware and installation exceed $15,000 per project, owners must show how they plan to conduct outreach for contractor services and solicit minority-owned and women-owned businesses.

A. <u>COMPUTER HARDWARE</u>: This includes all costs necessary to set up a CLC at the property. Examples would include (but are not limited to):

- individual computers;
- appropriate wiring necessary to connect all equipment;
- a network server;
- special phone line(s), including fiber-optic cable, where appropriate; and,
- appropriate training.

Please note that program designers must:

- ensure that computers have sufficient power, multimedia equipment as appropriate, and expansion slots for the purpose intended, to insure that given a radically changing market, they will not be completely obsolete within 18-24 months;
- address compatibility, as appropriate, with equipment used by local school systems; and,
- insure that staff are effectively trained in the use of all equipment.

B. <u>COMPUTER SOFTWARE</u>:

Eligible costs include:

- multimedia educational software for students;
- software designed to provide educational and job training skills to residents;
- software necessary to provide residents with resources to telecommute from the property (e.g., word processing, spreadsheet and database programs, or integrated programs);
- software designed to assist residents in creating education/job training plans and working toward implementation (see Section V.D, below);
- appropriate training; and,

- at least one community Internet account which permits residents access to the World Wide Web, Gopher, FTP and Telenet.

  Fees associated with personal Internet accounts may NOT be paid for with project income or other HUD funds.

C. DISTANCE LEARNING EQUIPMENT: Costs for videocasting and distance learning equipment may be part of the program, IF FUNDING PERMITS. Owners/agents/residents and HUD field offices (providing assistance, guidance and recommendations, as appropriate), should explore the feasibility of obtaining distance learning equipment in partnership with educational institutions and other CLCs; such equipment is very expensive.

Planned use of this equipment (e.g. in a partnership with a local school district, community college, voc/technical institute or four-year college to provide a certificate program using the equipment), must be explained and documented.

D. **RESIDENT DEVELOPMENT AND TRAINING COURSES:** In some cases owners/ managers may choose to use some programs in the CLC which are not based in software, but come "live" from community organizations and institutions. Standards and certificates should be designed for any internally-developed courses; use of outside courses/training should include the same standards and certificates as at the regular location.

E. **SECURITY AND RELATED COSTS:**

1. Security: Costs necessary to secure computer hardware and distance learning equipment MUST be built into the plan. In general, this includes the ability to lock the lab/offices, prevent forced entry or equipment removal, and provide visual oversight from the adjacent rooms or offices, whenever possible.

   In planning security, thought should be given to developing an effective, discrete, system. HUD will not approve security plans involving "caging" or chaining equipment.

2. Space Use/Retrofit: Costs necessary for minor retrofit are allowable. Examples are:

- put up non-load bearing walls and doors;

- partition existing community space and provide for both office and a storage area for the OLSC; and, provide for a locked center/office/storage area.

  Proposers may also consider removing 1-3 units from residency (by moving people into vacant units), or using vacant units for office space, day care or perhaps the CLC itself.

  Costs for any space (in either case) which must be made accessible to the disabled are also eligible.

F. **MAINTENANCE AND INSURANCE COSTS:** The CCC Plan should state how maintenance, (including installing, training on, and maintaining the hardware and software) and insurance costs for the equipment in the CLC will be covered.

G. **ON-LINE SERVICE COORDINATOR/SOCIAL SERVICES SERVICE COORDINATION:** All CCC Plans submitted for approval provide for the funding of an OLSC directly or through third parties and allow for at least a portion of the time of the Social Services Service Coordinator (SSSC) (or management staff) to work with the OLSC on community outreach.

If a SSSC is not already present at the property, management may consider hiring one, if appropriate, per Notices H-94-98 or H-94-99, or Handbook 4381.5 REV-2, "The Management Agent Handbook", Chapter 8, "Service Coordinators"), as part of this proposal.

The OLSC's major responsibility is the implementation of the CCC Plan, and working with the SSSC, as appropriate. Qualifications for the OLSC are based on Notice H-94-98, Section IV; when computer literacy sufficient to run the CCC Project is added, the SSSC becomes an OLSC. Also consider residents, computer-trained and people-focused teenagers, grants or other methods of providing the OLSC without using HUD dollars; or an OLSC aide, paid at least minimum wage. Responsibilities of the OLSC are in the context of Notice 94-98, Section IV, but restricted to operation of the CCC Plan.

A SSSC (or other management staff which provide this function) is a useful adjunct to the CCC Plan for bringing in additional supportive services and other activities for the residents; the intent is to improve the project and link the residents more effectively to the whole community.

The CCC Plan must outline how the OLSC will integrate the RDP and technology into the CLC. It should also address the degree to which the SSSC (or other management staff) play a role both through coordinating general outside services for residents, and work with the OLSC to bring specific community resources into the facility for the CCC Plan.

H. WHAT DOES "REASONABLY FINANCED" MEAN?

A reasonably financed CCC Plan:

- Has rents which do not exceed 120 percent of FMRs.

- 202/8/811's residual receipts accounts are maintained at $500/unit or more. This is a statutory threshold.

- The Reserve for Replacement Account for non-202/811s remains consistent with Handbook 4350.1 REV-1, chapter 4.

  Any loan should be within the remaining term of the Section 8 contract and consider future replacement needs. There should not be a loan which would exceed foreseeable available sources of funding (e.g., Section 8 contracts expiring before the loan is repaid or require repayments not supportable by rents available from a recapitalized loan (e.g., under Mark to Market).

- Keeps the loan to value (LTV) ratio on the original mortgage to be at least 90 percent. (The owner's initial equity on original limited distribution loans was normally 3-5 percent. This plan would permit that to be increased to, but not exceed 10 percent.)

  The LTV ratio ONLY applies to Limited Dividend projects

- Provides an adequate plan for continued operation after the start-up year, and self-sustainability after the second year.

- Provides for an adequate measure of third party resources to supplement the HUD resources, as proposed and appropriate.

  A plan which does not meet all of the above criteria will not be approved by the local HUD office.

6. REQUIRED COMPONENTS OF A CCC PLAN: All projects wishing approval of a CLC/ CCC Plan must submit a proposal to the Asset Management Branch of the HUD local field office in whose jurisdiction the project is located, answering the following questions.

A. What specific measurable objectives will the project designed to achieve for participating residents?

B. What are the action steps necessary to implement these objectives for participating residents?

C. How will participating residents benefit from the program (i.e., type of programs)? How will they be involved in planning? Is the Citizen Education Fund pledge addressed?

D. What partnerships have been built which can enhance the CLC (e.g. schools, local government, local businesses or social services which can offer programs at the CLC, or donated computer or other equipment, software or services/staff)?

E. Who will direct the program, what staff will be responsible for the equipment and what will the staff do? What will the CLC's operating schedule be?

F. What is the proposed space/security plan/monitoring arrangements? Does the retrofitting design (if appropriate) meet accessibility requirements?

G. What is the first year's budget, and how will the CCC Plan be funded initially? How will personal accounts for internet and other third party charges (if part of the proposal) be monitored and collected? What outreach will there be to minority/women-owned firms if hardware costs are over $15,000?

   For the various funding mechanisms, attach a breakdown of the estimated costs, and commitment letters from any third party grantors or loan providers for the first year:

   - Section 202 projects may use residual receipts to the extent that they are over $500/unit. This is a statutory threshold.

     Other elderly or family projects may use all available residual receipts. All facilities are subject to Handbook 4350.1 REV-1, Chapter 25, "Residual Receipts." Owners/borrowers must submit a copy of the residual receipts account and balance for verification, if used.

   - Owner/borrowers using the AAF rent increase process must first establish that revenues from the project are not adequate to pay for the CCC Plan.

     This may be demonstrated as follows:

     (1) the owner/borrower must determine if there is sufficient cash throw off to fund some or all of this proposal. To do so, complete Form HUD-9833B, Section 8 Annual Contract Rent Adjustment Worksheet, Part G, 1-14, "Special Adjustments for Taxes, Insurance or Utility Cost Increases" (see Appendix 2 of Handbook 4350.1 REV-1 and the Instructions in Chapter 34).

Owners are instructed to add an entry for "Other" (to cover "similar cost" language in the statute and regulations) (see Section IV.G, prior), in the blank space on the right side of the form next to the entries for "Taxes", "insurance," and "utilities,", and specify for which component of the proposal is the special adjustment.

(2) If the net cash throw-off is less than the distribution allowance, the owner may request a special rent adjustment to fund a portion of the proposal. However, if net cash throw-off exceeds the distribution allowance as calculated for the purpose of the special adjustment, the owner may use the funds in excess of the allowable distribution to partially or fully capitalize the proposal.

In cases where all the cash throw-off is taken as distribution or surplus cash, the FO must determine what is an appropriate amount to be contributed to the program.

(3) The owner/borrower must submit a copy of the Form HUD-9833B.

- Budget-Based Rent Increase - Use guidance in Handbook 4350.1, REV-1, Chapter 7.

- Reserve for Replacement Account - Use guidance in Handbook 4350.1 REV-1, Chapter 4.

For 202/PRAC projects, Handbook 4571.3 REV-1, Chapter 1 and Handbook 4571.5, Chapter 5, and for 811/PRAC projects, Handbook 4571.2, Chapter 1 and Handbook 4571.4, Chapter 5.

- Increase of Initial Equity Balance, where appropriate.

H. How will operations be continued after the start-up year? What will the annual operating budget be? How will the project become self-sustaining after the second year?

I. How will participation in the program's operation, such as education and job training programs be tracked and evaluated? How will you assess/evaluate the success of the program? Is there agreement to cooperate with any HUD reporting requirements?

7. **LOCAL HUD OFFICE REVIEW:** Local HUD office staff (Resident Initiatives Specialists (RIS) and Asset Managers (AM) are encouraged to work with applicants on the preparation of their CCC Plans. The Department would like to develop as many workable programs as possible, in both single and multi-site approaches, some of which may eventually be national models.

Plan review will be done by AMs, together with the RIS', as appropriate. (A&E staff should be approached for assistance if minor retrofitting is proposed.)

Staff should review the proposed CCC Plan submitted. CCC Plans with deficiencies must be revised. Headquarters encourages HUD office staff to work with interested applicants on an ongoing partnership basis, to minimize any final reviews. The criteria are:

o The degree to which a complete, overall plan is provided, assuring that each component is sufficiently developed, effectively answers all questions, and links the appropriate objectives, action steps and results. (RIS, AM, A&E).

NOTE: HUD does not want only $200,000 after-school childhood development centers, but concepts that address at least: Jobs and various forms of training and life skills learning (in some capacity as it relates to obtaining or upgrading employment).

o The degree to which the facility/CLC has formedpartnerships with neighborhood and community entities that support the plan as proposed (RIS).

o The degree to which the facility/CLC is provided with adequate space, staffing, volunteer or other coverage, appropriate security and accessibility for the disabled (AM, RIS, possibly A&E).

o The degree to which the program is adequately through third parties and/or the project, and resident fees (AM, RIS).

This will include, as appropriate:

- consideration of whether the facility is large enough to support the program efficiently and effectively as proposed, and has enough funds to make it work.

- some evidence that project owners/management/residents have looked for other sources of funding before using HUD dollars other than residual receipts.

- residual receipts review, and/or, reserve and replacement review for other than 202/811 PRAC projects, to make sure that the dollars are available.

  These must include consideration of the condition of the facility (not 202/811 PRAC) and match remaining dollars in the accounts against planned needs for the facility.

  For Section 202 PRAC projects, see Handbook 4571.5, Chapter 5, "Cost Certification," and for Section 811 projects, see Handbook 4571.4, Chapter5, "Cost Certification."

- A review for available contract authority (on both budget-based and AAF projects).

The AM/Contract Administrator must review the project's contract authority to determine if it is adequate to meet the projected demands for housing assistance for the remaining incremental terms of the contract, because it would be paid out of the contract's contract and budget authority. If contract authority is inadequate, a request for amendment funds would need to go to Headquarters.

Review the HUD-9833B, Section 8 Annual Contract Rent Adjustment Worksheet, Part G, "Special Adjustments," and Chapter 34 of Handbook 4350.1. In particular, Paragraphs 34-6 through 34-8 provide general processing instructions, including a walk-through of how to compute the actual dollar amount of the special adjustment to approve applicable "back-out" procedures.

The expiration of a special adjustment does not constitute a "reduction in rent." The owner, by accepting the special adjustment, agrees to this reduction when the need for the rent increase can no longer be justified.

- A review to insure that any rent increase approved is within the 120% of FMR limit.

- Owner commitment review, when an owner equity contribution is involved (AM).

- copies of other commitments, such as grants, etc. Make sure they are for the purpose stated in the proposal, and are either firm, or committed contingent on plan approval (AM, RIS).

o The degree to which proposals involve multiple site/non-resident involvement.

- If a multiple project proposal, have costs been effectively prorated and have the sites been effectively distributed among the projects?

- If people living in the community may use the CLC, do residents have priority, are the majority of costs paid for by third-party resources, and is space/time available for non-residents after resident needs are covered?

- If the CLC is located off-site, are the majority of resources assigned to the program covered by third parties other than HUD? Are there appropriate safeguards in place to cover HUD's portion of the investment?

o The degree to which ideas for continued operations for year two and plans for the self-sustainability after year two:

- address all components of the plan;
- provide some indication how costs can be covered for year two; and,
- address self-sustainability after year two.

Reminder: A sample CCC Plan for "Computerized Community Connections" is at Attachment 1.

8. MONITORING/REPORTING/TECHNICAL ASSISTANCE: Local HUD offices are requested to notify the Program Management Division (see Section IX, below) in Headquarters when CCC Plans are approved. Please send by memo or cc:mail the name and location of project; name of owner; and, a short description of the project (e.g., number of units, resident composition, description of property and brief description of the proposal).

Monitoring is conducted in accordance with the requirements and procedures set forth in Handbook 4350.1, Chapter 6,"Project Monitoring", and Handbook 4350.5, Chapter 15, "Project Monitoring", and Chapter 16, "Field Office Monitoring Responsibilities of Subsidy Contract Administrators". When doing an on-site review, Asset Managers/RIS' should include a review of the implementation of the facility's program, compared to the approved proposal, review of appropriate files and documents. The financial review should include documentation the project maintains for costs incurred.

Findings should be written up in narrative format as an ADDENDUM to the HUD-9834-B "Management Review Questionnaire" and summarized on the "Management Review Report", under Section V, General Management Practices, which is sent to the project manager.

Field offices must submit an annual report to HQ on each approved program, in a format which will be provided later. Reporting for projects will be developed over time. Housing hopes to have a system in place within six months.

Additionally, Headquarters plans to set up a Bulletin Board on the LAN and have regular conferences calls during the start-up phase with field offices with approved projects under this Notice and with project staff as needed. Headquarters staff will be available to provide technical assistance, as appropriate.

9. **ADDITIONAL INFORMATION:** For Technical assistance regarding this Notice, local HUD office staff should contact the Program Management Division, attention: Jerry Nachison at (202) 708-3291 x 2485, or write via cc:mail to Jerold S. Nachison at FHCPOST2 for 120 days after the publication date of this Notice. After the initial 120 day period, local HUD staff should contact the appropriate Desk Officer in the Operations Division.

For those who want to communicate quickly in the short term, both projects and field offices may contact Tom Cusack, Director, Multifamily Division, Portland, Oregon, who has a home page on the Internet concerning this subject. Its address is "http://www/teleport.com/~motom/".

Potential applicants are requested to contact the Asset Manager who normally services the project or the local HUD office's Resident Initiatives Specialist.

(SIGNED) 9-29-95

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Nicolas P. Retsinas
Assistant Secretary for Housing-
Federal Housing Commissioner

“Neighborhood Networks, Program Examples, Public and Private Funding Sources” prepared by the National Center for Tenant Ownership, Georgetown University Law Center. This document contains the names, addresses and descriptions of community–based computing centers throughout the country; and the name, address, contact and description of public agency, foundation and corporate grantmaking entities.

NEIGHBORHOOD NETWORKS

PROGRAM EXAMPLES,
PUBLIC AND PRIVATE FUNDING SOURCES

National Center for Tenant Ownership
Georgetown University Law Center

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NEIGHBORHOOD COMPUTER INITIATIVES
CATEGORY LISTING

I. HUD ASSISTED/INSURED HOUSING

Edgewood Terrace - The Community Preservation and Development Corporation (CPDC)
611 Edgewood Street, NE
Washington, DC 20017
Fax: (202) 832-9456

Contact: Stacey Gold (202) 832-0495

The Community Preservation and Development Corporation is a group functioning within Edgewood Terrace, a HUD-assisted housing development, which has turned cyberspace access into direct economic opportunities for people otherwise dependent on government subsidies for their livelihood. An initial class of eight African-American men and women are gaining independence through a two-month basic computer-literacy course emphasizing data-base entry and basic business applications. When they finish the course, each student will have his/her own Internet address and electronic connection to **Hamilton Securities (see description, page 29)**, a Washington-based merchant banking firm. The trainees will perform data-base entry for private businesses and government clients, and will work out of an office located in their neighborhood. The Edgewood trainees are equipped with fully loaded Compaq 486 computers with CD-ROM drives and color monitors. The students learn how to assemble, disassemble, and repair them. In turn, they will become the trainers of hundreds more neighborhood residents. The goal is to turn government assisted housing from a constant fiscal drain to an opportunity center.

The Fairmont Apartments, I and II
1400 Fairmont Street, NW
Washington, DC
Tel: (202) 232-6440

Contact: Susan Tuft (703) 716-2253

Multi-family Initiatives is developing a High Performance Living Environment (HPLE) model at the Fairmont Apartments in Washington, DC. The HPLE model focuses on enhancing each resident's employability as the anchor for improving the quality of his or her life. HPLEs require strengthened developmental support systems including family-focused health care, family counseling, day care, transportation, and other supportive services. The key differences between MFIs approach and the typical system are:

- an "employee-first" approach to career management

- integrated delivery of social services to support long-term employment

- job-specific training and Education customized to the requirements of the employer

- development of advanced technology applications to support and create employment

Mt. Baker Village/MLK
Seattle, WA

Contact: Dean Hickham (Mt. Baker Village) (206) 725-1478

Mt. Baker

Housed in the Mt. Baker Village High Rise, the Mt. Baker computer learning center has three IBM computers (two 386s and one 486 computer) and a color laser printer. The development has 144 units with roughly 500 tenants, most of whom are Cambodian, Laotian, or Vietnamese and two-thirds of whom are children. The center focuses its educational and vocational projects on teaching English-language skills and basic literacy to the residents. The computer center is hooked up to the Internet and the directors have installed Vietnamese/Cambodian programs to allow residents to write in their native language, promote a sense of community (residents publish a newsletter at the center) and send e-mail messages to family and friends in Southeast Asia. Doug Repman, and the on-site manager, Dean Hickham, are working to establish ties with the local community college district to teach ESL and computer courses at the facility. Currently the facility focuses primarily on children and uses educational software providing instruction in reading, writing and mathematics.

MLK

The Martin Luther King Computer Learning Center was established in August, 1995, and contains 8 computers, 2 laser-printers, and 1 scanner, and the center is on-line. There are about 250 kids living in the development, 83% of whom are African-American and the neighborhood is reputed to be one of the worst in the city. The computer center promises to be a source of educational opportunity and recreation for the children of this needy community.

A third community computer center, Kirkland Heights, is currently in the development stages. There are also plans to open additional computer centers in three, predominantly Latino, low-income housing developments in eastern Washington state. In all of these computer facilities, interactive and educational games and role-playing software are installed to make resident children comfortable with using the keyboard, the mouse, and the monitor, and keep them interested in learning more about computers as they get older. There is also developed a 12-point program, called Empowerment Through Computers (ETC) whereby individuals set goals and are rewarded with a free, donated computer when they achieve those goals.

Northport Apartments/Packer
7 North Pinckney Street, Suite 344
Madison, WI 53703
Fax: (608) 255-9920

Contact: Carmen Porco (608) 255-2759

Two extremely well-equipped computer facilities will soon be open in the centers of two HUD-assisted housing complexes. The program will focus on educational opportunities for children from Kindergarten through high school, on adult education and training and on employment and business development. Several partnerships with the local business community, local government, banks, the school district, and Head Start will make this program a comprehensive one which will serve the low-income communities beyond the actual facilities. Mr. Porco is intending to connect the center electronically to local schools. Both centers will have twelve Macs, a scanner, several printers, and a digital camera. PageMaker, Quark Express, Windows 95, PhotoShop and FilmMaker Pro are some examples of the advanced software that residents will have access to. In addition, both centers will be connected to the Internet. Adults who visit the centers will learn marketable skills and will receive aid in finding employment. Eventually, Mr. Porco hopes to establish the centers as service providers for the wider community (for which there would be fees), thereby making the programs self-sustaining.

Oakridge Neighborhood Services - Computer Learning Laboratory
1236 Oakridge Drive
Des Moines, Iowa 50314

Contact: Margaret Toomey, Executive Director
Donna Davis, HUD (515) 284-4375

Oakridge Neighborhood Services plans to open a Computer Learning Laboratory to teach residents of all ages how to use computers. Students are trained in such applications as Dos, Word for Windows, Excel, WordPerfect, Lotus, KidWorks, Microsoft Publisher and Aldus PageMaker. There are GED and ESL courses as well as basic family life and survival skills classes. The Center offers a comprehensive list of training programs with the purpose of providing all neighborhood residents of low-income HUD-assisted housing with the knowledge and the opportunity to be successful in the workforce and at home.

II. PUBLIC HOUSING AUTHORITIES

Atlanta Housing Authority - Community of Learners

731 West Peachtree Street
Atlanta, GA 30365
Tel: (404) 892-4700
Fax: (404) 815-4072

Contact: Dwight Thomas, Project Manager

The Atlanta Housing Authority's Community of Learners Program involves revitalizing five of the Authority's largest and most distressed communities (collectively called the "Olympic Legacy Communities"), and developing a 900-unit, mixed-income housing project at the heart of the Olympic Village and at the doorstep of Georgia Tech. The revitalization efforts will create an environment where living and learning can coexist in a meaningful way. Each public housing unit will have access to on-line computers, Georgia Tech's educational resources, and job opportunities. Future plans include integrated voice, data and video capabilities, and full connectivity. Georgia Tech, Coca-Cola World Headquarters and Centennial Olympic park will sustain the community.

Cuyahoga Metropolitan Housing Authority
Cuyahoga, OH
Fax: (216) 687-5590

Contact: Murali Nair (216) 687-4570

The Cuyahoga Metropolitan Housing Authority, in conjunction with Cleveland State University, recycles surplus computers from corporations, along with modems and software, to provide residents access to on-line services, including the Internet. Creating a family learning environment will be accomplished by implementing a campus of learners in partnership with colleges, universities, and the local school district.

Denver Housing Authority
Denver, CO
Tel: (303) 534-0821 or 1-800 659-3656

The Denver Housing Authority runs a program called, "The Redevelopment of North Lincoln Homes" which intends to provide a network of educational resources, streamlined access to family services, viable employment and training programs to help public housing residents become self-sufficient.

Hartford Housing Authority - Living/Learning Campus
21 Grand Street
Hartford, CT 06106
Fax: (860) 550-7501

Contact: Sara Frey (860) 550-7500

The Hartford Housing Authority is currently renovating Charter Oak Terrace and turning the low-income housing development into a Living/Learning Campus. Until two years ago, the cycle of poverty had led to the isolation of, and disinvestment in this 4,500-family, public housing neighborhood. It failed to provide safe, decent, and affordable housing. Now, instead of "housing for the poor," all units are being rebuilt to include a campus setting with the following: an interactive video classroom and a computer classroom. Funding has come from HUD, Connecticut Institute for Municipal Studies, State Department of Economic Development, Knox Park Foundation and Head Start.

New Haven Housing Authority - New Haven Family Campus Initiative
360 Orange Street
P.O. Box 1912
New Haven, CT 06059-9987

Contact: Brian Anderson (203) 946-2802

The New Haven Family Campus Initiative plans to transform three public housing neighborhoods into a campus of learners. The Family Campus strategy creates a pathway to self-sufficiency for public housing residents, focused on building human capital through education and job experience.

Omaha Housing Authority
Omaha, NE
Fax: (402) 444-4241

Contacts: Robert Armstrong, President & CEO of Omaha Public Housing
Joyce Beasley, VP of Resident & Community Services (402) 444-6919
Juanita James, Resident Relations Manager (402) 444-4781

The Omaha Housing Authority has one of oldest and most successful computer programs in public housing. Housing Authority CEO Robert Armstrong helped bring the first computer lab to Omaha public housing in 1986 to give inner-city children bussed into suburban schools greater access to computers. Mr. Armstrong created study centers in 5 housing developments and secured help from the Omaha Public School System and Apple Computer, Inc. to stock the

centers with Macintosh computers. Although the computer centers in Omaha public housing focus primarily on improving the academic performance of resident children, the centers also offer programs for adults stressing literacy, basic education, and GED preparation. The Housing Authority draws on the community college district and Creighton University for support and volunteer tutors to help run the academic programs. At the Gateway Center, resident adults have created their own window manufacturing and installation business that serves others in the community and use business/accounting software to run the company's books.

Poughkeepsie Housing Authority
Poughkeepsie, NY

Contacts: Arabella Denny (Joint Tenant Council) (914) 485-1185
Mary Brown (Joint Tenant Council) (914) 485-1185
Wesley Lee, Consultant on original project (914) 485-3853 (home)

There are three computer learning centers in Poughkeepsie's public housing developments. The original site is the Joseph Brady facility which contains 3 Packard-Bell computers with software packages targeted at children (educational software). The second site, at Thurgood Marshall, is equipped with ten IBM-compatible computers. The flagship of the Housing Authority's computer program is the Eastman Towers complex, a computer lab stocked with 25 IBM-compatible computers installed with the assistance of the **National Trust for African-American Men (see description, page 31)**. Eastman Towers has two instructors and two scheduled classes. Residents of Poughkeepsie's public housing have been very active and have successfully organized themselves into a community tenant association. The group has landed consistent funding for various projects over the last few years (including a summer computer program for children) with sponsors like IBM, local banks, and the Poughkeepsie Journal.

Providence Housing Authority
Providence, RI

Contact: Stephen O'Rourke, Executive Director (401) 751-6400
Sorrel McGregor (401) 751-6400 x276

The Providence Housing Authority has recently received money from HUD to develop a Family Investment Center which will include a large computer learning center. Although this project has yet to be completed, there are two public housing developments with smaller computer learning centers already functioning. While neither of these has programs targeting job training, one of the facilities teaches both adults and children the fundamentals of Macintosh use, uses educational software for children, teaches adults how to use word processing packages for resume work, and offers desktop publishing software for teenagers to write a newsletter. The computer sites do not yet provide Internet access.

South Bend Housing University
South Bend, IN

Contact: Joe Howell (219) 235-9947

South Bend Housing University, funded by HUD, has set up a community computer center for tenants in a public housing complex. The business of the Housing Authority is not just to create public housing, but to make the housing a platform from which one can create opportunities to go from homelessness to rental housing, from public housing and joblessness to home ownership and self-sufficiency. South Bend housing university trains subsidized housing tenants in technology and job skills so they can become self-sufficient. The Housing Authority networks with area schools, community centers, service agencies, and churches, and it will also link in with the innovative, high tech project, "Community Learning and Information Network."

Tampa Bay Housing Authority
Tampa Bay, FL

Contacts: Lilian Stringer (813) 253-0551 (ext. 118)
Rita Wilson, Computer Consultant (813) 878-9950

The Tampa Bay Housing Authority has a fairly advanced multi-purpose computer center with twelve IBM computers. The center serves approximately 500 children and teenagers a year and offers diverse instruction in business software (word processing and data entry software such as Lotus 1-2-3 and Microsoft Word) and educational programs (KidWorks, math and basic English skills). The computer consultant who runs the program, Rita Wilson, has currently initiated a pilot vocational training course for adults stressing business office skills (i.e. data entry, word processing, and accounting software). The computer facility is located in a public housing building that also houses community affairs officers, and some officers work as computer monitors to secure the site and promote better relations in the community.

III. Non-Housing-Based Programs

A. Specializing in Job Training

Akron Urban League - Asset Program

250 East Market Street
Akron, OH 44308
Fax: (216) 434-2716

Contact: Stephen Pressley (216) 434-3101

The Asset Program, run by the Akron Chapter of The Urban League, was founded in the early 1980s to provide adults with courses in literacy, computer skills, and job training. All of the Asset Program's courses are vocational and end in job placement. For 18 weeks, the program's 20 students, divided into two classes, learn office related computer skills. 93% of the students retain their placements in permanent positions. The Asset Program receives its funding from private donations and from various other sources. The United Way Foundation provided the initial funding and IBM donated computers, technical assistance, and supplies (although future assistance may be in jeopardy).

Center for Advanced Technology Education (CATE)
Toronto, Ontario
CANADA
Tel: (416) 979-5106

The Center for Advanced Technology Education provides a cutting-edge technological training environment for managers, engineers, technologists, and other professional groups. CATE is one of the finest facilities and resources in Canada. The Center's equipment includes a full set of computer-integrated manufacturing, phototonics, and other research and teaching laboratories, along with well-equipped computer rooms. CATE is funded by corporate grants.

Choices Multimedia Computer, Inc.
481 Main Street, Suite 204
New Rochelle, NY 10801
e-mail: ptwchoices@igc.apc.org
Fax: (914) 637-8821

Contacts: Jean Campbell, Director (914) 576-5089
Nancy Alexander

Choices Multimedia Computer, Inc. was created in 1991 by Jean Campbell, a former educator and health care professional for the purpose of providing job re-training in computers for individuals with disabilities. The organization has evolved into one which focuses more on low-income members of the community. Choices offers several programs including teaching at-risk teenagers desktop publishing and graphic design programs, training teachers in computer use, training Hispanic women in computer use and resume instruction, and creating computer-related business and employment opportunities for members of the community. Those participating in the Choices programs gain marketable skills in computer use and often learn how to train others

in what they have learned. The center offers additional classes in graphic design and desktop publishing for which there is a fee. These fees along with revenue from the local school district and grants from the City of New Rochelle supply the funding for Choices.

Cleveland Works
812 Huron Road
Cleveland, OH 44115
Fax: (216) 566-6980

Contact: David Roth, Director (216) 589-9675

Cleveland Works is an agency with several programs, one of which involves training welfare recipients to be computer operators. Cleveland Works -- with an annual operating budget of $2.7 million -- continues to help about 1,000 adults and their children off welfare each year. The agency is the brain child of Cleveland attorney David Roth. Cleveland Works is funded by state and federal grants.

Community Access (see description, page 22)

Computers and You
Glide Memorial Church
330 Ellis Street, 6th Floor
San Francisco, CA 94102-2735
Tel: (415) 922-7593
Fax: (415) 922-0756
cnyinfo@glide.org

Computers and You provides access and training in computer technology to underprivileged adults and children and to the homeless. The program has successfully trained more than 6000 adults and children. Adult programs include word processing applications, spreadsheets, desktop publishing, graphics, hardware, programming and even MIDI, an application whereby the user can create music. Programs for children include learning basic math, reading, composition, music, art, and social studies by using computers. The goal of the program is to facilitate students' learning and increase their chances of breaking out of the cycle of poverty by providing valuable skills and training in a supportive atmosphere of ongoing discovery. In addition to computer knowledge, both children and adults gain increased self-esteem, confidence, and marketable skills.

Focus Hope - The Fast Track Program
Detroit, MI

Contact: Mike Simonic (313) 494-4362

Fast Track, run by Focus Hope, a group which runs many adult training programs, provides a computer center for 17 to 23 year olds who need extra help in reading and math. The center offers computer literacy training eight hours a day for seven weeks. At the end of the course, 98% of the trainees find placements in colleges, jobs, or the Machinist Training Program, also run by Focus Hope.

Hagerstown Telework Center
The Elizabeth Hager Center, Suite 200
14 North Potomac Street
Hagerstown, MD 21740
Fax: (301) 745-5700

Contact: Mary Bray (301) 745-5601

The Hagerstown Telework Center, part of the Main Street America Downtown Revitalization Project and a service of the Hagerstown Cooperative Administrative Support Unit (CASU), offers technology facilitating telecommuting. Since the facilities are so technologically advanced, with 36 work stations, there is an opportunity to expand to include the handicapped and others unable to deal with traditional working hours and commuting patterns. Reduced sick leave and lower worker's compensation costs are added benefits for employers who are taking advantage of telecommuting as a management tool. This program is a federal pilot program with the support of local agencies.

Music and Artistic Technology Training Center
1401 Rowan Street
St. Louis, MO 63112

Contact: Charles Murphy (314) 836-0194

Charles Murphy is an entrepreneur with a storefront graphic design, video/music editing business in the 22nd Ward of St. Louis, an extremely poor, African-American neighborhood. Mr. Murphy had served as a math and science teacher in the public school system but resigned in 1991 to establish the training center. The purpose of the Music and Artistic Technology Training Center is to provide training in computer-aided graphic design, and in video and sound technology for interested students and community residents. The Center is funded by its multi-media projects, consulting work to local businesses, and by Washington University in St. Louis. The Center trains up to 10 people a year, and former apprentices have collaborated with Murphy on video-editing projects. While Murphy charges a fee for each session, most of his students are unable to pay and often will work on projects with Murphy in exchange for free classes.

Palmetto Learning Center
3980 Cambronne Street
New Orleans, LA 70118
Fax: (504) 482-6623

Contact: Dennis Joseph (504) 486-0300

The Palmetto Learning Center was founded in 1990 through the efforts of community leaders and educators at Loyola University in New Orleans. Primarily serving low-income communities, this program has more than thirty computers and extensive programs targeted at adults, children, and teenagers. In addition to its highly acclaimed program for assisting women on AFDC, the center offers multi-media, video production, mass communications, and several other academic enrichment and vocational programs. Palmetto Learning Center is a very complex, well funded, and successful operation.

PUENTE **(see description, page 15)**

Rockville Pregnancy Center **(see description, page 25)**

Three Rivers Employment Services
100 Columbus Avenue
Pittsburgh, PA 15233
Tel.: (412) 323-0100
Fax: (412) 323-8433

Contact: Dr. Wilma Carter, Director

Three Rivers Employment Services was established in 1987 to provide training in computer skills to low-income adults and then to place the trainees in jobs. The group's training courses are taught in eight facilities throughout the Pittsburgh area. Each course has a different focus, including work preparation, vocational training in computer network engineering and data entry, training in office-related applications, computer repair and maintenance training, and training for the Internet and video-conferencing. The courses are demanding and the rate of job placement retention for Three Rivers students is unusually high. The organization is funded by various donors, by grants from the City, by the for-profit branch of Three Rivers which does commercial training, and indirectly by HUD through the Pittsburgh Housing Department (PHD). Three Rivers is helping to set up several video-conference facilities in the community and, in conjunction with the PHD, has been involved with the establishment of several family investment centers.

B. Specializing in Adult Education

Akron Urban League - Asset Program (see description, page 10)

Brooklyn Public Library Literacy Program
Grand Army Plaza
Brooklyn, NY 11238
Fax: (718) 398-1770
e-mail: ptwbpl@igc.apc.org

Contact: Deborah Guerra (718) 780-7821

Established in 1977 with 14 students, the Brooklyn Public Library Literacy Program operates five learning centers with over 150 volunteer tutors to facilitate learning among 850 low-income adult learners reading below a pre-GED level. After consulting with **Playing to Win (see description, page 32)** in 1993, the Program redirected its technology-assisted learning programs to use more sophisticated software and an educational approach that stressed group interaction. The center received a grant to upgrade its Macintosh computer base and purchased word processing, database/spreadsheet software, and research software on CD-Rom to create a simulated job environment for students.

In 1994, a pilot family literacy project was started at one of the five centers which used innovative publishing and graphics software to allow parents and their children to work together in creating family stories. In addition, the Program ventured into software development thanks in part to a grant from the Library Service Construction Act (LSCA), developing a program on using the New York subway system which allowed students to test their literacy skills in simulated real-life situations.

Choices Multimedia Computer, Inc. (see description, page 10)

New Beginnings Learning Center **(see description, page 19)**

Options
2108A Gallows Road
Vienna, VA 22182
Tel: (202) 678-4667
Fax: (703) 848-2122

Options is a program that offers computer-based instruction in basic academic skills as part of a private, non-profit adult literacy program in operation since 1972.

PUENTE (People United to Enrich the Neighborhood through Education) Learning Center
501 South Boyle Avenue
Los Angeles, CA 90033
Tel.: (213) 780-8900
Fax: (213) 780-0359

Contact: Paul Milliman

PUENTE was created ten years ago by Sister Jennie Lechtenberg when, while helping young children who were having difficulty in school, it became clear that she would have to work with both the children and their parents in order to solve the learning problems. PUENTE has evolved from its initial focus on language acquisition, literacy and tutoring, to include a focus on computer-learning and the use of other high-tech tools. Based in East Los Angeles, PUENTE serves close to 2000 students from age 3 to age 88 each day. The organization has six primary programs whose functions include preparing 3, 4, and 5-year olds for school, tutoring children of all ages (from elementary school age to high school), providing adult education classes with six levels of ESL, GED instruction, and Spanish literacy, teaching effective parenting, and providing job training. There are 250 computers at PUENTE's new 40,000 square foot facility. Every PUENTE student learns to use a computer and in turn, uses the computers to acquire other skills. The organization has also begun experimenting with distance learning through video-conferencing, connecting PUENTE's classrooms in East Los Angeles with a satellite campus in South Central Los Angeles.

Following the 1992 riots, The Mattel Foundation, a PUENTE donor, invested millions of dollars to rebuild the inner-city communities of LA. Five learning centers modeled after PUENTE were opened and teachers at the Mattel Learning Centers were trained by PUENTE staff. In addition, PUENTE is expanding and its staff members are offering their experience and training as successful evaluators and providers of community needs through its new branch, PUENTE International. PUENTE's 1993/1994 gift income of $3,290,776 is made up of charitable donations by CITIBANK, The Arco Foundation, The Carrie Estelle Doheny Foundation and many other corporations, foundations, and individuals.

C. Specializing in Afterschool Programs

Black Data Processing Associates of Greater Philadelphia
P.O. Box 2254
Philadelphia, PA 19103
Tel.: (215) 574-6080
Fax: (215)

Contact: Victor Brooks

Black Data Processing Associates (BDPA) is a national non-profit organization aimed at promoting African-American participation in the computer industry. In 1994, the Philadelphia chapter of BDPA, in conjunction with a local church, opened a permanent computer center to offer computer training to BDPA's volunteer members, and to provide computers and training courses for the local community, particularly for its children. The central goal of the project is to promote computer literacy. There are currently ten volunteer trainers at the center, which is open on weekends. There are usually between eight and twelve students per week learning basic computer programming, playing educational games, and using various software such as that necessary for producing a newsletter. In addition, BDPA is trying to start an after-school computer club started, in which kids would compete in competitions locally and nationally.

Choices Multimedia Computer, Inc. (see description, page 10)

The Computer Clubhouse at the Computer Museum
300 Congress Street
Boston, MA 02210
Tel.: (617) 426-2800, ext. 345
Fax: (617) 426-2943

Contacts: Oliver Strimpell, Gary Breslow, Sam Christy

The Computer Clubhouse, a program offered by the Computer Museum in Boston, is a program committed to halting the cycle of poverty for inner-city children. The Computer Clubhouse allows kids, aged 10-16, who live in low-income communities, to use computers after school to create projects based on their own ideas and interests. Professionals and college students from diverse fields and cultural backgrounds serve as Clubhouse Mentors, working on projects with the students.

East End Cooperative Ministry - ExtraOrdinary Tutoring
250 North Highland Avenue
Pittsburgh, PA 15206

Contact: Sharyn Peters (412) 361-0450 (After 3PM)

ExtraOrdinary Tutoring, part of the East End Cooperative Ministry, serves 140 children of all ages (Kindergarten through twelfth grade). Created twelve years ago, the primary goal of the program is to provide kids with tutoring after school. Computers are used in conjunction with the tutoring program. The center is equipped with four computers, one printer, and software such as Clarisworks, Printshop, KidWorks, and MathBlaster. About 20 children get to use the computers each afternoon. ExtraOrdinary Tutoring hopes to be on the Internet soon. The staff of this initiative is made up almost entirely of volunteers. As part of the Cooperative Ministry, which has several programs, funding comes from a variety of sources.

Foundation for Educational Innovation (FEI)
722 Twelfth Street, NW, Second Floor
Washington, DC 20005
Tel: (202) 628-6660
Fax: (202) 628-6659

Contact: Archie Prioleau (202) 628-8840

The Foundation for Educational Innovation is a non-profit corporation founded in 1993 to change education through the innovative use of technology. FEI's goals are:

- to allow access to knowledge by students from K through 12th grade, in particular minorities and disadvantaged youth, independent of place or time through the use of computers, networks, and the emerging Information Super Highway.

- through technology, to link America's students with museums, galleries, and other knowledge repositories.

- with a focus on core subjects,. i.e. mathematics, science, writing skills, etc., to create a system in which parents and adults are recruited and invited to become technologically literate and better prepared for employment opportunities while becoming the support system for students during after-school hours.

Good Shepherd Ministries
1630 Fuller Street, NW - Suite 105
Washington, DC 20009
Fax: (202) 328-7483

Contact: Pat Satar, Founder (202) 483-5816

Good Shepherd Ministries was founded 10 years ago by Pat Satar, a former employee of Jubilee Housing, Inc., a Washington-area subsidized housing developer, to provide social services to low-income housing residents of Jubilee developments in the Northwest section of Washington. Funded by individual donors, corporations, and a local church, Good Shepherd has established three computer learning centers where after-school educational programs are offered to neighborhood children, aged 6-18. Each computer center offers distinct educational programs. One of the centers, serving 1st through 3rd graders, has Primary Plus, a computer program designed for young children which teaches basic math, reading, and games. Another center, with 6 Macintosh computers, is primarily for 4th-6th grade children. The third center, serving 50 kids from 7th to 12th grades, has 5 Macintosh computers and provides computer access time for homework and instruction in animation and other graphic software.

The Ministry, with a budget of $400,000 per year, has 9 full-time employees and dozens of community and student volunteers who act as mentors and assist students with homework assignments on the computers. The Ministry also offers a tutoring program three nights a week for troubled students in which volunteers help students with homework, often using the computers, and serve as peer counselors.

Leadership, Education, and Athletics in Partnership (LEAP)
254 College Street - Suite 501
New Haven, CT 06510
Fax: (203) 773-1695

Contacts: Andrea Schorr, Director (203) 773-0770
Henry J. Fernandez
Brian Rubin

LEAP, part of the Boys & Girls Club of New Haven, serves children aged 7-14 throughout Connecticut. The primary goals of LEAP's programs are increasing the literacy, expanding the social skills and encouraging the leadership of its participants. The club currently offers an after-school academic program during the school year which pairs high school and college students with kids. Many of the tutors live in the public housing developments with their students. LEAP has developed five computer learning centers throughout New Haven where kids from low-income neighborhoods have access to computers. In addition, the organization is engaged in collaborative projects with other organizations throughout the country. LEAP received a $203,493 grant from NTIA to help establish an electronic link between youth centers in New Haven and East Palo Alto, CA. Consequently, LEAP is now working with **PluggedIn**

(see description, page 20), a group in East Palo Alto, on a project wherein kids in the two cities collaborate on homework assignments (coordinated through the respective school curricula). LEAP is also trying to expand its partners, establishing the National Youth Center Network Exchange, and has considered establishing a joint curriculum with a school in Colorado.

Louisiana Goals 2000
Louisiana Technology University
P.O. Box 3161
Ruston, LA 71272
Tel: (318) 257-3923
Fax: (318) 257-2379

Contact: LaJeane Thomas -- lthomas@vm.cc.latech.edu

Louisiana Goals 2000, in conjunction with the Natchitoches Parish School Board, is using telecommunications to increase the participation in high-tech learning of underserved K-12 students in five Louisiana school districts. The project also provides for professional development activities for educators and community partners; it will involve parents in the learning process and concentrate on the transition from school to work and life-long learning. Each district will open school sites after hours and expand access to places more often visited by community members. During the fourth and fifth years, videoconferences will be used to transfer model practices to other parts of Louisiana. The program received a Louisiana Networking Infrastructure for Education (LaNIE) grant from the NSF.

New Beginnings Learning Center
202 Robinson Street
Pittsburgh, PA 15213
Tel.: (412) 683-2140

Contact: Marcia Snowden, Director

The New Beginnings Learning Center was established as a center for adult literacy classes and day care in 1960 and in 1987, began providing computer education programs for children. The Center employs three full-time and two part-time instructors as well as several tutors and interns from local universities and high schools. The 100 or so children who visit the Center each week use educational software and applications to help with homework and projects while the 8-10 adults who visit the Center learn Windows and other applications. New Beginnings has many pending projects such as an electronic connection with three other community centers and six public schools. These initiatives seek to give kids from different neighborhoods the opportunity to communicate over the network and enhance the links between schools and community centers. The Center hopes to begin a job training program for adults through the network, perhaps using video-conferencing. In addition, Pittsburgh's City Council

has asked that the Center's Director help establish another center. The New Beginnings Learning Center is funded by grants from the City of Pittsburgh and the Department of Commerce, and received donations of hardware, software and technical assistance from Carnegie Mellon and Duquesne Universities.

Palmetto Learning Center (see description, page 13)

PluggedIn
1923 University Avenue
East Palo Alto, CA 94303
Tel: (415) 322-1134
Fax: (415) 322-6147

Contacts: Bart Decrem -- http:\\pluggedin.org
Hector Campos

PluggedIn was created upon receiving seed money from the Echoing Green Foundation of New York and runs a host of computer education and vocational programs in East Palo Alto, Menlo Park, and Redwood City. Beginning as a small computer lab in September of 1992 at a Boys & Girls Club in Menlo Park, California, the organization's computer facility is open 60 hours a week and services about 200 kids in the San Mateo/Santa Clara County area. Some of the programs run by PluggedIn include a partnership with Free at Last, a drug and alcohol recovery program, wherein students visit the center twice a week to learn basic computer skills and work on a newsletter; a program working with kids from a private, Afro-Centric school in East Palo Alto who visit the center twice a week; and a summer camp for kids who work with graphics and desktop publishing software and on the Internet.

PluggedIn has partnerships with over 14 different community-based organizations (including groups like Teach for America), has volunteers from Silicon Valley and the Bay Area, and teaches classes to participants. The organization's annual budget of $200,000 comes from foundation grants such as the Echoing Green Foundation, the Atkinson Foundation, and the San Francisco Foundation as well as from corporate sources. All of PluggedIn's equipment has been donated by Apple Computer, Hewlett Packard, and Bay Network. In addition to these programs, PluggedIn maintains a public database of the newsletters produced by its students and files containing descriptions of the programs run by the center. PluggedIn has also started a spin-off corporation with teenagers from the program who have learned from center volunteers how to set up world-wide web home pages on the Internet. The students are billed out at fairly high rates and the center is trying to make the "PluggedIn Corporation" a separate entity run by the kids so they can develop their own business consulting group with companies and non-profit groups.

PUENTE (see description, page 15)

St. Alphonse's Rock Church
1118 North Grand Avenue
St. Louis, MO 63106
Tel. (314) 533-0304
Fax: (314) 533-4260
e-mail: jsterlac@umslvma.umsl.edu

Contact: John Sterlacci, Director of Community Development

Although this project is in developmental stages, St. Alphonse's Rock Church has marshaled an impressive array of community resources (primarily from its parish) to establish a computer learning center in St. Louis' Blumeyer Housing Project, one of the largest low-income housing developments in the Midwest, with 5500 residents in 3 high-rises. The church currently organizes after-school and summer programs for over 300 kids, the majority of whom live in Blumeyer. Although the housing development already has a community center with 2-3 computers which were donated by Mansanto and Anheuser-Busch corporations, there are no structured programs in place to teach residents how to use the computers.

St. Alphonse's Rock Church has received 4 donated computers from surrounding businesses (one Macintosh and 3 IBM 486 compatibles) and is currently working with a computer consultant to price and procure Internet access capability (which will cost roughly $10,000). The Church's goal is to have the center running by January 1st, 1996 with eight additional computers. The Church has 3 laser printers and will probably dedicate one of them in the interim for use at the center.

The Church's Director of Community Development has worked extensively with educators and administrators at local universities, one of which will be providing free e-mail accounts for Blumeyer residents. To save on the costs of maintaining the center, the Church is planning to send two community residents to an intensive computer training program at University of Missouri at St. Louis. This program gains its strength from the congregation's unusual mixture of inner-city residents and rich suburban parishioners. The parishioners are working together with suburban chambers of commerce to secure funding and other resources for the center.

D. Specializing in Providing Employment Opportunities

Akron Urban League - Asset Program **(see description, page 10)**

Choices Multimedia Computer, Inc. (see description, page 10)

Edgewood Terrace - CPDC (see description, page 3)

PluggedIn (see description, page 20)

Three Rivers Employment Services (see description, page 13)

E. Specializing in Social Services

Arizona Department of Juvenile Correction: OJJDP Grant
1624 West Adams
Phoenix, AZ 85007
Tel: (602) 542-3841
Fax: (602) 542-0131

Contact: Lenny Lindstrom

The Arizona Department of Juvenile Correction has developed a technology learning model that helps troubled children and their families by providing access to computer centers. Computer training is also provided. This initiative is funded by a $1.2 million grant from the US Department of Justice.

Cleveland Works (see description, page 11)

Community Access
200 Avenue A
New York, NY 10009
Fax: (212) 674-8417

Contact: Tom Mitchell, Technology Director (212) 420-1700

Community Access was established in 1974, primarily as a low-income residential facility, to help those with psychiatric problems successfully make the transition from homelessness or long-term institutional care to independent living. In 1981, Community Access created a computer network to further its commitment to empowering the community. The computer facility maintains 108 terminals, more than half of which are used by the residents. The center offers residents access to their case files, a database identifying local mental health and related services, Internet access, various applications such as WordPerfect, and a bulletin board system for those residents who are recovering from both psychiatric problems and substance abuse. The residents who use the computer center are gaining marketable skills as well as communicating with others in a safe environment and are learning from a non-judgmental source. In addition, there are several residents, "compumentors", who provide help and advice to other users. Community Access is funded by grants from the City and by various donors. The computer center is just one aspect of a much larger commitment to encouraging personal growth and independence through high quality housing, career guidance and micro business development.

Edgewood Terrace - CPDC (see description, page 3)

Grace Hill Neighborhood Services
2600 Hadley Street
St, Louis, MO 63106
Fax: (314) 241-8938

Contacts: Richard Gram (314) 539-9510
Charles Kindleberger (St. Louis Community Development Agency) (314) 622-3400

Grace Hill Neighborhood Services received a $600,000 grant from NTIA to help establish a neighborhood telecommunications network for improving the social services in five low-income communities in St. Louis. The purpose of the network, which will consist of 25 neighborhood information stations set up in public access areas (police stations, libraries, public housing developments, and public health clinics), is to strengthen communities by improving their information infrastructure. Although the network is not yet operational, it will provide community resources information, advertising space, and health service information. Grace Hill is currently collaborating with the Missouri Employment Center to set up a job bank for network users to access information and assistance with job searches and listings.

Korean Youth & Community Center
680 South Wilton Place
Los Angeles, CA 90005
Tel.: (213) 365-7400
Fax: (213) 383-1280

Contacts: Michael Kim, Bong Hwan Kim, Sharon Im, Woo Toby Hur

KYCC serves the evolving Korean-American community in the greater Los Angeles area and the multi-ethnic community of Koreatown. The center's primary focus is to serve the recently-immigrated and economically disadvantaged youth and their families. KYCC is also a participating organization in the building of APNet, a network uniting and informing the efforts and resources of organizations servicing Asian and Pacific Islanders throughout the United States.

Marshall Heights CPDC **(see description, page 30)**

M.U.S.I.C. (Multi-User Sessions In Community)
71 Bond Street
Bridgewater, NJ 08807
Tel.: (908) 722-6362
Fax: (908) 370-7966
e-mail: Holland123@aol

Contact: Anthony Holland, President

In the Spring of 1994, the Office of Computer Education and Technology of the Newark Public Schools received a $106,950 NTIA grant to install M.U.S.I.C., a community computer network for part of Newark's disadvantaged central ward. The network consists of 20 Apple computers and corresponding modems set up in homes and public-access areas (i.e., social services offices, a local elementary school, the Newark Public Schools central office, an area church, and the University of Medicine and Dentistry). The purpose of the network was to raise student achievement in the local schools by improving the delivery of primary health care and social services through computer technology.

M.U.S.I.C. uses a unique interactive "engine" which provides multiple users with the opportunity to interact simultaneously on a computer screen, work on collaborative projects, and manipulate data and images. Currently, the primary focus of the network has been to establish interactive bulletin boards to exchange information on such subjects as health care and parenting, and to work with police to set up neighborhood watches and organize community activities (such as flea markets, a community talent show, and a photography class). Educators in the local school system and parents have created planning teams to increase parental input into school operations by providing parents with direct on-line access to administrators and teachers. Families which have computers installed in their homes were pre-selected by M.U.S.I.C. These families must grant access to at least four people outside their immediate family as well as serve as Community Captains working to expand the services offered by the network according to the needs or desires of other residents.

Palmetto Learning Center **(see description, page 13)**

People's House
4501 Ford Avenue, Suite 270
Alexandria, VA 22302
Fax: (703) 845-7980

Contact: Glenn Simmons (703) 845-8401

People's House, after receiving software from EDS and computers from Apple, has created a database of social services, so that the homeless, or anyone in need, has access to more than three hundred sources of information on housing, jobs, or food. Staffed by volunteers, People's House searches for agencies that meet the needs of its clients, and contacts shelters or churches to make sure they are still offering services. Finally, People's House keeps an electronic record of their clients so that there is no need to go through the entire interview again the next time the caller phones in. People's House is funded by donations from corporations.

PluggedIn (see description, page 20)

Rockville Pregnancy Center
1557 Rockville Pike
Rockville, MD 20852
Fax: (301) 770-0538

Contact: Gail Tierney (301) 770-4444

The Rockville Pregnancy Center is a non-profit social service center which has established a "Computer Mom's" program. The program was started when a retired IBM executive volunteered to teach his knowledge of computers to disadvantaged pregnant women. Typically, these women have few job skills, little education, and a low income. "Computer moms" learn various programs including Windows and Word Perfect. Local companies have donated old computers in the past as they upgraded their own equipment. Giant grocery store, a local radio station, and the "Gifts in Kind" program were other donors who have sponsored the center.

Somerville Community Computing Center (SCCC)
167 Holland Street
Somerville, MA 02144

Contact: Kate Snow (617) 625-6600 (through operator)

The Somerville Community Computing Center is a non-profit affiliate of the **Playing to**

Win Network (see description, page 32), based in New York. Its mission is to provide socio-economically disadvantaged communities with access to computers and computer-based technologies. The SCCC serves as the computer facility for SCALE (Somerville Community Adult Learning Experience) employment and training, ESL, Adult Basic Education and programs for Head Start and Even Start students, teachers, parents and staff. Federal and private funding and SCALE pays for the community room.

United Neighborhood Houses of New York
6 MetroTech Center, Room 152
Brooklyn, NY 11201
Fax: (718) 643-3362

Contact: Maxine Rockoff (718) 643-3252

United Neighborhood Houses of New York plans to install a telecommunications and information infrastructure in five pilot settlement houses in New York City to enable more efficient coordination with government agencies that fund community-based social services and to provide Internet access for community residents in poverty-stricken neighborhoods. Settlement houses provide social services while also offering enrichment activities (recreational, cultural, and educational) focused on neighborhood strengths. Typically, computerization in settlement houses is an ad hoc unintegrated affair, driven primarily by the uncoordinated requirement of government programs. The five-year UNH Information Technology Initiative will undertake to introduce information technology to improve the service delivery process and design reports necessary for accountability. The total cost of the project is $1,396,886, about half of which is funded by NTIA.

IV. Support Groups, Intermediary and Umbrella Organizations

A. Specializing in Recycling Equipment

Boston Computer Society

Contact: Marlene Archer (617) 290-5700, ext. 312
FAX (617) 290-5744
World Wide Web Site: www.bcs.org

The Boston Computer Society (BCS) is the world's oldest and largest computer user group and has an extensive range of hardware and software training programs for the public. BCS maintains several databases for its members and serves as a technology resource consortium for various public interest and community groups. BCS is a major recycler of discarded computers (distributing over 300 computers in the last year and a half) and attempts to funnel used hardware to needy groups. Among other projects, BCS has recently initiated a program with GangPeace (a community organization aimed at controlling drug-related activity by children in the inner cities) to train members of the organization and welfare mothers how to repair and recycle computers, thereby teaching them potentially marketable skills.

The Lazarus Foundation
Columbia, MD

Contact: Don Bard (202) 682-5506

The Lazarus Foundation is a non-profit, charitable organization which accepts computer hardware donations. Volunteers test and restore donated computer equipment and installs donated software. The group also trains high school students at area schools in Washington DC and in Maryland to repair the computers. Lazarus is funded by various corporations such as Microsoft Corporation, Touchstone Software, and On-Track Systems.

The LINCT (Learning and Information Networks for Community Telecomputing) Coalition
The Hamlet Green, Suite 3
103-3 West Montauk Highway
Hampton Brays, NY 11946
Tel.: (516) 728-9100
Fax: (516) 728-9228
e-mail: komoski@bnlarm.bnl.org

Contact: Ken Komoski, President

Based on Long Island, LINCT is a national coalition of socially-concerned non-profit organizations and businesses dedicated to establishing low-cost community telecomputing networks and providing computer education and training to individuals living in low-income neighborhoods. LINCT has created a network of 5 communities on Long-Island (via the public library system) and is working with **United Neighborhood Houses (see description, page 26)** to set up a network linking settlement houses in Manhattan.

LINCT also has developed a novel concept based on the "Time-Dollar" model to get computers into the hands of people who otherwise could not afford them. LINCT recycles used computers and modems donated from local businesses and LINCT volunteers (computer professionals from academia, private industry, and government) work with interested individuals in low-income communities, teaching them how to use and maintain the computers and ultimately give the computers to these individuals. In exchange for these computers, these individuals agree to do community service (including passing their computer skills along to others).

National Trust for African-American Men (see description, page 31)

Points of Light Foundation
1737 H Street, NW
Washington, DC 20006
Tel: (202) 223-9186
Fax: (202) 223-9256

Contact: Gena Parks

Points of Light, working with the **Lazarus Foundation (see description, page 27)**, supports a project that recycles old computers. The Foundation, whose volunteer centers are housed in United Way facilities, focuses on serious social problems.

UIC Neighborhoods and Nonprofits Network (see description, page 33)

B. Specializing in Technical Assistance

Hamilton Securities - e.villages
7 Dupont Circle, NW
Washington, DC 20036
Fax: (202) 496-6777

Contact: Janet Maccubbin (202) 496-6724

Hamilton Securities, a Washington-based merchant banking firm, is working on a project called e.villages to bring computer training facilities into low-income housing developments. C. Austin Fitts, the head of the Federal Housing Administration in the Bush Administration, initiated the program.

The Institute for Community Development
600 Community Drive
Manhasset, NY 11030
Fax: (516) 562-5140

Contacts: Charise Burt (516) 562-5440

The Institute for Community Development runs an educational outreach program using computers for low-income at-risk youth in the Long Island area. There are two branches of the program, one which serves kids in middle school and another which serves high-school students. The Institute is funded by private corporate donations and by government grants. Dennis Joseph from the **Palmetto Learning Center (see description, page 13**) in New Orleans recommended the Institute for Community Development which helped him establish a computer learning center in New York City.

Joint Ventures, Inc. - Challenge 2000
99 Almaden Boulevard, Suite 610
San Jose, CA 95113
Tel: (408) 271-7213
Fax: (408) 271-7214

Contacts: Carol Welsh, Program Manager
Leslie Saul (Smart Valley) (408) 562-7780, Tish Williams (Smart Valley)

Joint Ventures, Inc., a San Francisco Bay Area venture capital organization, is supporting public school systems in disadvantaged areas by providing them with capital and technology to improve their educational programs. Joint Venture operates this program under the rubric of the "Challenge 2000" program. Applications are solicited from public school systems who have developed concepts for how they want to use computers in their curriculum (i.e. schools that need computers to bring up reading levels). Joint Ventures works with community leaders, educators, and business leaders to raise money. $15 million has been raised since the initiative's inception 18 months ago. There are currently four teams of schools in San Mateo and Santa Clara Counties involved with Joint Ventures, Inc.

The LINCT Coalition (see description, page 28)

Marshall Heights Community Development Organization (MHCDO)
4051A Minnesota Avenue, NE
Washington, DC 20079
Fax: (202) 396-5347

Contact: Elaine Mosby (202) 396-4846

The Marshall Heights Community Development Corporation is one of the premiere development organizations in the U.S. MHCDC tests the effectiveness of the LifeSkills Development Network, a telecommunications network of health and human service providers. The Network is made up of professionals assembled from various disciplines across the City who coach, train, and place clients in career track jobs with the use of state-of-the-art technology. These professionals communicate through multi-media Community Services Workstations. The workstations allow voice, data, and video networking across Integrated Services Digital Network (ISDN) lines. Client profiles can be accessed and updated without delays or paperwork. A host of resources are at their fingertips through the information superhighway. These professionals are committed to moving clients from social dependency to a path of economic self-sufficiency. The principal partners in the project are the D.C. Chamber of Commerce, Macro International, Inc., Strategies Committee for the Prevention of Chronic Poverty, D.C. Private Industry Council, Bell Atlantic, D.C. Department of Employment Services, and Project Accord.

Morino Institute
1801 Robert Fulton Drive, Suite 550
Reston, VA 22091
Tel.: (703) 620-8971
Fax: (703) 620-4102
e-mail: info@morino.org
http:\\www.morino.org

Contact: Mario Morino, President & Founder

The Morino Institute is a non-profit organization focused on promoting the development of public access networks for communities as a tool for grass roots civic, economic, and public service efforts. In support of these goals, the Institute's initiatives take two forms: service projects, and educational programs. The Institute administers a directed grant program (it does

not accept unsolicited grant applications) which has sponsored a number of innovative computer-learning educational projects in low-income communities. In addition, the Morino Institute has established an extensive Directory of Public Access Networks, a database listing community service groups, community and private sponsors, media, policy makers, grant makers, and others interested in computer technology and community development.

The institute, together with **LEAP (see description, page 18), Playing To Win**, **(see description, page 32)** and a number of other non-profit organizations, has organized the National Youth Center Network (NYCN). NYCN has two primary goals: to help engage children through communication and to improve the delivery of youth services. Part of this effort includes the creation of a pilot network between youth centers in New Haven (Connecticut) and East Palo Alto (California) which allows the kids to communicate and work on joint community and academic projects (under the supervision of educators from the school districts).

National Trust for African-American Men
7411 Riggs Road #424
Adelphi, MD 20783
Tel.: (301) 445-3077
Fax: (301) 445-3584

Contact: Ken Chapman

The National Trust for African-American Men was founded by Dr. Gary Mendez on the principal that technology can be a tool for solving social problems. Funded by such groups as the Kellogg Foundation, Bell Atlantic, the Department of Justice and many others, the Trust offers technical advice and hardware to groups interested in establishing computer learning centers in low-income communities. The organization provides computers and related hardware at low cost to non-profit organizations, grassroots tenants organizations, and public housing developments. In addition, the group's consultants provide maintenance contracts and computer-classes to its clients. The National Trust has worked on community computer projects with the **Poughkeepsie** and **Tampa Bay Housing Authorities (see descriptions, pages 8-9)** and is currently completing projects in Baltimore and Austin.

Community Technology Centers (CTCNet)/The Playing to Win Network (PTWNet)
Education Development Center
55 Chapel Street
Newton, MA 02160
ptwadmin@igc.org
Tel.:(617) 969-7101 x2727
Fax: (617) 969-4902

Contacts: Antonia Stone (Founder/Principal Investigator)
Peter Miller

The Playing to Win Network (PTW), started in the early 1980s with its opening of the first low-income computing center in the basement of a Harlem public housing development. PTW has evolved into an umbrella network connecting low-income community computer centers in New England, Washington, D.C., and overseas. PTW promotes and provides opportunities for people of all ages who lack access to computers and related technologies to learn to use these technologies in an environment that encourages exploration and discovery and, through this experience, develop personal skills and self-confidence. Through its operation of community-based technology centers, Playing to Win is sharing the results of its efforts with others seeking to provide similar opportunities in their communities, and has created a national network of neighborhood technology learning centers so as to promote the development of a technologically literate society.

Playing to Win has grown into an extensive network affiliated with community computer organizations all over the world. Included in its long list of affiliates are such organizations as New Haven's **LEAP (see description, page 18)**, Washington's **National Trust for African-American Men (see description, page 31)**, and Boston's Inner-City Technology Coalition (an offshoot of the **Boston Computer Society (see description, page 27)**. Playing to Win is funded by various institutions including the National Science Foundation (which granted PTW $1 million in 1992) and annual membership fees.

UIC Neighborhoods and Nonprofits Network
UIC Center for Urban Economic Development (M/C 345)
400 South Peoria Street, Room 2100
Chicago, IL 60607-7035
Tel.: (312) 996-5342
Fax: (312) 996-5766
e-mail: schorsch@uic.edu or http:\\www.uic.edu\~schorsch

Contact: Albert Schorsch, NNNet Project Manager

The UIC Neighborhoods and Nonprofits Network is a partnership of the University of Illinois-Chicago, the Information Technology Resource Center, the Donors Forum of Chicago, and 50 community-based organizations in two low-income neighborhoods adjacent to the University. The organization seeks to improve the quality of life in the these neighborhoods by improving communication and access to information, funding, and technology by local community organizations.

UIC faculty and staff provide community-based organizations and non-profits with know-how, low-cost equipment and Internet access. The program intends to expand its efforts to

create a larger network encompassing non-profit and donor organizations in the greater Chicago metropolitan area. In addition, the Network is in the process of establishing 2 community-based computer education labs in the adjacent neighborhoods to give Internet access to residents and teach essential computer skills.

C. Specializing in Internet Access

The LINCT Coalition (see description, page 28)

National Public Telecomputing Network (NPTN)
30680 Bainbridge Road, Suite 100B
Solon, OH 44139
Fax: (216) 498-4051

Contact: John Kurilec (216) 498-4050

The National Public Telecomputing Network is a non-profit corporation organized to help people in cities in the United States and throughout the world to establish free, open access, community computer systems. It is also designed to link other systems into a common network similar to National Public Radio or PBS.

SeniorNet
San Francisco, CA

Contact: Dr. Mary Furlong 1-800 747-6848 or (415) 750-5030

SeniorNet is a non-profit organization whose mission is to build a national community of computer-using seniors. Founded in 1986, SeniorNet provides older adults with access to computer skills so that they can enhance their own lives and contribute their knowledge and wisdom to others. SeniorNet manages a national electronic community of seniors on America OnLine, Microsoft Network, and Worldwide Web. This network links seniors at many geographically dispersed sites and the organization has set up 75 learning centers in community centers or senior centers all over the country. The funding for this initiative comes primarily from the John and Mary R. Markle Foundation (which also funds Sesame Street), as well as from other private donors.

UIC Neighborhoods and Nonprofits Network (see description, page 33)

NEIGHBORHOOD COMPUTER INITIATIVES
GEOGRAPHICAL LISTING

Arizona

Arizona Department of Juvenile Correction, Phoenix 22

California

Computers and You, San Francisco 11
Joint Ventures, Inc., San Francisco 29
Korean Youth and Community Center, Los Angeles 23
PluggedIn, East Palo Alto 20
PUENTE, Los Angeles 15
SeniorNet, San Francisco 34

Colorado

Denver Housing Authority, Denver 6

Connecticut

Hartford Housing Authority, Hartford 7
LEAP, New Haven 18
New Haven Housing Authority, New Haven 7

District of Columbia (see also Virginia and Maryland)

Edgewood Terrace 3
The Fairmont Apartments . . . . . -3
Foundation for Educational Innovation 17
Good Shepherd Ministries 18
Hamilton Securities 29
Marshall Heights Community Development Organization 30
Points of Light 28

Florida

Tampa Bay Housing Authority, Tampa Bay 9

Georgia

Atlanta Housing Authority, Atlanta 6

Illinois

UIC Neighborhoods and Nonprofits Network, Chicago 32

Indiana

South Bend Housing University, South Bend 9

Iowa

Oakridge Neighborhood Services, Des Moines 5

Louisiana

Louisiana Goals 2000, Baton Rouge 19
Palmetto Learning Center, New Orleans 13

Maryland

Hagerstown Telework Center, Hagerstown 12
The Lazarus Foundation, Columbia 27
The National Trust for African-American Men, Adelphi 31
Rockville Pregnancy Center, Rockville 25

Massachusetts

Boston Computer Society, Boston 27
Computer Clubhouse, Boston 16
Playing to Win Network, Newton 32
Somerville Community Computing Center, Somerville 25

Michigan

Focus Hope - The Fast Track Program, Detroit 12

Missouri

Grace Hill Neighborhood Services, St. Louis 23
Music and Artistic Technology Training Center, St. Louis 12
St. Alphonse's Rock Church, St. Louis 12

Nebraska

Omaha Housing Authority, Omaha 7

New Jersey

M.U.S.I.C., Bridgewater 24

New York

Brooklyn Public Library Literacy Program, Brooklyn 14
Choices Multimedia Computer, Inc., New Rochelle 10
Community Access, New York 22
The Institute for Community Development, Manhasset 29
LINCT, Hampton Brays 28
Poughkeepsie Housing Authority, Poughkeepsie 8
United Neighborhood Houses of New York, Brooklyn 26

Ohio

Akron Urban League - The Asset Program, Akron 10
Cleveland Works, Cleveland 11

Cuyahoga Metropolitan Housing Authority, Cuyahoga 6
National Public Telecomputing Network, Solon 33

Pennsylvania

Black Data Processing Associates of Greater Philadelphia, Philadelphia 16
East End Cooperative Ministry - ExtraOrdinary Tutoring, Pittsburgh 17
New Beginnings Learning Center, Pittsburgh 19
Three Rivers Employment Services, Pittsburgh 13

Rhode Island

Providence Housing Authority, Providence 8

Virginia

The Morino Institute, Reston 30
Options, Vienna 15
People's House, Alexandria 25

Washington

Mt. Baker/MLK, Seattle 4

Wisconsin

Northport Apartments/Packer, Madison 5

Canada

Center for Advanced Technology Education (CATE), Toronto 10

NEIGHBORHOOD COMPUTER INITIATIVES

Alphabetical Listing

Akron Urban League - The Asset Program, Akron, OH 10
Arizona Department of Juvenile Correction, Phoenix, AR 22
Atlanta Housing Authority, Atlanta, GA 6
Black Data Processing Associates of Greater Philadelphia, Philadelphia, PA 16
Boston Computer Society, Boston, MA 27
Brooklyn Public Library Literacy Program, Brooklyn, NY 14
Center for Advanced Technology Education (CATE), Toronto, CAN 10
Choices Multimedia Computer, Inc., New Rochelle, NY 10
Cleveland Works, Cleveland, OH 11
Community Access, New York, NY 22
Computer Clubhouse, Boston, MA 16
Computers and You, San Francisco, CA 11
Cuyahoga Metropolitan Housing Authority, Cuyahoga, OH 6
Denver Housing Authority, Denver, CO 6
East End Cooperative Ministry - ExtraOrdinary Tutoring, Pittsburgh, PA 17
Edgewood Terrace, Washington, DC 3
The Fairmont Apartments, Washington, DC 3

Focus Hope - The Fast Track Program, Detroit, MI 12
Foundation for Educational Innovation, Washington, DC 17
Good Shepherd Ministries, Washington, DC 18
Grace Hill Neighborhood Services, St. Louis, MO 23
Hagerstown Telework Center, Hagerstown, MD 12
Hamilton Securities, Washington, DC 29
Hartford Housing Authority, Hartford, CT 7
The Institute for Community Development, Manhasset, NY 29
Joint Ventures, Inc., San Francisco, CA 29
Korean Youth and Community Center, Los Angeles, CA 23
The Lazarus Foundation, Columbia, MD 27
LEAP, New Haven, CT 18
LINCT, Hampton Brays, NY 28
Louisiana Goals 2000, Baton Rouge, LA 19
Marshall Heights Community Development Organization, Washington, DC 30
The Morino Institute, Reston, VA 30
Mt. Baker/MLK, Seattle, WA 4
M.U.S.I.C., Bridgewater, NJ 24
Music and Artistic Technology Training Center, St. Louis, MO 12
National Public Telecomputing Network, Solon, OH 33
The National Trust for African-American Men, Adelphi, MD 31
New Beginnings Learning Center, Pittsburgh, PA 19
New Haven Housing Authority, New Haven, CT 7
NorthportApartments/Packer, Madison, WI 5
Oakridge Neighborhood Services, Des Moines, IA 5
Omaha Housing Authority, Omaha, NE 7
Options, Vienna, VA 15
Palmetto Learning Center, New Orleans, LA 13
People's House, Alexandria, VA 25
Playing to Win Network, Newton, MA 32
PluggedIn, East Palo Alto, CA 20
Points of Light, Washington, DC 28
Poughkeepsie Housing Authority, Poughkeepsie, NY 8
Providence Housing Authority, Providence, RI 8
PUENTE, Los Angeles, CA 15
Rockville Pregnancy Center, Rockville, MD 25
SeniorNet, San Francisco, CA 34
Somerville Community Computing Center, Somerville, MA 25
South Bend Housing University, South Bend, IN 9
St. Alphonse's Rock Church, St. Louis, MO 21
Tampa Bay Housing Authority, Tampa Bay, FL 9
Three Rivers Employment Services, Pittsburgh, PA 13
United Neighborhood Houses of New York, Brooklyn, NY 26
UIC Neighborhoods and Nonprofits Network, Chicago, IL 32

GRANTS

I. PUBLIC AGENCY GRANTS

Department of Agriculture

Community and Economic Extension Project
Program develops computer-based technology for a tourism development program. Also developing interactive programs in retail development and micro-business.

USDA's Agricultural Telecommunications Program
Program provides funding for the use of telecommunications in rural and urban areas, and may fund proposals if done jointly with land grant institutions.

Contact: Cathy Bridwell
The Agriculture Telecommunication Program
14th Independence Ave., SW
Washington, DC 20250
Tel: (202) 720-6084
Fax: (202) 690-0289

USDA's Rural Electrification Administration's Distance Learning and Medical Link Grant Program
Provides grants to rural schools, hospitals, and other organizations, to provide educational and medical benefits through distance learning and medical link projects in rural areas.

The program finances facilities, such as classroom video equipment, that may be used to connect various rural sites together or to other urban sites through existing telecommunications networks.

Contact: Larry Bryant
Chief of Distance Learning and
TeleMedicine Branch Rural Utility Service
14th Independence Ave., SW
Washington, DC 20250
Tel: (202) 690-3594
Fax: (202) 720-2734

Department of Commerce

DOC's Telecommunications and Information Infrastructure Application Program (TIIAP)

This program awards matching grants to state and local governments and nonprofit organizations for the planning and construction of telecommunications networks in educational, and other social services settings. Approximately $60 million will be available for the program in 1995.

Contact: Laura Breeden
Telecommunications & Information Infrastructure
Assistance Program
14th and Constitution, NW Rm. 4096
Washington, DC 20230
Tel: (202) 482-2048
Fax: (202) 501-5136
tiiap@ntia.doc.gov.

DOC's Public Telecommunications Facilities Program (LITFP)

This program awards matching grants to governmental and other non-commercial entities to purchase telecommunications equipment, with the stipulation that the equipment be used for educational or cultural purposes. PTFP also provides smaller grants to assist these entities in planning for the purchase and use of telecommunications equipment. In fiscal year 1995 approximately $29 million will be available for both types of grants; PTFP FY 1995 grant round Closing Date, February 15, 1995.

Contact: Richard Harland
Public Telecommunications Facilities Program
14th and Constitution, NW Rm 4096
Washington, DC 1.0230
Tel: (202) 482-2048
Fax: (202) 482-2156

National Endowment for Children’s Educational Television

This program supports the creation and production of television programming that enhances the education of children. The program provides matching grants for television

productions, which are designed to supplement the current children's educational programs offerings and strengthen the fundamental intellectual skills of children. In addition, a ten-member national Advisory Council on Children's Educational Television provides advice to the Secretary of Commerce on funding criteria for the program and other matters pertaining to its administration. The future children's television will seek computer tie-ins.

Department of Defense

DOD's Advanced Research Projects Agency Defense Technology Conversion, Reinvestment, and Transition Assistance - The Technology Reinvestment Project (TRP)
This project is a six agency technology investment effort that includes the Departments of Defense, Commerce, Energy, Transportation, the National Science Foundation, and NASA. The program requires participation in partnerships and focuses on cost sharing between the partnerships, assisting small businesses and defense-dependent businesses. TRP seeks to develop dual use technologies, to deploy manufacturing and technology assistance to small firms, and to establish education and training programs that enhance US manufacturing skills and target displaced defense industry workers.

Contact: Steve Wax (Reva Meade)
ARPA/Technology Reinvestment Program
1-800-DUAL-USE, or pa94-27@arpa.mil.
3701 N. Fairfax Dr. Arlington, VA 22203-1742
Tel: (703) 696-8948
Fax: (703) 696-8956

Department of Education

Star School Program
This program supports telecommunication partnerships to provide telecommunications equipment and programming to underserved students including those living in rural and urban areas.

Contact: Cheryl Garnette
400 Maryland Avenue, SW
Washington, DC 20002
(202) 219-2116

ED's Goals 2000: Educate America Act
Goals 2000 provides resources to states and local school districts for undertaking systemic reform to attain the National Education Goals. This Act also provided planning grants to each state in FY 1994 to integrate technology into overall state education improvement plans. $403 million has been approved in FY 1995 to help implement the overall stage improvement plans.

Contact: Dr. Cynthia Bledsoe, Director of Grants
415 12th St., Rm. 1004, NW
Washington, DC 20004
Tel: (202) 724-4235
Fax: (202) 727-4125

ED's Elementary and Secondary Education Act.

Title I programs provide opportunities for developing effective educational technology and for integrating technology into the curriculum. Priority consideration will be given to schoolwide reform strategies.

Local Educational Agencies Even Start Program
The objective of these grants is to provide family-centered education projects to help parents become full partners in the education of their children, to assist children in reaching their full potential as learners, and to provide literacy training for parents.

Contact: Department of Education
600 Independence Ave. SW
Washington, DC 20202

National Challenge Grants for Technology in Education
Awards grants to local education agencies with high percentages of children living below the poverty line. The Department of Education needs experiments in technology which allow computer-based learning to take place outside of schools, preferably at or near the home.

Department of Health and Human Services

Contact: Suzanne M. Neill-GrantsNet Inquiries
Division of Grants Policy and Oversight
(202) 690-5731
gnet@os.dhhs.gov

Department of Labor

America's Labor Market Information System Grants
The purposes of this program are to expand the coverage and facilitate the use for various labor exchange programs such as job and talent banks; to create a common language to allow better communication among those in the labor exchange; to expand statistical labor market information particularly at the local level; and to improve automated systems for delivery of the information and permit self-help access to the data bases and labor exchanges.

NASA

Videoconferences is a series of professional programs for educators.

Contact: Videoconference Coordinator
NASA Aerospace Education Services Program
Oklahoma State University
Stillwater, OK 74078
(405) 744-7015

National Endowment for the Humanities

NEH's Elementary and Secondary Education in the Humanities
Program supports national and regional summer institutes; state and local collaborative projects; and special projects designed to improve the teaching of the humanities in K-12 schools. Public and private elementary and secondary schools, school systems, colleges, and universities, museums, and other nonprofit educational and cultural organizations can apply.

Contact: Bruce Robinson
Division of Education Projects
1100 Pennsylvania Ave., NW
Washington, DC 20506
Tel: (202) 606-8394
Fax: (202 606-8394

National Science Foundation

NSF's Statewide Systemic Initiative (SSI). Urban Systemic Initiative (USI) and Rural System Initiative (USI)
Initiative provides resources over five year periods for grant winning States, large cities and rural areas to plan and implement large scale coordinated efforts in mathematics, science and technology. Challenge Grant activities could be coordinated with NSF Systemic activities in your region. For information about NSF Systemic Initiative awardees,

Contact: Michael Haney (703) 3061650
or mhaney@nsf.gov.

NSF's Applications of Advanced Technology Program
Program provides grants to examine the strengths and weaknesses of new, innovative applications of advanced technologies. It lays the foundation and develops the knowledge necessary to use new telecommunications systems and related technologies in the teaching and learning of science and mathematics.

Contact: Applications of Advanced Technology Program

National Science Foundation
4201 Wilson Blvd.
Arlington, VA 22230
(703) 306-1651 or contact:
(703) 306-1130 and request publication number 93-143

NSF's Networking Infrastructure for Education Program (NIEP)
Provides grants to alliances of academic institutions, school districts, professional societies, state agencies, and others concerned with education reform to complete policy studies and research, development and demonstration projects related to the role of electronic networks in support of education reform.

Contact: Dr. Nora Sabelli, Program Officer
Networking Infrastructure for Education
4201 Wilson Blvd. Rm. 855
Arlington, VA 22230
Tel: (703) 306-1650 x5888
Fax: (703) 306 0434 or contact:
(703) 306-1130 and request publication number 94-5,
or send e-mail to aieansf.gov.

NSF's Teacher Enhancement Program (TE)
Program seeks to improve, broaden, and deepen the interdisciplinary and pedagogical knowledge of teachers, administrators, and others who play significant roles in providing quality mathematics, science, and technology education for students from pre-kindergarten through grade 12. To this end, TE promotes systemic change, in-service teacher development, dissemination, and other activities.

Contact: Michael Haney
National Science Foundation
4201 Wilson Blvd.
Arlington, VA 22230
(703) 306-1650, mhaney@nsf.gov.

Rural Systemic Initiatives (RSI) in Science, Mathematics, and Technology Education
This program addresses the problems that hinder the improvement of education in rural, economically disadvantaged regions of the U.S.. By marketing systematic reform efforts among the communities, school districts, and classrooms, RSI encourages the development of strategies that will result in sustainable, adaptable, and systemic improvements in science and technology education in schools and colleges.

Contact: NSF
4201 Wilson Blvd
Arlington, VA 22230

II. FOUNDATION GRANTS

All of these foundations sponsor community development initiatives. While they may not advertise grants specifically for technology, funding may be granted if the technology is incorporated into an education program or a community development project, such as the South Bend Housing University project.

The Arco Foundation

The Atkinson Foundation

Morris and Gwendolyn Cafritz Foundation

Gives to programs of direct assistance, with emphasis on community service and education. (Technology assisted education included.) Fields of interest include housing development and services for the economically disadvantaged. Offers general operating support, continuing support, equipment, and technical assistance.

Contact: Calvin Cafritz
1825 K Street, NW, 14th Floor
Washington, DC 20006
Tel: (202) 223-3100

Examples of grant recipients: Perry School Community Service Center, DC, $50,000, for renovation of child development center. Saint Anne's Infant and Maternity Home, Hyattsville, MD, $25,000, for residential education program, which could include computer training, for pregnant adolescents and young mothers.

Centennial Olympic Park

Marshall B. Coyne Foundation, Inc.

Fields of interest include youth development, education and family services. Could sponsor programs like a Community Computer Center. Offers general operating support in the Washington, DC, area.

Contact: Marshall B. Coyne
1156 15th St., NW, Suite 300
Washington, DC, 20005-1704

Charles Delmar Foundation

Fields of interest include housing issues, education for underprivileged youth, adult education, including literacy and basic skills. Offers continuing support. Potential to fund a community computer center which incorporates all these aspects into one project.

Contact: Elizabeth Adams Delmar
918 16th St., NW, No. 203
Washington, DC, 20006

The Carrie Estelle Doheny Foundation

Foundation for the National Capital Region
(formerly The Community Foundation of Greater Washington)

The Foundation exists to foster a culture of giving in the diverse and dynamic community comprising Washington, DC, and nearby Maryland and Virginia. Through its programs and discretionary grants, the foundation works to build philanthropic capital dedicated to improving the region's quality of life; strengthen the region's quality of life; strengthen the region's nonprofit organizations and improve their financial stability, and to fund projects and experiments offering new solutions to community needs. Fields of interest include human services, youth services, community development, economically disadvantaged, and homeless.

Contact: William B. Hart, Jr.
1002 Wisconsin Ave., NW
Washington, DC 20007
Tel: (202) 338-8993

Examples of grant recipients include the Decker Family Development Center, Barberton, OH, $43,440. For the promotion of literacy. Grants made through Barbara Bush Foundation for Family Literacy.

The Echoing Green Foundation

Philip L. Graham Fund

Grants support social welfare with an emphasis on youth agencies, and civic and community affairs. Fields of interest include community development. Offers equipment and funds for program development.

Contact: c/o The Washington Post Co.
1150 Fifteenth St., NW
Washington, DC 20071

Examples of grant recipients include Community Family Life Services, DC, $10,000 for vocational training for homeless. Good Shepherd Ministries, DC, $10,000 for After School and Teen Learning Center. Our House, DC, $15,000 for start-up costs of residential academic and vocational training program for training for troubled youth.

Ronald N. Jensen Foundation

Support limited to organizations with annual budgets below $300,000 and that sponsor programs that serve children under 18 years of age, provide employment skills training. Provides funds for development of preventive social service programs, their expansion and material needs. Fields of interest include youth development, education, and minority services.

Contact: Julie Jensen
4512 49th Street, NW,
Washington, DC 20016
Tel: (202) 466-2100

Jovid Foundation

The foundation's primary interest is in supporting nonprofit organizations in DC whose work is aimed at helping people in or at risk of long-term poverty to become more self-sufficient. The foundation is particularly interested in neighborhood-based efforts. Fields of interest include vocational education, employment, human services, youth and minority services.

Contact: Kathy Edmonson
1335 Wisconsin Ave., NW, Suite 440
Washington, DC 20015-2003
(202) 686-2616

The Joyce Foundation

The Kellogg Foundation

Arthur D. Little Foundation Grants

The foundation accepts proposals from communities where the company has offices in the United States. The foundation makes contributions to non-profit organizations primarily to support programs aimed at improving education at all

levels and across a range of institutional settings. Particular emphasis is placed on improving learning and teaching in the areas of mathematics, science, and technology. All tax exempt organizations may apply.
Amount of grants $2,000-$5,000

Contact: Ann Farrington
Arthur D. Little Foundation
25 Acorn Park
Cambridge, MA 02140-2390
Tel: (617) 498-5524

The MacArthur Foundation

Eugene and Agnes E. Meyer Foundation

Grants principally for neighborhood development/housing and education. Fields of interest include adult education-literacy and basic skills, reading and education, urban/community development, community development, especially for economically disadvantaged and homeless people. Offers general operating support, program development and technical assistance.

Contact: Julie Rogers
1400 16th St. NW., Suite 360
Washington, DC 20036
Tel: (202) 483-8294

Examples of grant recipients include Community Family Life Services, DC, $15,000 for employment and training assistance program. Community of Hope, DC, $20,000 for start-up support of Familyhope Learning Center. Consortium for Services to Homeless Families, DC, $15,000 for salary toward related training services. National Association of Partners in Education, Alexandria, VA, $10,000 to pilot community service curriculum in DC. Paradise Builders, DC, $10,000 for organizational development, on-the-job training for at-risk youth and community outreach.

Samuel Pardoe Foundation

Supports programs that provide educational and economic opportunities for underprivileged persons, particularly families. Support offered through equipment donations and program development. Primarily gives in the Washington, DC, area.

Contact: Mary Kinsell c/o Samuel P. Pardoe Foundation
230 Congress St. 3rd Fl.
Boston, MA 02110
Tel: (617) 426-7172

Public Welfare Foundation

Grants to grass-roots organizations in the US with emphasis on helping

disadvantaged elderly, disadvantaged youth. Support also for select community services. Programs must serve low-income populations, with preference to short-term needs. Offers continuing support and program development.

Contact: Screening Committee
2600 Virginia Ave., NW, Rm 505
Washington, DC 20037-1977
Tel: (202) 965-1800

Examples of grant recipients Better Homes Foundation, Newton Centre, MA, $50,000 for implementation of three kidstart programs, providing essential social and educational services to homeless preschool children as well as critical parent education training and social supports for parents. Citizens Committee for New York City, NY, $50,000 for strictly Business project, offering high-risk youth chance to develop alternatives to drug-use and/or dealing through a program of training, technical assistance, mentoring and financial support which will enable them to develop entrepreneurship projects while also receiving education services. Conservation Fund, Chapel Hill, NC, $50,000 for first year operation of Tyrrell County Youth Conservation Corps which will provide vocational and educational services to disadvantaged youth. Flowers with Care of the Diocese of Brooklyn, Astoria, NY, $75,000 for final grant directed toward launching On the Job program, which works to secure employment for program participants and prepares them for job placement. Jobs for Youth, NYC, NY $50,000 for final grant for Academy for Career Excellence, which provides career track employment training and placement, with emphasis on strengthening program linkages with corporate community and establishing additional employment training options for participants. Monticello Area Community Action Agency, Charlottesville, VA, $35,000 for Opportunity Knocks, youth conservation corps that will provide work training and remedial education for disadvantaged youth. North Florida Educational Development Corporation, Gretna, FL, $50,000 for expansion of Youth Build Gaston, employment training and education program for disadvantaged youth. Young People on the Rise, DC, $50,000 for Fighting Against the Odds campaign, providing educational and leadership development activities aimed at reversing flow of Washington youth into prisons and towards college and jobs.

Walter G. Ross Foundation

Purpose of activities: giving support to family services and child welfare and development programs. Offers general operating support for economically disadvantaged communities. Could include Community Computer Center support if it was related to social causes.

Contact: Ian W. Jones
c/o ASB Capital Mgmt. Inc.
1101 Pennsylvania Ave., NW
Washington, DC

The San Francisco Foundation

Hattie M. Strong Foundation

Foundation administers a grant program focused primarily on educational programs for the disadvantaged in Washington, DC area.
Fields of interest include adult/continuing education.

Contact: Judith B. Cyphers
1620 I Street, Suite 700
Washington, DC 20006-2402
Tel: (202) 331-1619

Szekely Foundation for American Volunteers

Fields of interest: Child development through technological education, human services, minority centers, economically disadvantaged people. May be willing to fund community computer centers. They offer general operating support, continuing support, and emergency funds.

Contact: Deborah Szekely
3134 P St., NW
Washington, DC 20007

The United Way Foundation

III. CORPORATE GRANTS

Anheuser-Busch

Apple Foundation

Partnership in Education Grants

For K-12 schools and K-12 teacher training institutions. Grants are awarded based on partnership proposals for integrating Apple technology with the goal of helping students and teachers collaborate on projects, sharing roles as learner and coach, and incorporating lessons learned into future teaching and learning environments.

Contact: Andrea Gooden
38-J Apple Comm. Affairs
1 Infinite Loop
Cupertino, CA 95014
Tel: (408) 974-2102

AT&T Foundation

Technology for Education Grant

Schools earn TechCredits by using AT&T products or services. The schools can then use TechCredits for free classroom technology including computers, software and other technology products available through a program catalog and selected by a Foundation panel of educators.

Contact: Marilyn Ruznick
Vice-President of Education Programs
1301 Avenue of the Americas 31st Floor
New York, NY 10019
Tel: (212) 841-4654
Fax: (212) 841-4683/4684

The Bay Network

Bell Atlantic Foundation

Supports programs in pre-college science and technology. Targeted area of funding: Educational Applications of Telecommunications Technology.

Contact: Denise Bailey
Bell Atlantic Foundation
1310 N Court House Rd, 10th Fl
Arlington, VA 22201
Tel: (703) 974-8845

Ben and Jerry's Foundation Grants

The foundation offers competitive grants to non-profit organizations that facilitate prograssive social change in the areas of children and families and disadvantaged groups. Supported projects must be models for social change infused with a spirit of generosity and hopefulness, directed toward enhancing people's quality of life.

Contact: Rebecca Golden
Ben and Jerry's Foundation
PO Box 299
Waterbury, VT 05676-0299
Tel: (802) 244-7105

CITIBANK

Coca-Cola World Headquarters

Computer Learning Foundation

Technology for Education Program-A Community Partnership

An international non-profit education foundation dedicated to improving education and preparing the young for employment through technology. The Foundation is endorsed by, and collaborates with, 49 U.S. State Departments of Education and 25 national non-profit organizations. Donates computers in kind.

Contact: Sally Bowman Alden
PO Box 60007
Palo Alto, CA 94306-0007
Tel: (415) 327-3347

Hewlett-Packard

Helps underrepresented minorities in Math and Science Literacy build technical careers.

Contact: Emily Donner
Corporate Philanthropy Department
Mail stop 20 A H POB 10301
Palo Alto, CA 94303-0890
Tel: (415) 857-3053
http: http://www.corp.hp.com./publish/ug/

IBM

Job Training Technology Grant Program

Develops and supports partnerships with community-based job-training providers by donating equipment, supplies, technical services, and training. Since the initial partnership with the Urban League in Los Angeles was established, IBM expanded its support to include more than 170 nonprofit job-training centers throughout the nation. Through these changes, IBM continued to provide equipment, training, and other support to its network of job-training centers for a total contribution of more than $26 million since the programs inception.

Contact: Mr. Columbus Hartwell
Manager, Job Training and Disability Programs
IBM Corporation
411 Northside Parkway
Atlanta, GA 30327
Tel: (404) 238-5747

Fannie Mae Foundation

Fifty percent of funding is awarded for housing and community development programs. Fields of interest include housing and shelter, youth development, and community development programs.

Contact: Harriet M. Ivey
3900 Wisconsin Ave., NW
Washington, DC 20016
Tel: (202) 752-6500

Mansanto

MCI Foundation

The foundation primarily supports educational and charitable organizations that support the integration of information technology within education and society. Field of interest include technology.

Contact: Rolf Preisendorfer
1801 Pennsylvania Ave., NW
Washington, DC 20006

Example of grant recipient is Wave (Work, Achievement, Values and Education), DC, $20,000 for education program.

Nalco Foundation Grants Program

Grants are made in the fields of community and education. In the community category, grants are usually extended to organizations serving the socially and economically disadvantaged. although some grants help solve problems that touch all neighborhoods. Education grants are made to educational associations for educational technology programs and for education of the disadvantaged. Programs that encourage students to pursue careers in science and technology are of special interest. In all fields, grants are awarded to support ongoing or innovative projects. Amount of average grant, $75,000.

Contact: Joanne Ford
Nalco Foundation
1 Nalco Center
Naperville, IL 60563-1198
Tel: (708) 305-1556

Mobil Foundation Grants

The Mobil Corporation makes all its grants through the foundation. Educational support is given in the discipline areas of science and technology. Programs supported include youth organizations, urban development, social services, job training, and opportunities for minorities and women.

Contact: Richard Mund
3225 Gallows Rd.
Fairfax, VA 22037
Tel: (703) 846-3381

Pfizer Foundation Grants

The foundation handles all contributions to organizations that are national in scope. The foundation looks for organizations demonstrating effectiveness both in identifying emerging issues of interest to society in general and in developing innovative programs to meet perceived community needs. Funded under education are programs in technical education.

Contact: Manager, Corporate Support Programs
Pfizer Foundation 235 E 42nd St.
New York, NY 10017-5755
Tel: (212) 573-7578

Xerox Foundation Grants

The foundation's goals are to preserve and invigorate its communities, to help educate and prepare tomorrow's workers. Giving is broad in scope, encompassing five categories of which two are: education and community afairs. Xerox hopes to involve a partnership among private, government, and non-profit organizations;

address current and relevant issues; offer creative approaches to long-standing problems; and support well-defined goals.

Contact: Xerox Foundation
PO Box 1600
Stamford, CT 06904

Community Technology Center News & Notes, "A VISTA's Guide for Mobilizing Internet Resources," Brian Geoghegan, Spring 1996. (NOT AVAILABLE ON PDF)

Community Technology Center News & Notes, "Software and Telecom Resources from CompuMentor," Bruce Ackley, Spring 1996. (NOT AVAILABLE ON PDF)

Adult Computer Class, "Introduction to Computers," Oakridge Neighborhood Network. (NOT AVAILABLE ON PDF)

Impact!, "Community Computing Center Manual for Staff and Volunteers," excerpts of the Training Handbook of the Future Center, The Community Technology Lab at Capital Children's Museum, Washington, D.C., Mark Osborne. (NOT AVAILABLE ON PDF)

Volunteer Evaluation Form, Somerville Community Computing Center. (NOT AVAILABLE ON PDF)

Participant Questionnaire, for the Somerville Community Computing Center. (NOT AVAILABLE ON PDF)

“Acquiring Surplus Government Computer Equipment,” prepared by National Center for Tenant Ownership, Georgetown University Law Center. This document includes a description of how to purchase surplus property, how to receive donations of surplus property, and the address and telephone numbers of the state agencies to be contacted for surplus property.

ACQUIRING SURPLUS GOVERNMENT COMPUTER EQUIPMENT

Federal government property may be acquired by nonprofit, unaccredited educational organizations through two separate channels. The first and least complicated source is the Department of Defense (DoD). Surplus military personal property, which at times includes computers, is sold by DoD. Sales typically are made by bid, with sales awarded to the bidder making the bid deemed most advantageous to the government. The second source is the General Services Administration (GSA), part of the executive branch of the federal government, which has been authorized to administer donations of surplus federal government personal property to state and local governmental bodies as well as to qualified nonprofit institutions. Although the property donation program is administered by the GSA, all donations are made by state government agencies under a federal program administered by the GSA. The property donated through the GSA consists of personal property in the possession of federal agencies for which that agency no longer has use, and which no other agency has requested. Surplus property available for donation typically includes personal computers.

Authority for Sale of Surplus Property by the Department of Defense

Authority for Sale of Surplus Property by the Department of Defense stems primarily from the Federal Property and Administrative Services Act of 1949, as amended, 40 U.S.C.A. 471, the Act of August 10, 1956, 10 U.S.C.A. 7305, and the Act of September 6, 1958, 42 U.S.C.A. 1892.

Regulations Governing the Sale of Property by the Department of Defense

Sales of DoD surplus property will generally be made through a competitive bidding process; bidders are generally required to make a deposit of 20% of the bid at the time of bidding and successful bidders may not take possession of the property until full payment has been made. 32 CFR § 736.3(b).

Bidding for Surplus Government Property

Lists of available property and sale information are mailed to persons and organizations registered with the Department of Defense's Bidders Control Office. Automated registration for the Bidders Control Office's mailing list can be accomplished by calling (800) 222–3767.

Authority for Donation of Property by the General Services Administration

Authority for donation of surplus personal property by the General Services Administration to nonprofit organizations stems from federal statutes, most particularly the Federal Property and Administrative Services Act of 1949, as amended, 40 U.S.C.A § 848. Section 484(j)(1) authorizes the GSA to donate surplus personal property in the possession of any agency within the executive branch to state agencies. State agency performance and organizational requirements are set forth in § 484(j)(4). Under § 484(j)(3), the state agencies are to donate property received from GSA to public agencies and nonprofit educational or public

health institutions or organizations exempted from federal tax under § 501 of the Internal Revenue Code. Section 484(j)(3) further requires the GSA to "give special consideration" to requests from eligible donees, submitted through state agencies, for "specific items of property." State agency property donations are to achieve "fair and equitable distribution of property...based on the relative needs and resources of interested public agencies and other eligible institutions [as well as] their ability to utilize the property." § 484(j)(4). Finally, § 484(j)(1) authorizes the GSA to establish regulations for the donation of property under the authority of § 484.

Regulations Governing Donation of Property by GSA

GSA regulations provide that government property becomes donable surplus property only after being offered to all government agencies and not accepted for use within a specified time period. 41 CFR § 101–43. In addition, abandoned and forfeited property in the possession of the federal government (e.g, property confiscated from persons convicted of crimes) that is not appropriated for use by the government is also donable property. 40 U.S.C.A. §§ 304f–304m; 41 CFT § 101–48.

GSA requirements for state agency operational plans are contained in 41 CFR § 101–44.202. Under the regulations, state agencies are free to impose conditions (e.g., use conditions and limitations) on the receipt of any item of donated property with an original cost of $5,000 or more, and may impose special handling or use restrictions on any item of donated property. 41 CFR § 101–44.202(c)(6). Under 41 CFR § 101–44.202(c)(10), state agencies are required to periodically review donee compliance with the terms and conditions imposed on the receipt of donated property items with an original cost of $5,000 or more. Section 101–44.202(c)(4) requires state agencies to retake possession of donated property not placed in use or removed from use by the donee within one year of receipt. Use restrictions will be imposed on property in accordance with the nature of the property and the donee organization's primary operations, as discussed below in Donee Eligibility.

Under § 484 and the GSA regulations, there is no requirement that state and local governmental entities receive a preference in the donation of property, and the state agencies are required under 41 CFR § 101–44.202(c)(8) to distribute donable property in a fair and equitable manner among all eligible donees regardless of their private or public status. Section 101–44.202(c)(8) further requires state agencies to select property specifically requested by eligible donees, and to arrange for shipment directly to the donees unless it is impractical to do so. See also, 41 CFR § 101–44.205(e) (requiring direct shipment from the federal agency in possession of the property to the donee whenever practical to do so). Neither GSA or state agencies are permitted to charge donees for donated property, but in certain circumstances, donees will be required to reimburse reasonable shipping and handling costs. 41 CFR § 101–44.305; 41 CFR § 101–44.202(c)(5).

Donee Eligibility; Educational Institutions

GSA regulations provide that eligible donees include nonprofit educational institutions or organizations. 41 CFR § 101–44.207(d). For the purposes of determining donee eligibility, a

nonprofit institution or organization means an organization or institution that
(1) is exempt from income tax under section 501 of the Internal Revenue Code, and (2) does not pass net earnings on to any shareholder or other individual.

Further, a donee educational institution is eligible only if the property is used "for the purposes of education". 41 CFR § 101–44.207(d). This means that the property must be used in one or more "programs to promote the training, general knowledge, or academic, technical and vocational skills and cultural attainments of individuals in a community or other given political area." 41 CFR § 101–44.207(a)(8). This definition includes, but is not limited to, accredited schools. 41 CFR § 101–44.207(a)(9). An educational program that is not an accredited school will qualify for donation if it meets one of the following criteria:
(1) the program is recognized and approved by the state department of education or other appropriate authority if the state does not have a recognized accrediting authority, (2) the program's instruction is accepted for credit by "three accredited or state–approved [educational] institutions", (3) "it meets the academic or instructional standards prescribed for public schools in the state; i.e., [the program] is devoted primarily to approved academic, vocational (including technical or occupational), or professional study and instruction, [and] operates primarily for educational purposes on a full-time basis for a minimum school year...and employs a full-time staff of qualified instructors", (4) the program has received a research grant "by a recognized authority such as...the National Institute of Education...or similar national advisory council", if there is not an official state accrediting authority, and the program meets requirements (2) and (3) above, 41 CFR § 101–44.207(a)(2), or (5) if the program qualifies as a child care center, which for the purposes of donee eligibility includes nonprofit organizations "where educational, social, health and nutritional services are provided to children through age 14 or as prescribed by state law, and which is approved or licensed by the state or other appropriate authority as a child day care center or child care center." 41 CFR § 101–44.207(a)(3).

Under 41 CFR § 101–44.207(d), "for the purposes of education" may include uses "for a related or subsidiary purpose incident to the institution's overall program [as long as it is] used for the primary educational...function for which the activity receives donable property and not for a nonrelated or commercial purpose." Potential donees should note, however, that under 41 CFR § 101–44.202(c)(9), state agencies may establish additional eligibility criteria, and that under 41 CFR § 101–44.207(e) eligibility determinations are to be made by the state agencies and not by the GSA. Evidence of donee qualification will be requested of donees by the state agencies, as they are required to keep this information on file, and the state agencies are permitted to require donees to submit statements of their property needs and resources. 41 CFR § 101–44.207(f)-(g).

In cases where programs cannot meet donee qualification criteria because (1) the program is newly organized and has not yet begun activities, completed construction of its facilities, or received accreditation or approval from a state authority, or (2) there is not an authority which can approve, accredit or license the program, state agencies are permitted to grant conditional eligibility on receipt of letters from state or local authorities which the state agency designates, stating that the donee "otherwise meets the standards prescribed for approved, accredited or licensed institutions and organizations." 41 CFR § 101–44.207(i). However, conditional eligibility will not be granted prior to establishment of tax–exempt status under section 501 of the Internal

Revenue Code.

Eligibility must be maintained for further donations, which will require periodic updating of the information provided to the state agency. 41 CFR § 101–44.207(h). If eligibility is not maintained, the donee may be required to surrender donated property under 41 CFR §§ 101–44.202(c)(4), 101–44.208, which requires state agencies to retake possession of donated property or take other corrective action if it is not placed in use or removed from use by the donee within one year of receipt, or if the property is used in a manner different from the purpose for which the donation was approved.

Applying for Donations of Surplus Property

Applicants are required to submit their applications to their respective state agencies for determination of donee eligibility and must work through their respective state agencies for acquisition of donated property. Because the state agencies are free to establish their own eligibility requirements and use restrictions in addition to the ones listed above, each state agency is likely to have its own unique eligibility requirements, use restrictions and application procedures. Applicants should contact the office listed below for the state in which they are located to obtain application and donation information as well as application forms.

ALABAMA
Surplus Property Division
4401 Northern By-Pass
P.O. Box 210487
Montgomery, AL 36121
Phone (334) 277–5866
FAX (334) 223–7320

ALASKA
Alaska Surplus Property Service
2400 Viking Drive
Anchorage, AK 99501
Phone (907) 279–0696
FAX (907) 278–0352

AMERICAN SAMOA
State Agency
American Samoa Government
P.O. Box 3613
Pago Pago, AS 96799
Phone (684) 699–1170
FAX (684) 699–2387

ARIZONA
Surplus Property Management Office

Arizona Department of Administration
1537 West Jackson Street
Phoenix, AZ 85007
Phone (602) 542–5701
FAX (602) 379–4020

ARKANSAS
Arkansas State Agency for Federal Surplus Property
Vocational & Technical Division
Department of Education
8700 Remount Road
North Little Rock, AR 72118
Phone (501) 835–3111
FAX (501) 834–5240

CALIFORNIA
California State Agency for Surplus Property
701 Burning Tree Road
Fullerton, CA 92633
Phone (714) 449–5900
FAX (714) 449–5917

COLORADO
Colorado Surplus Property Agency
Department of Corrections
4200 Garfield Street
Denver, CO 80216–6517
Phone (303) 321–4012
FAX (303) 566–2857

CONNECTICUT
Connecticut State Agency for Federal Surplus Property
60 State Street
Wethersfield, CT 06129–0170
Phone (203) 566–7018
FAX (203) 566–2857

DELAWARE
Division of Purchasing
Department of Administrative Services
P.O. Box 299
Delaware City, DE 19706
Phone (302) 836–7640
FAX (302) 836–7642

DISTRICT OF COLUMBIA
District of Columbia State Agency for Surplus Property
Department of Administrative Services
Procurement and General Services Administration
2000 Adams Place, NE.
Washington, DC 20018–3689
Phone (202) 576–6472
FAX (202) 576–7111

FLORIDA
Bureau of Surplus Property
Department of Management Services
813–A Lake Bradford Road
Tallahassee, FL 32304
Phone (904) 488–3524
FAX (904) 487–3222

GEORGIA
Department of Administrative Services
1050 Murphy Avenue, SW.
Suite 1–A
Atlanta, GA 30310–3344
Phone (404) 756–4800
FAX (404) 756–4845

GUAM
Department of Administration
Government of Guam
P.O. Box 884
Agana, GU 96910
Phone (671) 472–1725
FAX (671) 472–4217

HAWAII
Surplus Property Branch
Hawaii Department of Accounting and General Services
729 Kakoi Street
Honolulu, HI 96819
Phone (808) 831–6757

IDAHO
Bureau of Federal Surplus Property
Division of Purchasing
P.O. Box 83720
Boise, ID 83720–0086

Phone (208) 334–3477
FAX (208) 334–5320

ILLINOIS
Illinois Federal Surplus Property Section
Central Management Services
3550 Great Northern Avenue, RR#4
Springfield, IL 62707
Phone (217) 785–6903

INDIANA
Indiana State Agency for Federal Surplus Property
Department of Administration
1401 Milburn Street
Indianapolis, IN 46202–2124
Phone (317) 232–1348
FAX (317) 232–0212

IOWA
Iowa Federal Surplus Property
Department of General Services
Fairgrounds Distribution Center
Des Moines, IA 50319–0294
Phone (515) 262–9810
FAX (515) 262–9643

KANSAS
Kansas Surplus Property Center
Department of Corrections
3400 SE 10th Street
Topeka, KS 66607–2513
Phone (913) 296–2351
FAX (913) 286–4060

KENTUCKY
Surplus Property Branch
514 Barrett Avenue
Frankfort, KY 40601
Phone (502) 564–4836
FAX (502) 564–2215

LOUISIANA
Louisiana Federal Property Assistance Agency
Box 94096, Capitol Station
1635 Fosa Drive

Baton Rouge, LA 70802
Phone (504) 342–7860
FAX (504) 342–7863

MAINE
Maine State Agency for Federal Surplus Property
State Office Building, Station 95
Augusta, ME 04333
Phone (207) 287–2923
FAX (207) 287–7861

MARYLAND
Maryland State Agency for Surplus Property
P.O. Box 1039
Jessup, MD 20794
Phone (410) 799–0440 extension 303
FAX (410) 799–2725

MASSACHUSETTS
State Agency for Surplus Property
10th Floor Procurement
General Services
One Ashburton Place
Boston, MA 02108–1552
Phone (617) 727–7500 extension 241
FAX (617) 727–4527

MICHIGAN
Office Services Division
Department of Management and Budget
3369 North Logan Street
P.O. Box 30026
Lansing, MI 48909
Phone (517) 335–9105
FAX (517) 335–9559

MINNESOTA
Minnesota Surplus Operations
Department of Administration
5420 Highway 8, Arden Hills
New Brighton, MN 55112
Phone (612) 639–4023
FAX (612) 639–4026

MISSISSIPPI

Office of Surplus Property
Department of Finance and Administration
P.O. Box 5778 Whitfield Road
Jackson, MS 39288–5778
Phone (601) 939–2050
FAX (601) 939–4505

MISSOURI
Missouri State Agency for Surplus Property
Office of Administration
P.O. Drawer 1310
117 North Riverside Drive
Jefferson City, MO 65102–1310
Phone (314) 751–3415
FAX (314) 751–1264

MONTANA
Property and Supply Bureau
Department of Administration
930 Lyndale Avenue
Helena, MT 59620–0137
Phone (406) 444–4514 extension 125
FAX (406) 444–4201

NEBRASKA
Nebraska Federal Property Assistance Section
Department of Correctional Services
P.O. Box 94661
2700 West Van Dorn
Lincoln, NE 68509–4661
Phone (402) 471–2677
FAX (402) 471–2769

NEVADA
Nevada State Agency for Surplus Property
2250 Barnett Way
Reno, NV 89512
Phone (702) 688–1161
FAX (702) 688–3688

NEW HAMPSHIRE
New Hampshire Distributing Agency
12 Hills Avenue
Concord, NH 13301
Phone (603) 271–2602

FAX (603) 271–6475

NEW JERSEY
New Jersey State Agency for Surplus Property
152 U.S. Highway 206 South
Building 15F
Summerville, NJ 08876
Phone (908) 685–9562

NEW MEXICO
New Mexico Federal Property Assistance Program
1990 Siringo Road
Santa Fe, NM 87505–4757
Phone (505) 827–4603
FAX (505) 827–4610

NEW YORK
Bureau of Federal Property Assistance
Office of General Services
State Office Building Campus
Building #18
Albany, NY 12226
Phone (518) 457–3264
FAX (518) 457–5436

NORTH CAROLINA
North Carolina Federal Property Agency
1950 Garner Road
P.O. Box 26567
Raleigh, NC 27611
Phone (919) 733–3885
FAX (919) 733–3883

NORTH DAKOTA
North Dakota State Agency for Surplus Property
Office of Management & Budget
IGOE Industrial Park, Building 12
P.O. Box 7293
Bismarck, ND 58502–7293
Phone (701) 328–9665
FAX (701) 328–9669

NORTHERN MARIANA ISLANDS
Northern Mariana Islands State Agency for Surplus Property
Division of Procurement and Supply

Department of Finance
P.O. Box 11355
Saipan, MP 96950
Phone (670) 322–9441
FAX (670) 322–5096

OHIO
Federal Surplus Property Section
Division of Office Services
Department of Administrative Services
4200 Surface Road
Columbus, OH 43228–1395
Phone (614) 466–4485
FAX (614) 466–1584

OKLAHOMA
Property Distribution Division
3100 North Creston
P.O. Box 11355
Oklahoma City, OK 73136
Phone (405) 425–2700
FAX (405) 425–2713

OREGON
Transportation, Purchasing and Print Services Division
Department of Administrative Services
1655 Salem Industrial Drive, NE
Salem, OR 97310–1531
Phone (503) 378–4711/4714 extension 304
FAX (503) 378–8558

PENNSYLVANIA
Bureau of Supplies and Surplus Operations
Department of General Services
P.O. Box 1365
2221 Forster Street
Harrisburg, PA 17105
Phone (717) 787–5940
FAX (717) 772–2491

PUERTO RICO
State Agency for Federal Property Assistance
General Services Administration
Purchasing Services Supply Area
P.O. Box 4112

San Juan, PR 00905
Phone (809) 722–0451
FAX (809) 724–1716

RHODE ISLAND
Rhode Island State Agency for Federal Surplus Property
Department of Corrections
701 Power Road
Cranston, RI 02920
Phone (401) 464–3452
FAX (401) 942–7720

SOUTH CAROLINA
State Budget and Control Board
Division of General Services
Surplus Property Office
1441 Boston Avenue
West Columbia, SC 29170
Phone (803) 822–5490
FAX (803) 822–5378

SOUTH DAKOTA
South Dakota Federal Property Agency
Bureau of Administration
20 Colorado Avenue, SW
Huron, SD 57350–1898
Phone (605) 353–7150
FAX (605) 353–7164

TENNESSEE
Department of General Services
Property Utilization Division
6500 Centennial Boulevard
Nashville, TN 37243–0543
Phone (615) 741–1711
FAX (615) 741–7953

TEXAS
General Services Commission
Federal Surplus Property Program
P.O. Box 13047
1711 San Jacinto
Austin, TX 78711–3047
Phone (512) 463–4739
FAX (512) 463–3573

UTAH
Utah State Agency for Surplus Property
Division of General Services
522 South 700 West
Salt Lake City, UT 84104–1093
Phone (801) 533–5885
FAX (801) 533–4016

VERMONT
Central Surplus Property Agency
Division of Purchasing

VIRGINIA
State/Federal Surplus Program
Commonwealth of Virginia
1910 Darbytown Road
Richmond, VA 23231
Phone (804) 236–3663
FAX (804) 236–2662

VIRGIN ISLANDS
State Agency for Surplus Property
Department of Property and Procurement
Sub Base Building No. 1
St. Thomas, VI 00802
Phone (809) 774–0828
FAX (809) 774–9704

WASHINGTON
Division of Commodity Redistribution
Department of General Administration
2805 C Street, SW
Building 5, Door 49
Auburn, WA 98001–7401
Phone (206) 931–3977
FAX (206) 931–3046

WEST VIRGINIA
West Virginia State Agency for Surplus Property
2700 Charles Avenue
Dunbar, WV 25064
Phone (304) 766–2626
FAX (304) 766–2631

WISCONSIN

Wisconsin Department of Administration
Division of Federal Property
One Foundation Circle
Waunakee, WI 53597–8914
Phone (608) 266–1551 or (608) 849–2449
FAX (608) 849–2468

WYOMING
Wyoming Surplus Property
Department of Administration and Fiscal Control
2045 Westland Road
Cheyenne, WY 82002–0060
Phone (307) 777–7901
FAX (307) 634–5701

List of Authorities

Department of Defense Property Disposition Enabling Statutes

Federal Property and Administrative Services Act of 1949, as amended, 40 U.S.C.A. 471.
The Act of August 10, 1956, 10 U.S.C.A. 7305.
The Act of September 6, 1958, 42 U.S.C.A. 1892.

Department of Defense Property Disposition Implementing Regulations

32 CFR § 736 (Navy property)
41 CFR § 132–47 (Air Force property)
32 CFR § 90 (surplus property from military base closures)

General Services Administration Property Donation Enabling Statute

Federal Property and Administrative Services Act of 1949, as amended, 40 U.S.C.A. § 848

General Services Administration Property Donation Implementing Regulations

32 CFR § 736 (Disposition of Property)
41 CFR § 101–44 (Donation of Personal Property)
41 CFR § 101–200, et seq. (Donation of Personal Property)
41 CFR § 101–300, et seq. (Donation of Foreign Excess Personal Property)
41 CFR § 101–48 (Donation of Abandoned and Forfeited Personal Property)

State Surplus Property Distribution Agency List provided by the General Services Administration, Washington, D.C.

Business Plan, New Beginnings Learning Center.

Business Plan

New Beginnings Learning Center

Staff

Director

- certified teacher, B.A. - Carlow College; M.A. - University of Notre Dame
- 33 years experience teaching and administration elementary through college and community education programs
- training and experience in community organizing
- hired April, 1991

Computer Teacher

- B.A. Geneva College
- experience teaching all elementary and high school grades
- experience working in community education and community service programs
- training and experience in current technology, hardware and applications
- hired January, 1995

Assistant/Secretary

- experience in secretarial work
- experience working in community programs
- continuing education credits in computer technology
- hired August, 1995

Uniqueness

- Storefront - street access
- Location - connecting two communities; one mixed residential, one low income public housing
- Hub for a number of activities which include preschool classes, public school collaborative activities, JTPA youth employment classes, church youth programs, Pittsburgh Literacy Council adult tutoring
- provides a safe, constructive community alternative place for children to enjoy out of school time
- integrates learning and using technology with other learning activities
- electronically networked with local public schools and community centers
- networked with the Community Technology Network, formerly Playing to Win, an international community technology access program

- Site for video conferencing job training in collaboration with Three Rivers Employment Service. This training is unique on the east coast.
- Video teleconferencing capabilities open opportunities for a variety of other community possibilities including communication between neighborhood groups, agencies, healthcare and other services and gang peace negotiations in a safe, nonthreatening environment.

Strengths

- Six years presence in the community as a technology and tutoring center training hundreds of children and youth in the use of computers
- A history of collaboration with other community programs, institutions and agencies including Breachmenders, Inc., Friendship Church, Open Doors community - school collaborative, Pittsburgh Public Schools, Carlow College, University of Pittsburgh, Carnegie Mellon University, City of Pittsburgh, Hill House Association
- Well qualified staff
- State of the art technology including two Pentium computers with large memories, laser and ink jet printers, a Local Area Network, a Wide Area Network and dedicated ISDN lines for Internet and teleconferencing, World Wide Web, and a growing software inventory. We have our own Web page and Internet accounts.
- Excellent location between two diverse communities and on the border between the residential community and the university district of Pittsburgh

Need

Technology, including communications and learning technology is mushrooming all over the world.

- For people in low income communities access is prohibitive because cost of wiring, software, hardware and maintenance is beyond their means *cf. Market Research and Assumptions, p. 6*
- Knowledge of and familiarity with technology and the culture of computers is becoming increasingly important for living, employment and maximum access to educational resources.
- There are thousands of children, youth and adults in the Hill District area who will not have adequate access to technology without this resource in their community
- Community access centers are evolving from this need all over the country and in Europe.

Goals

- Expand and renovate physical space to accommodate increasing clientele and growing technology
- Transition to broader service, broader use of technology
- Network with a variety of schools, community agencies and Community Development Corporations for education, job development and economic development activities

- With these new linkages, to become an interconnected, networked community model to be

duplicated with adaptations in other parts of the city, county and country.

- Develop a serious fund raising plan which includes a three to five year transition grant
- Cultivate wider collaboration with other efforts in the Pittsburgh Public Schools, Pittsburgh Partnerships for Community Development, Pittsburgh Partnerships for Job Training and Development, community agencies and programs such as Hill House and Youth Fair Chance
- Change demographic focus from an autonomous learning center whose primary service focus is youth 3-15 years old, to a center connected to other centers and local schools while we serve children and youth, teenagers, young adults and parents/guardians and other family and community members
- Change scheduling from four days a week, primarily after school, to five or six days weekly with more daytime activities

Methods

- Recruit renovation crew, funds from church partners for physical upgrades
- Additional simultaneous activities for technology use
- More days, hours
- More diverse programs, population
    1. adults
    2. youths
    3. market study - what do businesses need; what do individuals need to build a business
    4. specifically job-related skill development
    5. classes related specifically to college prep
    6. skill development specific to economic development, owning businesses, franchises
    7. data entry, word processing, desk top publishing, architecture/construction

Funds Sought

Funding is being sought to secure the following positions and costs:

<u>Staff</u>

Director		30,000	+11,719
Assistant		22,000	+14,700
Computer Teacher (2p.t.) @ 12,000	24,000	+16,700	
Group Tutors		3,500	-------
Benefits		17,000	+13,500
Total		**96,500**	**+56,619**

Overhead

Update Technology	3,000	+3,000
Rent	3,900	+1,500
Gas	2,200	+1,100
Electric	1,300	+650
Telephone	1,000	+450
Maintenance/Security	600	+150
Janitorial	600	+300
Hardware Maintenance	450	+300
Total	**13,050**	**+7,450**

Program

Computer Software	1,500	+1,000
Grand Total	**111,050**	**+65,069**

Budget Narrative

A. Director/Fundraiser

Develops programs; oversees staff, programs; communicates with board, other agencies and outside collaborators; develops relationships with, writes proposals for funders, maintains relationship with Presbytery, immediate and broader community; carries out goals and direction as approved by the Friendship Ministries board

B. Assistant

Assists director in daily program operations; oversees activities; maintains physical order of the center; keeps statistics on registration, attendance and progress of students; attends to clerical, secretarial tasks

C. Computer Teacher

Teaches classes; follows up on attendance at classes; develops curriculum with director; orders, maintains hardware and software; stays abreast of developments in hardware and software and other community programs and resources

Sources of funding:

- Pittsburgh Presbytery
- Individuals
- Churches, church-related organizations
- In kind contributions - i.e., Breachmenders - rent reduction
- Foundations
- Scholarship Fund

What investors receive in return:

- Participation in the activities of the learning center
- A state of the art, leading program with the potential to enhance the quality of life in

our city, the quality of public education and the employability of an at-risk sector of our society

- An annual report for accountability
- Annual open house
- Availability of tours of facilities, programs
- Periodic updates with samples of projects and anecdotal reports of activities

Use of funds and dollar amount:

- $600 will give one person a one year scholarship
- See attached budget

Mission Statement

The New Beginnings Learning Center

1990 Mission Statement

The New Beginnings Learning Center is an education program designed to enhance the academic and social skills of neighborhood residents. Through equal access to learning resources such as computers, tutoring, and the library, the New Beginnings Learning Center stands as a visible commitment of neighborhood and church to empower students and parents/guardians as they seek to enhance the quality of their lives. The New Beginnings Learning Center is a tangible demonstration of Christ's reconciling love. It provides a critical link in the network of youth programs in the West Oakland community.

Vision

The Vision for New Beginnings includes transition to broader service, broader use of technology; networking with a variety of schools, community agencies and CDCS for education, personal development, improved job opportunities and economic opportunities. With these new linkages and collaborations, to become an interconnected, networked community model to be duplicated with adaptations in other parts of the city, county and country.

Activity hours change	**YEAR I** 96-97 -add a.m. classes; evening classes -additional open hours	**YEAR II** 97-98 more evening and Saturday classes	**YEAR III** 98-99 stabilize & evaluate
# of users 200 in 95-96	250 (25% increase)	300 (20% increase)	stabilize & evaluate 330 (10% increase)
# staff	-increase computer teacher from ½ to full time -½ time director -increase assistant from ½ time to full	-½ time director -hire ½ time aide	stabilize & evaluate

Objectives and Strategies

1. Increase the number of users and programs offered using computer applications such as data base, spread sheet, word processing, Internet, teleconferencing and other programs

Strategy - Offer classes for specific interests, populations

a. SAT - college preparation classes
b. Remedial classes specific to skills need. This could be coordinated with schools
c. Literacy programs with the Pittsburgh Literacy Council
d. Introductory & intermediate computer applications and Internet use for adults
e. Classes in desktop publishing
f. Coaching in writing a business plan
g. High school remedial classes
h. G.E.D. test preparation

2. Increase the number and quality of relationships in local and global networks

a. teach classes in how to use networks
b. provide passwords, mailboxes for Internet
c. schedule open hours for use
d. do collaborative programming with schools, agencies and organizations in all networks; i.e. - letter writing; other cooperative projects

Program Description

a. History

Friendship Community Church was placed in the heart of the West Oakland/Terrace Village community by Pittsburgh Presbytery in 1960. Located in a dense urban area immediately adjacent to Pittsburgh's largest public housing development, the church has established a long history of reaching out to meet needs and support families of the neighborhood.

One of Friendship's major emphases has been on youth. For the past 10 years, an after school youth club and a summer youth program that serves over 85 children have given neighborhood youth from 5 to 15 years old enriching experiences through recreation, art, travel, music, and Christian study. These activities led the people of Friendship Church to recognize the need to bolster the education component of the youth program. Thus began the founding of the New Beginnings Learning Center in the fall of 1989, for the purpose of enhancing, encouraging and supporting the academic performance of community youth. One of the objectives of the center is to help make the possibility of college or vocational training a reality for youth who are unlikely to consider such alternatives without learning and technological exposure and encouragement beyond that of the normal school situation.

b. The Center

The Learning Center, since 1994 a program of Friendship Ministries, Inc., a nonprofit corporation of youth programs of Friendship Community Presbyterian Church, is a two room storefront located across the street from the church. It has a computer classroom designed to motivate students and give them access to computer technology and practice which they may not otherwise receive. A one-on-one tutoring/mentoring program utilizes over 25 volunteer tutors from the community and local colleges, universities and area churches.

Around 100 students ages 3-16 are currently involved in our formal programs with several students on the waiting list in need of some academic assistance. Others just stop in to borrow library books or play various strategy games with other children. Currently adults are also registering for our computer programs.

In addition to our many volunteers, a part-time computer teacher augments the current staff of one full-time director, one part-time secretary and two part-time group tutors who meet with 4-5 children each four days a week after school.

The Center's linkages with public and private schools have been instrumental in tracking students' progress, assessing their needs, and closing gaps between school, community and home. We draw children from over 15 public and private schools in the area, including A. Leo Weil and Madison Elementary, Margaret Milliones Middle and Schenley High School. These schools educate most of the children from our immediate community.

Situation Analysis

1. **Our strengths** are marked by technical opportunity, stability and experience *cf. page 2*
2. **Our weaknesses** include our need for staff, materials and programming to maximize our potential impact in the community
3. We are in a **location that affords us an excellent market opportunity** since we are in a community with hundreds of people with a bare minimum of technology and access. *cf. attached articles*
4. As **members of the Playing to Win/Community Technology Network** international community computing network for five years, we are in an excellent position to know the needs and possibilities nationwide. Our online networking and program planning with the Pittsburgh Supercomputer Center, the City of Pittsburgh, the Pittsburgh Public Schools via the Common Knowledge project, the Hill House Association, and other community technology programs situate us well for a broader impact and opportunity in our region.

Market Research & Assumptions

1. **Opportunity**: A survey we conducted in 1995 shows a 92% interest in this type of learning center; 89% of those surveyed said they would send their children and/or grandchildren to such a program; 73% said they thought their neighbors would send children. *cf. attached report*

2. **Consumer profile**: The 1989 census shows that the median family income for people in the community the learning center serves is $5,400 in Terrace Village and between $10,000 and $17,000 in West Oakland. Unemployment is 42% in Terrace Village and 11.6% in Wst Oakland. Less than 15% of the adult population of Terrace Village attended college, about 30% in West Oakland. Thirty-two percent of the population of Terrace Village is between 5 and 15 and 25% is the 18-30 age group. This gives us a large pool of children, youth, young adults, and adults who are underemployed, unemployed and undereducated from whom to draw for our services. *cf.attached census figures*

3. The **barriers** this effort encounters and will continue to face include:
   - Fear: fear of technology; fear of success; fear of the unknown
   - Depression: for a variety of social and personal reasons. This can suppress motivation and turn into anger.
   - Preoccupation with survival
   - Life contingencies that frustrate efforts to succeed, i.e., unemployment, underemployment, family, health, personal issues; access to transportation, poor orientation to social expectations

4. **Geographic market factors**
   - Area: West Oakland/Terrace Village will be our primary target for users with a

minimum of 90% of our usage by people of this area. Census figures show that this area has an abundance of people who could use this service.

- Outside community people will be charged additional user fees beyond initial registration fee with the exception of persons who make arrangements through the Hill District network collaborations.

5. **Recruiting** (How)

a. Identify population
   - Adults - community agencies, organization, churches word of mouth
   - Youth - schools, churches, youth organizations
   - Children - schools, adult references, youth organizations

b. Satisfying an expressed need

   Identify specific needs for programs with surveys of given populations and institutions and developing programs answering those needs
   - community surveys
   - institutions who have identified needs
   - needs identified by collaborations with other agencies, etc.
   - conversations with current students
   - market needs pertinent to the population served validated by neighborhood network connections

c. Contact/outreach/promotion
   - online networks
   - personal networks
   - community leaders, networks
   - institutional contacts through announcements, distribution of fliers, bulletin boards, recommendation of specific persons

Service and Delivery

How do we treat people/how do we keep programs meaningful to the client after successful marketing:

1. Programs should be carefully planned, monitored, reviewed in staff meetings and retreats.
2. Programs should be carried out with sensitivity to the students' needs.

This requires adequate staff with good planning, individually and collectively; stable, consistent organization; knowledge of the material and how to effectively communicate the goals and skills of the program to the students. The learning center will be a place for questions, problem solving, sometimes discovering answers, always knowing the dignity, respect and creative experience of pursuing one's own questions in the context of a supportive group with competent mentors.

- To achieve this goal the learning center will increase staff as noted in the chart on page 6.

- Staff will be screened for competence in their areas of service, sensitivity to the community served and ability to work with the total staff.
- Staff will meet biweekly for 1½ hours to evaluate and plan, and they will converse daily, as possible, on the status of programs.
- Written course evaluations will be given to every student to be returned and used for future planning.
- Creative problem solving, which includes staff and students will be an integral part of training, teaching and philosophy of the center as opposed to a static, didactic model of teaching/learning.
- Once a year, in August, staff will meet for a three day period to review the prior school year's programs; to evaluate and plan for the coming learning year. At this time they will review and revise the learning center business plan and create additional planning documents as necessary. At this time, they will:
    1. *review the needs, resources and budget of the center*
    2. *review the needs of the community as perceived through personal experience, feedback from the students and input gleaned from other sources mentioned in the marketing plan*
    3. *develop project programming for the coming work year*
    4. *present the above recommendations to the Friendship Ministries, Inc. Board of Directors for approval*

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CHAPTER 3

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CHAPTER 4

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CHAPTER 5

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CHAPTER 6

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-- Community Development Society: http://www.scn.org/IP/cds

-- Neighborhoods Online: http://libertynet.org/community/phila/natl.html

-- Community Opportunity Program/Institute for the Study of Civic Values
http://libertynet.org/~edcivic/commopp.html

-- Participatory (Community Development) Initiatives
http://tdg.uoguelph.ca/~pi

-- Small Business Net: http://www.lowe.org

-- Civic Network: http://www.civic.net:2401/

-- Handsnet: http://www.handsnet.org/handsnet

-- Social Development Resources: http://caster.ssw.upenn.edu/~restes/praxis.html