

EAST PALO ALTO COMMUNITY NETWORK TOP EVALUATION REPORT



TAP - Technology Access Point
A place to be connected, informed, and empowered.



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EXECUTIVE SUMMARY

This report evaluates the efforts of the East Palo Alto Community Network (“Community Network” for short) and the success of its two programs over the past three years. The first program, Technology Access Points (TAPs), conveniently locates centers in East Palo Alto where residents may access computers, the Internet, fax machines, and copiers. The second program, EPA.net, is an online resource center for the East Palo Alto Community that allows residents to post news articles and event information relevant to the city that often cannot be found anywhere else. The site also contains numerous other online resources for residents.

Approaches to Evaluation

In its original report to TOP, Plugged In outlined four outcomes to track the success of the Community Network Project:

- 1) Increased Participation of Community Residents in Online Information and Idea Exchange, Leading to Increased Sense of Commitment to the Community
- 2) Increased Technology Skills and Use of Technology by Staff of Community Based Organizations, Leading to Increased Efficiency and Effectiveness
- 3) Increased Access to Relevant Information for Community Residents, Leading to Increased Ease in Utilizing Community Services
- 4) Increased Technology Skills for Community Residents, Leading to Greater Educational and Employment Opportunities

We have evaluated each of these outcomes quantitatively and qualitatively using the following data: a community-wide survey regarding computer usage that we conducted three times in 2002, 2003, and 2004-2005; interviews of point staff persons at each of the nine original TAPs as they transitioned away from Community Network funding in late 2004; interviews of residents, nonprofit staff members, and others involved with EPA.net; EPA.net tracking data and posting history which notes the number of hits, postings, and users the website has received over time; and observational records of content on the EPA.net site.

Overall Findings and Recommendations

In general, all four outcome goals have been met. Quantitative and qualitative data suggests that both Community Network programs have led to an increase in the number of residents who participate in online information exchange and a subsequent increase in these residents’ sense of connection to the greater East Palo Alto community. Similar data also indicate that there has been an increase in technological skills and thus educational and employment opportunities for residents. Meanwhile, qualitative evidence indicates that the second and third outcome goals, increased technology skills for staff of community based organizations and increased efficiency and effectiveness in such organizations, as well as increased access to relevant information for residents, were also met through the TAPs and EPA.net programs.

Our analysis has led us to make five recommendations for improvements in the Community Network project: more aggressive advertisement of EPA.net, stronger outreach to other CBO’s, promoting unused aspects of EPA.net, designating specified places and times for adults in TAPs, and design improvements to the layout of EPA.net.

INTRODUCTION

The East Palo Alto Community Network

East Palo Alto is a vibrant, low-income, multi-ethnic and multi-lingual community of 29,506 people in the San Francisco Bay Area. While residents in neighboring Silicon Valley cities have prospered greatly with the growth in technology in recent decades and many have access to technology, many East Palo Alto residents do not have access to computers and the Internet. The East Palo Alto Community Network seeks to close this digital divide.

The Community Network consists of two resources. Located in numerous accessible locations throughout East Palo Alto, the Technology Access Points (TAPs) provide computer and Internet access and training to adults and youth in East Palo Alto. Residents may use the easy-to-reach facilities free of charge. Although the local public library does provide computer and Internet access, residents are often frustrated by time limits and reservation requirements placed on use of these machines. There are simply not enough machines to meet the population's needs. The introduction of nine TAPs in the community greatly increased the number of public computers and allowed many adults and children to learn to use a computer and/or the Internet for the first time. Besides increasing their technological skills, with the TAPs, residents could perform online job searches, research educational information, look up important personal information, and network with fellow community members.

EPA.net, the second Community Network project, is an online resource center for the East Palo Alto community. It allows residents to get up-to-date information about current issues in their neighborhood. There is no local newspaper in the city, and residents often must turn to articles in newspapers published in other nearby cities if they want to find out about local issues. EPA.net is designed to "be a real voice for the community by providing families, businesses and community-based organizations with online tools that increase their capacity to serve their local community."¹ By listing upcoming community events, providing a space for residents to write and post relevant news articles, and hosting a forum space for the discussion of important local issues, EPA.net helps keep residents up-to-date on what is happening in the city, allows other community organizations to publicize their efforts, and facilitates a sense of community spirit. This community Website also offers free file storage, photo albums, and other resource pages, such as a comprehensive online directory. It also hosts the Websites of several local community-based organizations.

The Partnership for Internet Equality and Community Engagement (PIECE)

Began in January 2002, PIECE brings together students and faculty affiliated with the Symbolic Systems Program (SSP) at Stanford University and the East Palo Alto Community Network to work on digital divide issues in East Palo Alto. Goals of the partnership include enhancing how effectively the East Palo Alto Community Network promotes community involvement and addresses the collective and individual needs of East Palo Alto residents; ensuring a robust user base for EPA.net and TAPs; closing the gaps in Internet access, technology control and ownership and computer usage that exist between and within different populations in East Palo Alto; facilitating uses of the Internet that empower disadvantaged residents to gain more of a voice in community decision making; and sharing what we learn

¹ EPA.net Website, "About Us", <http://www.epa.net>.

through reaching these goals with the East Palo Alto community, other communities, and academic researchers.

Over the past three years, SSP has performed numerous projects with the Community Network. In 2003, after discovering that the face-to-face nature of meetings in East Palo Alto and other communities does not permit many willing residents who have time constraints to participate in community decision-making, we began creating a tool for online deliberation. Called "Deme", this online software is still underdevelopment, but available in an alpha-stage version at <http://www.groupspace.org>. From spring 2002 through winter 2005, SSP also performed three Community Technology Usage Surveys. Residents were interviewed about their computer and Internet use, involvement with the community, and interest in Community Network programs. The results of these surveys were used not only to quantitatively illustrate the need for Community Network programs in East Palo Alto but also to help Community Network staff determine how to perform better outreach. PIECE has also recruited Stanford student volunteers to work at the TAPs, where they designed and taught two-hour Internet tutorials.

Because of the knowledge of EPA.net and TAPs gained over the last three years, SSP agreed to write this program evaluation for the Technology Opportunity Program.

METHODOLOGIES

Methodology I. Community Survey Regarding Computer Usage

First created in 2002, three versions of this survey have been administered, including a community-wide survey just before the launch of EPA.Net in 2002 with a sample size of 142, a more targeted survey, focusing on residents who are less likely to know about the Internet, in 2003 with a sample size of 46, and another community-wide survey in 2004 and the early weeks of 2005 with a sample size of 131. From here on, these cycles of the survey will be known as the 2002, 2003, and 2004 versions respectively. The survey, which has varied in content somewhat but with substantial overlapping content to allow cross-year comparisons, was originally designed to gauge how familiar residents of East Palo Alto are with computers and the Internet, and if residents would be interested in the technology resources it has to offer. The 2003 and 2004 cycles also served the purpose of evaluating how many residents are aware of Community Network Project resources and helping Plugged In determine if there were particular communities in which it needed to expand its outreach efforts. Although the original intent behind the survey differs somewhat from the measurable outcomes mentioned above, there are many areas where data from each cycle can be appropriately applied to this evaluation.

A convenience sample was gathered for all three cycles of the survey. Although samples were not randomized, interviewers ensured that the demographics of each sample were statistically comparable to the demographic data listed for East Palo Alto on the 2000 Census. In order to achieve this, respondents were approached and interviewed at a variety of community events and commercial areas throughout the city.

There are four types of the survey: an oral type in both Spanish and English, and written types also in Spanish or English. Blank copies of each version of the survey can be found in the appendix. The data from each survey can also be found there.

Methodology II. Technology Access Points (TAP) Exit Interviews

Between May and July 2004, consultants conducted exit interviews at all nine TAP locations. A representative from each organization where a TAP was located responded to a two-page written survey. Respondents were asked to describe how hosting a TAP impacted their organization, the nature of their collaboration with Plugged In, and rate how successful the program was overall. Copies of these interviews can be found in the appendix.

To analyze these questionnaires, we searched for common themes in respondents' answers with a particular focus on the "impact on the organization" question. Furthermore, these 2004 responses were compared to assessments conducted three months after TAPs began providing services in late 2002 and to one-year evaluations conducted in 2003.

Methodology III. EPA.net Case Studies

In Fall 2003 and Spring 2004, under the direction of EPA.net's content manager, students from Stanford University interviewed resident contributors to EPA.net, Community Advisory Board (CAB) members, and staff from organizations that had been featured on the site. While the specific questions each interviewee was asked varied from case study to case study, each respondent was generally encouraged to discuss his/her relationship with EPA.net and how the site has affected her personally or the organization she represents. A total of thirteen case studies were conducted.

These studies were analyzed in a manner similar to that of the exit interviews. We searched for similar comments within each of the reports that were relevant to one or more of the measurable outcomes.

Methodology IV. EPA.net User Tracking

Plugged In used server traffic software to track the number of users and visits EPA.net receives. They have also kept records of how many people post to EPA.net. We evaluated these statistics to see how rapidly use of the site has increased over the past two years. We also reviewed the posting history to see if there has been an increase in the number of East Palo Alto residents who have become actively engaged with the site.

Methodology V. EPA.net Observational Records

In order to evaluate what EPA.net currently offers to the East Palo Alto community, we performed a spot check of the site on April 6, 2005. We counted how many organizations were linked to the site, noted the nature of the articles current posted on it, and reviewed the number of city-specific resources (such as job information and bus schedules) that are currently on the site.

ANALYSIS OF EXPECTED OUTCOMES

In this section, the reader will find a detailed evaluation of the success in relation to each of the four outcome goals Plugged In listed in its Start-Up documentation for TOP. Our approach to analysis and central findings are listed under each goal. General conclusions drawn from these findings and recommendations for the future may be found in the subsequent sections of this evaluation.

* * * * *

Goal 1: Increased Participation of Community Residents in Online Information and Idea Exchange, Leading to Increased Sense of Commitment to the Community

Analysis Approach

This outcome goal was divided into two parts, the first of which was investigating whether TAPs and EPA.net have increased East Palo Alto residents' participation in online activity. Data from the community usage survey were used to quantitatively research the success of this part of the outcome. Although the questionnaire did not directly ask respondents if use of Community Network Project programs increased their use of the Internet to exchange information, it did ask the following the questions:

- Have you heard of EPA.net? If yes, have you used it?
- Have you heard of the TAPs (Technology Access Points)? If yes have you visited one?

Because EPA.net is in and of itself a Website for information exchange, we inferred that a demonstrated increase in the use of EPA.net also statistically represented "increased participation of community residents in online information and idea exchange." The second set of questions provided speculative answers to our inquiry. Because one of the main draws to the Technology Access Points is that they provide Internet access, we surmised that an increase in use of TAPs would suggest that there was some general increase in the number of East Palo Alto residents who participate in online information exchange in the past two years.

We also reviewed EPA.net tracking data and posting history to evaluate this first half of the goal, looking for an increase in the number of site users as well as an increase in the number of residents who post to the site. Finally, we reviewed TAP exit interviews and case studies and looked for comments from interviewees concerning the number of people who use EPA.net and TAPs.

The second element of evaluating this outcome involved determining whether or not use of TAPs and EPA.net led to an increased sense of commitment to the community among residents. We employed data from the 2004 cycle of the community usage survey to research this, particularly focusing on responses to the questions, "What do you find most useful about EPA.net?" and "Where do you get your news about the community?"² For the former question, we looked for responses that showed a sense of involvement in the East Palo Alto community, such as "access to community news" and "awareness of community issues." For the latter question, we evaluated the number of people who listed EPA.net as one of their answers.

Finally, we also reviewed qualitative data from TAP exit interviews and case studies to evaluate the second half of this outcome. In each of these data sets, we searched for reports that use of EPA.net and/or TAPs led to a greater awareness of community issues, familiarity with resources available in East Palo Alto, knowledge of community events, and a sense of

² The first question was not asked on the 2002 and 2003 versions of the survey.

connection to the community. Such answers illustrate an “increased sense of commitment to the community.”

Findings

Comparisons between the 2003 and 2004 versions of the community usage survey suggest that EPA.net is rapidly becoming a more visible resource in the East Palo Alto community. For both cycles, respondents were asked, “Have you heard of EPA.net?” Those who responded yes to this question were then asked, “Have you used it?” The 2003 survey was only performed in street locations, where residents were thought to be less likely than those attending community events to know about computers and Internet resources in the city. For a valid comparison, therefore, we restricted the use of data from the larger 2004 survey to street locations, where the population would be expected to be similar to those sampled in 2003.

In 2003, only 2% of the total sample answered yes to both questions. This number rose to 9% in the comparison sample from 2004.

Data from the questions concerning TAPs suggest a correlation between TAP use and EPA.net use. Again 2% of 2003 respondents and 12% of 2004 respondents answered affirmatively to both questions, “Have you heard of the Technology Access Points (TAPs)?” and “Have you visited one?”

Tracking data also shows that use of EPA.net has risen drastically in the past two years. In the first measured period from June 24 to October 2, 2003, the site averaged 236 users per day. Now, one of the most recent periods showed an average of 2,082 users per day. The number of total visiting users rose from 10,042 visits between October 2003 and January 2004 to 56,206 visits between January and February of 2005.

Four TAP exit interviewees described how their center increased the number of Internet users in the East Palo Alto community. For example, a staff member of the East Palo Alto Senior Center noted that “now ‘our users’ are using technology not only for access to the Internet, but as part of their lifestyle: the way they communicate, the way they get the news, the way they create/produce documents, etc., the way they get entertainment...all has changed for the best because of TAP.”³

Meanwhile, two case study interviewees noted how much use of the EPA.net website has increased since they first became involved with it. “CAB member feels confident that EPA.net is continuing to grow, as evidenced by the increasing number of contributors and visitors to the site,” noted one student reporter who interviewed an EPA.net Community Advisory Board member.⁴ “According to another member, EPA.net has seen success....The site has only grown in popularity and impact since its creation, receiving more visits by the day,” notes another student who interviewed another CAB member.⁵

Case study interviewees collectively made 36 comments about the site. 19% of these comments were categorized as “information about community events” and another 42% were qualified as “access to community news.” This suggests that those who use EPA.net do so to feel more connected to what is occurring in their community.

Out of the 131 respondents, 95% answered the question, “Where do you get your news about the community?” and gave a total of 243 responses. Seven percent of these responses were “EPA.net.” This suggests that, though EPA.net users recognize the site as a news source, it still has a ways to go in being recognized as such in the overall community. In other words, though

³ Cecily Vaughters-Johnson, East Palo Alto Senior Center TAP Exit Interview

⁴ Interview of Yolanda Rhodes by Will Greene

⁵ Interview of Ruben Avelar by Christina Ward

more residents may see EPA.net as a general tool to increase community spirit in East Palo Alto, it appears that few are familiar with this particular community-connecting use of seeing it as a news source.

Many case study reports noted that interviewees described community engagement and forming connections within the community as some of the benefits of using Community Network programs. For example, one case study concerned an interview with a city official who had written an article for EPA.net.

Lily believes that EPA.net provides many things to the community. First off, she likes that ‘just regular people’ can contribute. ‘The city doesn’t have a newspaper or regular forum for exchange. So this gives an opportunity for everyone to do that. It has great potential.’...Finally, even though she doesn’t contribute specifically, outside of her Cooley Landing article, she knows people who have written articles that relate to her area of work. EPA.net is a means of connecting her to these people.⁶

While this respondent praises the site for its efforts to get all residents involved, another respondent notes how publishing an article on the site can inadvertently help residents become more familiar with local community organizations. “EPA.net has greatly benefited the Block Clubs, allowing for more publicity,” noted one member of an East Palo Alto Block Club. “It has helped the Block Clubs become more “visible in the community.”⁷

The TAP exit interviews showed that a few organizations that hosted TAPs also commented on how the center affected their relationship with the community. Two organizations, City Team Ministries (CTM) and OICW, noted that their TAP connected them to the larger EPA community. Furthermore, they remarked that the TAPs also help connect other organizations to one another. CTM noted that there was a “two-way-street” dynamic in hosting a TAP. The organization felt that it was “in and among the groups that want to see changes in the city” and exposed to other similar organizations while other organizations became exposed to CTM.⁸

The Community Network led to the establishment of PIECE, the Partnership for Internet Equity and Community Engagement (see <http://piece.stanford.edu>). This joint project between Plugged In and the Symbolic Systems Program at Stanford has been funded by the Vice Provost for Undergraduate Education at Stanford since January 2002 as a community-based research initiative, and has supported 10 students for academic year and summer research with total funding of \$45,000. A number of projects within PIECE have as their aim the enhancement of community participation online and use of the Internet, including the Deme platform for online deliberation being developed for community groups to interact online, the survey research reported here, and student projects aimed at getting residents to use the Internet. This program represents leveraged funds that would not have been allocated to East Palo Alto-based projects were it not for the Community Network coming into existence.

⁶ “Lily Lee,” Interview of Lily Lee, Written by Ben Klein

⁷ “Block Clubs of Palo Alto,” Interview of John Chavez, written by Jessica Marie Carter

⁸ Angel Ruiz, City Team Ministries TAP Exit Interview, interviewed by Kathy Walters

Goal 2: Increased Technology Skills and Use of Technology by Staff of Community Based Organizations, Leading to Increased Efficiency and Effectiveness

Analysis Approach

TAP exit interviews, the case study interviews, and observational recordings of the EPA.net website were used to evaluate this outcome. In the exit interviews and case studies, we searched for reports of how staff members from other community-based organizations (CBOs) had been involved with Community Network programs. We also searched for information concerning how hosting a TAP increased organizations' efficiency in how they performed their internal, administrative duties as well as reports of how having the TAP improved their external effectiveness and bettered their ability to provide their services. In observing EPA.net, we looked for how other organizations were involved with the site, particularly viewing how many CBO staff members used the site to improve their outreach to the community by linking their organization to the site and/or posting relevant articles.

Findings

TAP exit interviews demonstrated that the staff of the TAPs' host organizations did gain computer skills that helped increase their internal efficiency. One host organization, Free At Last, commented that the TAPs had a "tremendous impact" on the organization and that they were able to "stream line business operations."

There is now DSL access for offices, with direct connection to the county, which makes the transfer of data much more efficient. Payroll data is also now input and transmitted very fast. In general the administrative staff is doing now a number of things that they didn't before thanks to the technology that the TAP has brought: keeping the books, auditing records of clients that used to be done by hand, etc. It is really a big change in how Free at Last operates.⁹

Five other TAPs had similar positive comments. "The TAP has changed the way the center does administrative tasks," commented one representative from the East Palo Alto Senior Center."¹⁰ He noted that because the center is now more dependent upon technology, staff productivity has increased.

Case study interviews show that local CBO staff also noted that they were better able to advertise to residents through both TAPs and EPA.net. In one report, the interviewee described how the site helped the CBO staff member she had spoken with for an EPA.net article.

Karen never thought that anyone noticed the work that she had been doing over the past two years for this project. The acknowledgement was both surprising and gratifying, connecting her and the community in a new way. After the article was posted, she received an onslaught of questions, not only from adults who wanted to know more, but from children as well. For those connected to the Internet, EPA.net has been a great resource for getting informed, allowing community members to make better use of the resource available to them. The article has served as a springboard for getting more involved.¹¹

Five other reports also noted how becoming involved with EPA.net allowed non-profit staff members to publicize their organization's work, increasing the number of people reached by their service.

⁹ Bob Hoover, Free At Last TAP Exit Interview

¹⁰ Cecily Vaughters-Johnson, Senior Center TAP Exit Interview

¹¹ "Snapshot," Interview of Karen Kepney and Mikaya Strickling, Written by Christina Ward

A review of EPA.net showed that thirty-seven community and youth development organizations were listed in the site's community directory.¹² Twenty-two of these listings included links to other websites, and twenty-one of these links were functioning. We also found that the youth services link on the site's homepage led us to the East Palo Alto Youth Development Online Center. A review of this site revealed a collaboration between EPA.net and the City of East Palo Alto, in which links to organizational profiles of over thirty youth serving CBOs are listed. As part of this collaboration, EPA.net hosted the site for the Community Services department of the city.

Though we were able to discover many fruitful connections between EPA.net and other organizations by browsing the site, there does not appear to be a complete, easy-to-find description of exactly what the Community Network can do for other organizations publicized on the site. This is perhaps an area where the program can be improved.

¹² Image available in Appendix, p.21

Goal 3: Increased Access to Relevant Information for Community Residents, Leading to Increased Ease in Utilizing Community Services

Analysis Approach

To evaluate the success of this outcome in terms of EPA.net, we first observed what resources were posted on the site. In this manner, we were able to determine how accessing the site would allow a resident to be better able to use the community services available in East Palo Alto. We specifically searched for resources that residents would have difficulty finding elsewhere. Then, using the case study interviews, we looked at how being both actively involved in the site (i.e. writing an article) and simply visiting the site allows residents greater ease in participating in community services. We searched for comments concerning what residents were able to do with information they found through EPA.net.

To evaluate if TAPs achieve this outcome, we reviewed the TAP exit interviews looking for comments about how residents used the TAP centers to learn about community services.

Findings

In observing EPA.net, we found five resources that draw residents uniquely to the site, the first of which is the events calendar.¹³ There is a calendar on the City of East Palo Alto website, but it does not appear to be updated as often—e.g. no events were listed for April 2005. The EPA.net events calendar, by contrast, appears to be kept up to date. This calendar allows residents to find out about community events without relying on methods of outreach that make it difficult to communicate efficiently with a wide, diverse audience, such as paper flyers or word of mouth.

The second resource of note is the articles written by residents.¹⁴ These articles allow community members to discover important resources in their community that are not necessarily publicized in media sources from nearby cities. Residents can also read stories of what it's like to use these services or what their value is, written from the perspective of a fellow community member. In this manner, residents do not just learn about the existence of certain resources. Rather, they learn about such resources in detail. For example, in one article entitled "In Schools We Trusted" posted on March 25, 2005 on EPA.net, an East Palo Alto parent describes the opening of a tuition-free public charter school in the city. By reading this article, parents not only find out about the opening of a new school, but they can also hear why another local parent believes it is a good choice for children. Another recent article on EPA.net entitled "Supermarket Prayer Vigil," publicizes the efforts of five local organizations to bring a grocery store to the city. A reader may learn not only about these organizations, but also how he/she may become involved with them.

EPA.net's forums are a third resource that draws residents to the site. Here, residents may informally discuss resources available in the community and widely publicize them to others in a way that only an online tool can achieve. In particular, an education, a health care, and a general community service forum may be found on the site. One critique of this resource, however, is that use of these particular forum spaces has tapered off recently, with no posts in either of them for 2005.

The fourth resource of note is the public transit section of the EPA.net.¹⁵ The site appears to be the only online resource that gives users a route map and schedule for the East Palo Alto

¹³ Image available in Appendix, p.21

¹⁴ Image available in Appendix, p.20

¹⁵ Image available in Appendix, p.19

Senior Shuttle. The free shuttle is open to all residents and takes riders to nearby medical centers and shopping areas, a resource that is very valuable in a city where there is no grocery store.

Finally, a fifth important resource on EPA.Net for the community are the community subsites created on the site for community partners such as One East Palo Alto, the East Palo Alto Bayshore Rotary Club, and New Perspectives. The OpenACS software that runs EPA.Net makes it possible for these groups to control their own content while having it hosted on Plugged In's server. This has clearly brought a Web presence to several organizations that had none before, and given them state of the art content management software for managing their sites.

A review of the case study interviews for this particular outcome goal also demonstrated the success of this outcome. One interviewee, an East Palo Alto resident since the age of nine, reported how writing an article for EPA.net encouraged her to become more active in local community organizations.

Volunteering was a very new concept to her; prior to writing for EPA.net she had never done any nonprofit work. According to the community writer, working for EPA helped her gain a new perspective on and appreciation for volunteering. This community website has given her a chance to express her views on events in EPA.¹⁶

Others who are actively involved with the site reported similar experiences. One EPA.net Community Advisory Board member noted that "she realized that her community possessed a number of community organizations working in many areas to make East Palo Alto a stronger and better community" as she became involved with the site.¹⁷ Finally, another resident, who works at a local non-profit that works on environmental justice issues, commented on how the site exposes users to information about local issues that cannot necessarily be found elsewhere: "He really appreciates the fact that the content in EPA.net is different... 'Issue areas like environmental justice aren't given much voice in the general media.'"¹⁸ In this manner, EPA.net exposes those who become involved with the site and those who view it to a wide array of community resources that they may have never heard of before.

As previously mentioned in the analysis of the preceding outcomes, comments from the TAP exit interviews illustrate that residents discover community services by going to the centers. Though they may be coming in specifically to use the TAP, residents may also inadvertently discover the resources the host organization has to offer. As City Team Ministries noted, hosting a TAP provided "a level of connectivity that was not there before... a level of exposure for City Team Ministries with the city of East Palo Alto."¹⁹

¹⁶ "Snapshot," Interview of Mikaya Strickling, Written by Christina Ward

¹⁷ "Case Studies for EPA.net," Interview of Yolanda Rhodes, Written by Will Greene

¹⁸ "Goro Mitchell: An EPA.net Contributor," Interview of Goro Mitchell, Written by Ben Klein

¹⁹ Angel Ruiz, City Team Ministries TAP Exit Interview

Goal 4: Increased Technology Skills for Community Residents, Leading to Greater Educational and Employment Opportunities

Analysis Approach

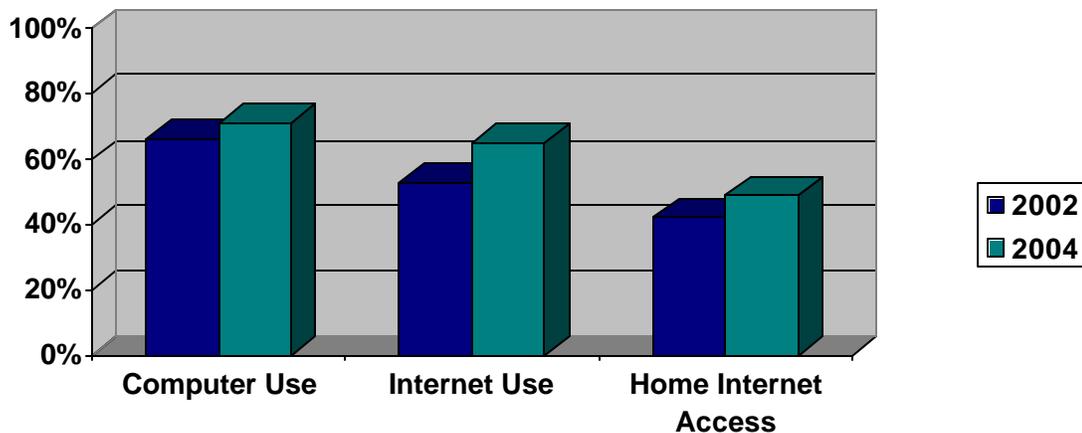
To evaluate this outcome, we first searched for evidence of an increase in technology skills in the East Palo Alto community that could possibly be attributed to the development of Community Network programs, particularly TAPs. We evaluated how the percentage of residents who responded “yes” to the following questions has changed between the 2002 and 2004 community usage surveys:

- Do you use a computer?
- Do you use the Internet or World Wide Web?
- Do you have Internet access at home?

To determine whether or not Community Network programs have allowed residents to have greater education and employment opportunities, we reviewed both the TAP exit interviews and the case studies and looked for comments affirming such an increase. We also used observational data from EPA.net to determine what type of education and employment resources are available on the Website.

Findings

The community usage survey has shown slight increases in certain aspects of technology use in the community over the past three years. While 66% of respondents had used a computer in the 2002 cycle, the 2004 cycle of the survey noted that 71% of respondents used a computer. In 2002, 53% of respondents reported that they used the Internet; this figure rose to 65% in the 2004 cycle. Furthermore, 49% of respondents have Internet access at home in the 2004 cycle compared to 42% in the 2002 cycle. It is not clear how much, if any of these increases can be attributed to the Community Network project, but we note at least that access has improved for residents.



In their exit interviews, two TAPs commented on how their adult users were able to search for employment opportunities by using their facilities. The TAP “enables clients to put together a resume and look for jobs” a representative from the Ecumenical Hunger Project noted. At the end of her report, she noted that she “really wants to thank Plugged In for making computers available to people who otherwise do not have them. It brings them up-to-date on

what's going on in the world; it helps them to get jobs; it empowers them."²⁰ The second host, Saint Samuel's Church, noted that "just having the basic computer access for the community to learn how to operate a computer, use the internet, write a resume" is what worked best for their TAP.²¹

Many TAPs also noted the increased educational opportunities for children as well. Free At Last, when asked about the benefits of hosting a TAP, commented that "more and more people from the extended community (beyond staff and clients) are using the TAP, especially children that come, make their homework, play but also interact and teach each other what they are learning."²² A low-income housing complex that hosted a TAP, the Light Tree Apartments, commented that local children "now have a more structured way to spend their afternoons. They used to be running around, and now they are learning because of the TAP. Other benefits include running special projects for kids/teens and training sessions for adults on how to do research, send e-mails, etc. using the Internet."²³ The increased educational opportunities for children are especially pronounced in the TAPs placed in or near schools. A staff from a school based TAP noted that, "[the] TAP provided an after-school tutorial center for the students to do their homework, print out their work, surf the net."²⁴

It appears, however, that one area that can be improved upon to increase adult's use of TAPs and the employment opportunities and technological skills they get from them would be to have spaces designated solely for adults. Several TAPs noted that the presence of schoolchildren often inhibited adults learning and willingness to visit the TAP in the hours that school was not in session. One center noted that, "Parents report not wanting to come in when kids are around" because of the increased noise level and the fact that "there is nowhere to sit and they do not feel comfortable asking that the kids give up the computers for their use." Overall, "parents come to learn and are uncomfortable in this atmosphere." The representative does note that "separate areas for adults and children may have helped."²⁵ Plugged In staff have pointed out that the number of children attending the TAPs could have been a function of the TAP location since 3 of 9 TAPs were placed in agencies that naturally attracted children after-school – the 2 elementary school sites as well as the CTM – youth center. 3 other TAPs had children from local apartment complexes visit often- Light Tree, Free at Last and St. Samuel.

Case study interviews show that EPA.net has increased educational opportunities for those actively involved with the site. Those who write articles have the opportunity to better their communication skills. One report noted that the interviewee "enjoyed the balance of support and mentorship for improving her writing and editing skills from other community members, as well as the great freedom she receives in creating her own writing style...She summed up what EPA.net has done for her, by stating 'working for EPA.net has opened up many personal doors.'"²⁶ Two other writers also noted how EPA.net's content manager is particularly helpful in the process of helping them fine-tune their writing style. "He helped him learn to add 'a little life to the writing,'" noted one interviewee.²⁷

EPA.net seems to expose residents to a wealth of education and employment opportunities. The City of East Palo Alto uses the site to post its current job openings as well as

²⁰ Nevada Butler, Ecumenical Hunger Project TAP Exit Interview, interviewed by Kathy Walters

²¹ Paul Bains, Saint Samuel's TAP Exit interview, interviewed by Kathy Walters

²² Bob Hoover, Free At Last TAP Exit interview

²³ Anonymous, Light Tree Apartments Exit Interview

²⁴ Yvonne Casias, Belle Haven Parent Resource Center, interviewed by Kathy Walters

²⁵ Lalo Martinez, Cesar Chavez Parent Resource Center, interviewed by Kathy Walters

²⁶ "Snapshot," Interview of Mikaya Strickling, Written by Christina Ward

²⁷ "Goro Mitchell: An EPA.net Contributor," Interview of Goro Mitchell, Written by Ben Klein

posting the job openings that come through the City's First Source Hiring Program, through which businesses in the redevelopment areas hire local residents. In previous years, it has relied on paper fliers to promote its openings. A classifieds section lists other job openings as well. The "Job Help" link underneath EPA Resources lists seven other search engines users may use to search for jobs and lists links to 189 other sites that frequently post jobs. There is a "post your resume" feature on the site as well, and although a few postings can be found in the archives, it appears to be difficult to find. Better placement should make this resource more useful for residents. An education resources section of the website lists all local schools as well as resources for children from kindergarten through high school.

SUMMARY AND CONCLUSIONS

Overall, it appears that the Community Network programs have sufficiently met the outcome goals described in the Start-Up documentation. The first and last outcomes seem to be the Community Network's greatest strengths.

The first outcome, increased participation of community residents in online information and idea exchange, leading to increased sense of commitment to the community, appears to have been met through the installation of both Community Network programs. Resident reports demonstrate that EPA.net and the Technology Access Points are both inherently designed to get residents skills needed to exchange information online. Data from the community usage survey suggests that use of both these programs has increased over the past year. Furthermore, using EPA.net seems to be linked to residents gaining a greater sense of community—many residents who visit the site reported that learning about community events and/or issues is one of its most useful aspects. TAPs also seem to foster community spirit but in a different manner. Organizations that host a TAP reported that having it allowed residents to become more familiar with their organization. Though data suggests that EPA.net in particular has a long way to go in being recognized as such by the general community, it appears that these two programs have been tools for fostering a sense of community among their users over the past three years.

Qualitative data from the case studies and exit interviews suggests that the second outcome goal, increased technology skills for staff members of other community organizations leading to increased efficiency, has been mostly met. Organizations that host TAPs have improved their administrative capabilities as well as their ability to outreach their clients by having the centers on their premises. Although there is no evidence of organizations that have become involved with EPA.net improving their internal efficiency through use of the program, it appears that many organizations have been able to improve how well they outreach to clients with the site. A collaboration between EPA.net and the City of East Palo Alto, in which EPA.net hosts the site for the city's Community Services Department, stands out in particular. One area in which the Community Network can improve for this outcome would be to further publicize exactly what the programs can do for other organizations.

The third outcome goal appears to have been successfully met as well. Five key aspects of the EPA.net site allow residents increased access to information about local community services. Being actively involved with the site's administration also allows residents to become more familiar with what is offered in their community. They can also find out more about local organizations by visiting TAPs.

Finally, the last outcome goal -- increased educational and employment opportunities for residents due to increased technological skills -- has been achieved. Quantitative data allows us to speculate that EPA.net and the TAPs have moderately increased residents' use of computers and the Internet. TAP exit interviews show that residents of all ages have been gaining technological skills by using TAPs, although perhaps adult needs should be made more of a focus at some of the centers. Case study interviews demonstrate that becoming actively involved with EPA.net can increase a resident's personal growth in writing skills. Observations show that there is a wealth of resources listed on the site.

RECOMMENDATIONS

Though the Community Network programs have sufficiently met the four outcomes previously described over the past few years, the programs can still be improved. We suggest the following to help these programs continue to grow in their success in the future.

Goal 1 Recommendation: More Aggressive Advertisement of EPA.net

Our studies indicate the EPA.net certainly has the potential to be a primary news source for East Palo Alto residents. Yet, only 7% of responses to the question “How do you get your news about the community?” for the 2004 cycle of the community usage survey were “EPA.net.” Interviewees also expressed frustration with the site being underutilized. A more defined outreach strategy may help increase the speed at which more residents are becoming familiar with the site.

Goal 2 Recommendation: Stronger Outreach to Other CBO's

Certainly local organizations have benefited from Community Network services. Yet, perhaps the number of organizations could increase even further if the Community Network made an effort to better advertise exactly what TAPs and EPA.net have to offer other CBOs. This includes clearly defining these services on EPA.net.

Goal 3 Recommendation: Promoting Unused Aspects of EPA.net

In our analysis, we noted that the three particular forum spaces we viewed on EPA.net had not been posted to since fall of 2004. Encouraging resident discussion on these forums may increase the number of community services residents are exposed to even further. Development of software to allow true collaboration and decision making online (the aim of the Deme project mentioned earlier) would motivate groups and their members to use the Web to do work that currently must be done in face-to-face meetings, increasing the value of the Community Network and of EPA.Net.

Goal 4 Recommendation: Having a Specified Place/Time for Adults in TAPs

One of the strengths of TAPs is that it appeals to all residents of all age groups. However, some host organizations noted that adults were deterred from using the center sometimes because of the presence of children. Adults either feel that the atmosphere is too noisy when numerous children were at the center or they do not feel comfortable taking a computer spot when there are children around searching for valuable computer time. Advising host organizations to create designated spaces in center for adults or times for adult use only may help with this frustration.

Goal 5 Recommendation: Design Improvements to the Layout of EPA.Net

The layout of the homepage and the selection of links on the site appears overly complex for a site aimed at residents who are not experienced Internet users. We recommend a design study leveraging local usability experts at Stanford or elsewhere who should be able to improve the user interface. For instance, the resume database is difficult to find, making it less useful than it could be for employers and those seeking work.

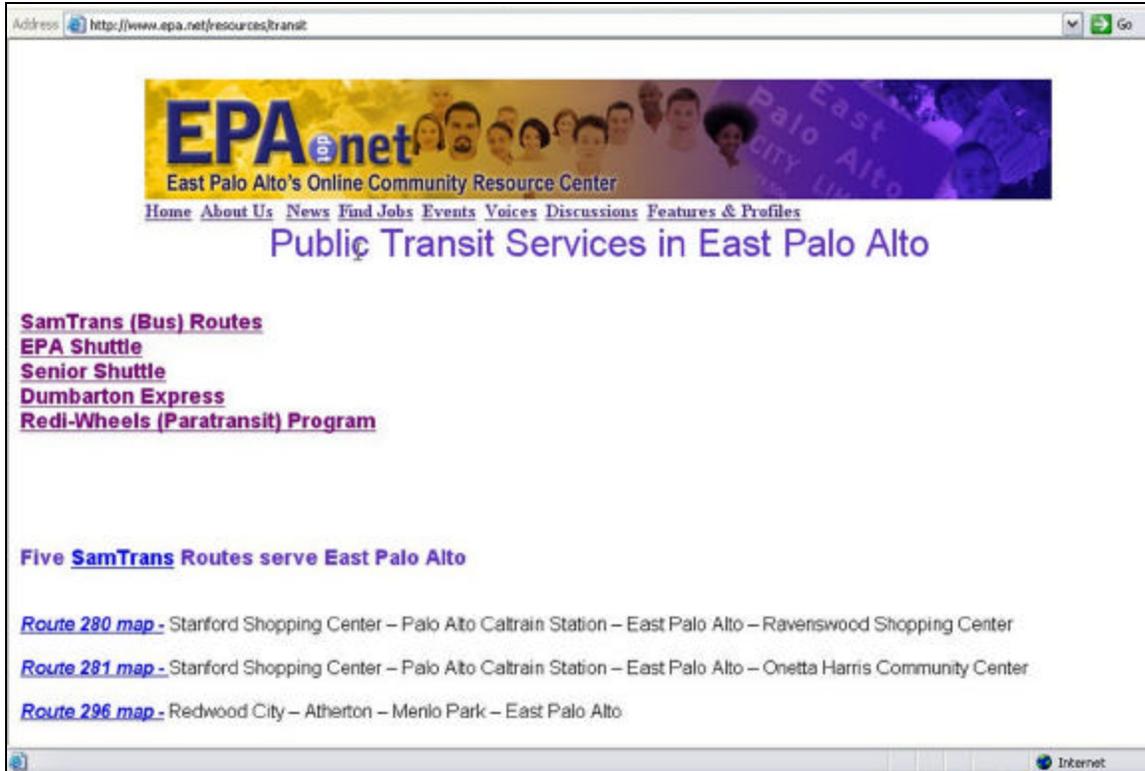
The staff of Plugged In and the many residents who have worked on the Community Network should be commended for creating a truly useful set of tools and access points that have benefited many residents. They have clearly proven themselves worthy to receive further funding toward the improvements we suggest and others that would help the network increase its impact on the community.

Acknowledgements

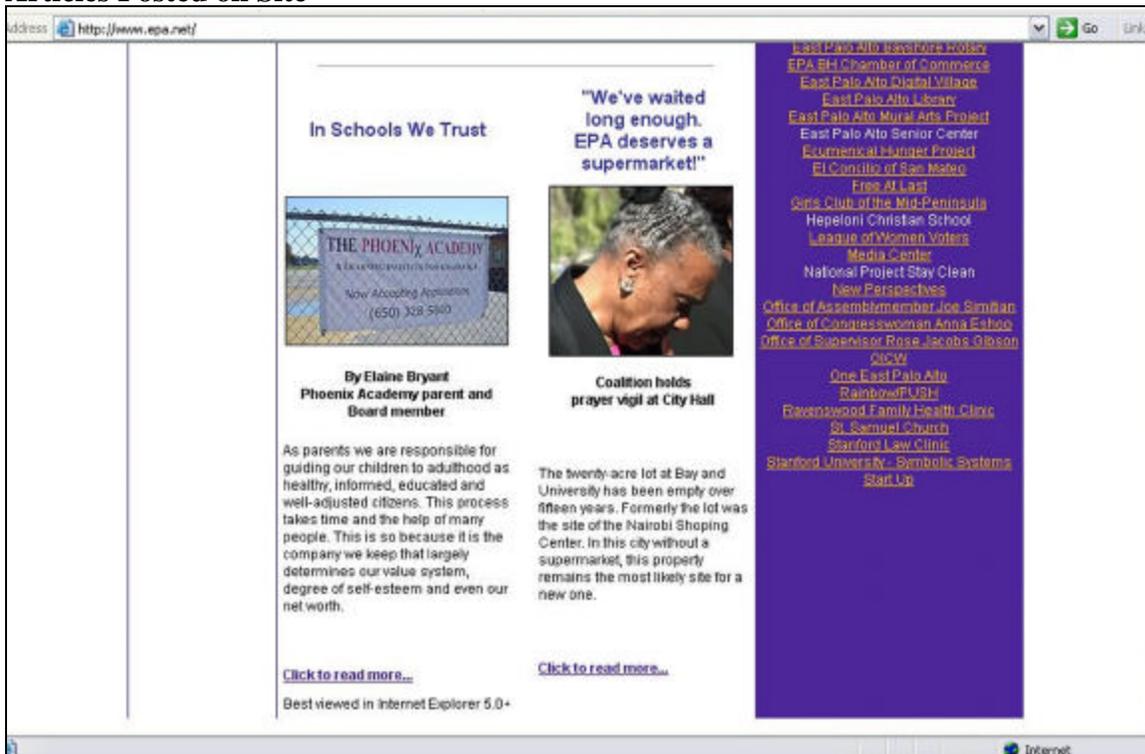
This report is based on data collected, in part, by previous students at Stanford who were involved with the Partnership for Internet Equity and Community Engagement (Benjamin Sywulka, Roma Jhaveri, and Renata Sanchez). Survey collection was assisted by Christopher Craig and Marcela Delgado. Additional data were provided to us by Plugged In staff, in particular by Rolando Zeledon and Michael Levin. These data included the TAP exit interviews, Community Writing Project interviews, and usage statistics for EPA.Net.

Appendix: Captured Images of EPA.net

Public Transit Services



Articles Posted on Site



Community Calendar

The screenshot shows a web browser window with the address <http://www.epa.net/launch.html>. The page features a banner for "EPA.net East Palo Alto's Online Community Resource Center" with a navigation menu: Home, About Us, News, Find Jobs, Events, Voices, Discussions, Features & Profiles. The main heading is "Community Calendar". Below it, there are links for "Main Site : Inside EPA.net : Event Calendar" and "Need Help | East Palo Alto City Calendar". A list of events is displayed, including public hearings, OEPA meetings, and community workshops. A "next" link is centered below the list, and a "Show archived calendar" link is at the bottom left.

Address: <http://www.epa.net/launch.html>

EPA.net
East Palo Alto's Online Community Resource Center

[Home](#) [About Us](#) [News](#) [Find Jobs](#) [Events](#) [Voices](#) [Discussions](#) [Features & Profiles](#)

Community Calendar

[Main Site : Inside EPA.net : Event Calendar](#)

[Need Help | East Palo Alto City Calendar](#)

- [4/26/05 - Public hearing of an appeal by Wind River LLC for an exemption from the current condo conversion moratorium](#)
- [4/30 & 5/2, 2005 - OEPA meeting on "Next Steps in Crime Prevention and Alternatives"](#)
- [05/05 Biblioteca de East Palo Alto Clases y Eventos](#)
- [¡ES HORA DE UNIRNOS CONTRA ESTA INJUSTICIA! miércoles, abril 20, 2005](#)
- [JOIN US FOR A COMMUNITY MEETING! APRIL 20, 2005 6PM - 7:30PM](#)
- [5/21/05 -- Save the Date! BUILD 6th Annual Youth Business Plan Competition](#)
- [4/26/05 -- Foro Público acerca La ley de Servicios de Salud Mental y el Condado de San Mateo](#)
- [FREE LSAT Diagnostic and Review](#)
- [05/10/2005 Every Breath You Take: A Community Workshop on Air Quality in East Palo Alto](#)
- [4/26/05 -- Public Forum: The Mental Health Services Act and San Mateo County](#)

[next](#)

- [Show archived calendar](#)

Internet

Resources Available in Directory

The screenshot shows a web browser window with the address <http://www.epa.net/resources/directory/index>. The page features the same banner and navigation menu as the previous page. The main heading is "Local Directory". Below it, there are three categories: "Government" (City, State, County, Federal), "Non Profit Organizations / Schools" (Churches, Services, Schools, Youth Development), and "Businesses" (Automotive, Realty/Housing, Beauty Shops, Services, Day Care, Restaurants, Markets, Other). At the bottom, there are two paragraphs of text: "Has your contact information changed? Let us know at info@epa.net, so we can update your listing." and "Don't see your organization on listed? [Click here](#) to find out how to add your organization / business to the directory."

Address: <http://www.epa.net/resources/directory/index>

EPA.net
East Palo Alto's Online Community Resource Center

[Home](#) [About Us](#) [News](#) [Find Jobs](#) [Events](#) [Voices](#) [Discussions](#) [Features & Profiles](#)

Local Directory

Government

- [City](#)
- [State](#)
- [County](#)
- [Federal](#)

Non Profit Organizations / Schools

- [Churches](#)
- [Services](#)
- [Schools](#)
- [Youth Development](#)

Businesses

- [Automotive](#)
- [Realty/Housing](#)
- [Beauty Shops](#)
- [Services](#)
- [Day Care](#)
- [Restaurants](#)
- [Markets](#)
- [Other](#)

Has your contact information changed? Let us know at info@epa.net, so we can update your listing.

Don't see your organization on listed? [Click here](#) to find out how to add your organization / business to the directory.

<http://www.epa.net/> Internet

Home Page

EPA.net

East Palo Alto's Online Community Resource Center

Home About Us News Find Jobs Events Voices Discussions Features & Profiles [Help Redesign EPA.net](#)

July 7, 2004

The Conversation Called East Palo Alto

EPA.net launches "Community Dialogue" a tool for discussing civic issues



One thing you can say about East Palo Alto is that there's always plenty to talk about, and residents are not shy to do so. East Palo Alto is a place where civic issues are alive, not off in a classroom or policy journal.

Expressing different points of view, and advocating for those views, is a core element of democracy. With this edition, EPA.net launches "Community Dialogue," a new way for residents to express, share and understand each others' perspectives on issues facing East Palo Alto.

[Click to read more...](#)

Reflections on the Death of a Lion

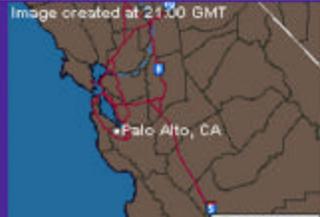


Safe Streets: Safe Homes Community Meeting



Weather

Image created at 21:00 GMT



Inside EPA.net

- News
- Event Calendar
- EPA Discussions
- Community Voices
- File Storage
- Classifieds
- Photo Album
- Features & Profiles

EPA Resources

- EPA Directory
- Youth Services
- Job Help
- Housing
- Education
- Health
- Environmental
- Government Services
- Public Transit
- Find Jobs

Quick Links

- Public Voices
- Juneteenth Festival
- EPA 20th Film Festival
- City of EPA
- Library services
- Local schools
- Ravenswood Alumni
- Smartvoter.org
- TAPS

Our Sponsors



invent



Local News

- Two killings add to upswing in homicide
- More prison time urged for false accuser
- Top cop: 'I felt it was time to go'
- Charter school to close after years of struggling
- EPA to get new school
- ROWLING'S CAREER
- Police chief to retire in East Palo Alto
- E. Palo Alto's irony: Latinos have no power
- EPA Police Chief Wesley Rowling to Retire

EPA.net Search

search

Search EPA.net

Forums

- Cultural Issues
- Community Resources
- Community Living
- Health and Family
- Lifestyle and Entertainment
- Politics
- Education
- Science

Log In / Register Here

Email:

Password:

Remember this login [help](#)

Log In / Register

Appendix: 2004-2005 Community Surveys

Sample Consent Form

WRITTEN COMMUNITY SURVEY REGARDING COMPUTER USAGE
Consent Form

DESCRIPTION: You are invited to participate in a research survey designed to assist the development of the East Palo Alto Community Network Project, and to study its impact and potential impact on East Palo Alto. You will be asked questions about your use of computers, the Internet and other sources of information about East Palo Alto, and about your opinions about the future direction of the Community Network Project. This research can help the development of a community-based initiative aimed at expanding participation among East Palo Alto residents in decisions affecting the future of the city.

FOR QUESTIONS ABOUT THE STUDY, YOU SHOULD CONTACT: Todd Davies at 560-723-4091, or tdavies@csl.stanford.edu.

RISKS AND BENEFITS: There should be no risks associated with this study. The benefits which may reasonably be expected as a result from this study are an opportunity to reflect on your own participation in this community and how technology might assist it.

TIME INVOLVEMENT: Your participation in this study will take approximately 5-10 minutes.

SUBJECTS RIGHTS: If you have read and/or listened carefully to this information and have decided to participate in this study, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty. You have the right to refuse to answer particular questions. Your individual privacy will be maintained in all published and written data resulting from the study.

If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact – anonymously, if you wish – the Administrative Panels Office, Stanford University, Stanford, CA (USA) 94305-5401 (or by phone (650) 723-2480 – you may call collect).

Please state whether you give consent to participate in this study.

You may keep this page as a record of what you have been asked to consent to.

You may go to EPA.Net to see the results of this study.

English Oral Survey (2003-2004 version)

ORAL COMMUNITY SURVEY REGARDING COMPUTER USAGE

Date: _____ Location: _____ Interviewer: _____

Do you live in East Palo Alto? Do you have 5 minutes to take a survey to help East Palo Alto? Before you can take the survey, you must agree to the consent form. The consent form says that this survey is about you and the community and better ways for you to interact with the community using technology. It also says that there are no risks involved, and that you may refuse to answer any particular question. Would you like to read the consent form? Do you agree to the consent form? Thank you. Let's get started.

You and Computers

1) Do you use a computer? Yes No Why not? _____

If yes, where?

- Home Relative Library Work
 Neighbor Friend School Community Center
 Other _____

If yes, how often do you use it (for any length of time)?

- Less than 1 day per week 1-2 days per week 3-5 days per week
 6-7 days per week

If yes, what do you use it for?

- Internet Word Processing Scheduling Project Tracking
 Email Games Writing
 Other _____

2) Have you heard of the Internet? Yes No (if no, skip to question 3)

Do you have access to the Internet from home? Yes No

What kind of connection do you have? DSL Dial-Up Other _____

Do you use Email? Yes No

If you use it, what do you use it for?

- Friends/family abroad Local friends/family
 Business Reasons Other: _____

Do you use the Internet or the World Wide Web? Yes No

If no, would you like to use the Internet? Yes No Why? _____

If yes, where? _____

If yes, what do you use it for?

- News Finding Jobs Shopping Instant Messaging
 Chatting Writing in Forums Email Browsing
 Games Research Music Downloading
 Finding Information. What information? _____
 Other: _____

Are you aware of any computer or Internet classes in East Palo Alto?

Yes No If yes, Where? _____ How? _____

Have you gone to them? Yes No If no, why not?

You and EPA.net

- 3) Have you heard of EPA.net? Yes No If yes, have you used it? Yes No
If yes, have you registered? Yes No
If not, why not? _____
What have you found most useful about EPA.Net?

Any Suggestions for improvement? _____
Have you heard of the TAPS (Technology Access Points)? Yes No
If yes, have you visited one? Yes No

You and the community

- 4) How do you get your news about East Palo Alto?
 Radio EPA.Net Word of mouth
 Television Palo Alto Daily Mail
 City Council San Jose Mercury Palo Alto Weekly
 Other Newspaper Other Internet Source _____
 Other _____
- 5) Do you keep up to date with issues pertaining to the community? Yes No
- 6) What information do you wish you could have that you can't access easily (any information)?

You

- 7) What is your age: _____
- 8) What is your gender: Male Female
- 9) How would you describe your ethnicity?
 African-American Asian Australian Aboriginal
 Caucasian Maori Middle Eastern
 Native American Native Hawaiian Non-white Hispanic
 Pacific Islander Other _____
 Decline to state
- 10) Where is your family from? _____
- 11) What languages do you speak? _____
What language is spoken at home? _____

Spanish Oral Survey (2003-2004 version)

ENCUESTA ORAL SOBRE EL USO DE COMPUTADORAS EN LA COMUNIDAD

Fecha: _____

Lugar: _____

¿Vive usted en East Palo Alto? ¿Tiene 5 minutos para tomar una encuesta para ayudar a East Palo Alto? ¿Antes de tomar la encuesta, tiene que estar de acuerdo con el formulario de consentimiento. Este formulario dice que esta encuesta es sobre usted y la comunidad y sobre mejores formas de vivir en la comunidad usando tecnología. También dice que no hay riesgos involucrados en este estudio, y que tiene el derecho de no contestar cualquier pregunta. ¿Desea leer el formulario de consentimiento? ¿Está de acuerdo con el formulario de consentimiento? Gracias. Empecemos.

Usted y Computadoras

3) ¿Usa usted una computadora? Sí No ¿Por qué no? _____

Si usa computadora, ¿dónde?

- Casa Pariente Biblioteca Trabajo
 Vecino(a) Amigo(a) Escuela Centro comunitario
 Otro(a) _____

Si usa computadora, ¿cuántos días a la semana lo usa (por cualquier cantidad de tiempo)?

- Menos de 1 día a la semana 1-2 días por semana
 3-5 días por semana 6-7 días por semana

¿Si usa computadora, para qué lo usa?

- Internet Escribir _____ _____
 Email Juegos _____ _____

4) ¿Ha escuchado usted del Internet? Sí No (si respondió no, vaya a pregunta 3)

¿Tiene acceso al Internet desde su casa? Sí No

¿Usa usted Correo Electrónico (Email)? Sí No

¿Si lo usa, para qué lo usa?

- Trabajo Contactar parientes o amigos fuera del país lejos cercanos

¿Usa o navega usted el Internet? Sí No

Si respondió no, le gustaría hacerlo? Sí No ¿Por qué? _____

Si usa el Internet, ¿para qué lo usa?

- Noticias Encontrar Trabajo Compras Navegar Investigación
 Chat Foros Email Música Juegos

¿Sabe usted si hay clases de computación o de Internet en East Palo Alto?

Sí No Si hay, ¿dónde? _____

Ha ido usted a esas clases? Sí No ¿Por qué no? _____

Usted y EPA.net

- 3) ¿Ha escuchado usted de EPA.net? Sí No ¿lo ha usado? Sí No
 ¿Se ha registrado? Sí No ¿por qué no? _____
 ¿Que ha encontrado el más útil de EPA.net? _____
 ¿Tiene sugerencias para mejoras? _____
 ¿Ha escuchado usted de los TAPS? (Puntos de Acceso de Tecnología)? Sí No
 Si los conoce, ¿los ha visitado? Sí No

Usted y la Comunidad

- 4) ¿Cómo recibe usted noticias sobre la comunidad?
- | | | |
|---|---|---|
| <input type="checkbox"/> Radio | <input type="checkbox"/> EPA.net | <input type="checkbox"/> Me cuentan |
| <input type="checkbox"/> Televisión | <input type="checkbox"/> Palo Alto Daily | <input type="checkbox"/> Correo |
| <input type="checkbox"/> Reuniones | <input type="checkbox"/> Palo Alto Weekly | <input type="checkbox"/> San Jose Mercury |
| <input type="checkbox"/> Otro sitios Internet | <input type="checkbox"/> Otro Periódico | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Otro _____ | | |
- _____
- 5) ¿Se mantiene usted al día en con temas pertinentes a la comunidad? Sí No
- 6) ¿Qué información le gustaría tener (cualquier información) que no puede obtener fácilmente?
- _____
- _____
- _____

Usted

- 7) ¿Qué edad tiene?: ____
- 8) ¿Cuál es su sexo?: Masculino Femenino
- 9) ¿Cómo describiría usted su étnica? _
- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> Americano-Africano | <input type="checkbox"/> Asiático | <input type="checkbox"/> Aborigen |
| <input type="checkbox"/> Caucásico | <input type="checkbox"/> Maori | <input type="checkbox"/> Medio Este |
| <input type="checkbox"/> Americano Nativo | <input type="checkbox"/> Hawaiano Nativo | <input type="checkbox"/> Latino |
| <input type="checkbox"/> Islas Pacíficas | <input type="checkbox"/> Otro _____ | |
| <input type="checkbox"/> No Dijo | | |
- 10) ¿De dónde es tu familia? _____
- 11) ¿Qué idiomas habla? _____
- ¿Qué idioma se habla en su casa? _____

English Written Survey (2003-2004 version)

WRITTEN COMMUNITY SURVEY REGARDING COMPUTER USAGE

Date: _____

Location: _____

You and Computers

5) Do you use a computer? Yes No Why not? _____

If yes, where?

- Home Relative Library Work
 Neighbor Friend School Community Center
 Other _____

If yes, how often do you use it (for any length of time)?

- Less than 1 day per week 1-2 days per week 3-5 days per week
 6-7 days per week

If yes, what do you use it for?

6) Have you heard of the Internet? Yes No (if no, skip to question 3)

Do you have access to the Internet from home? Yes No

Do you use Email? Yes No

If you use it, what do you use it for?

Do you use the Internet or the World Wide Web? Yes No

If no, would you like to use the Internet? Yes No Why? _____

If yes, what do you use it for?

Are you aware of any computer or Internet classes in East Palo Alto?

Yes No If yes, Where? _____

Have you gone to them? Yes No

Please answer the questions on the other side as well

You and EPA.net

- 3) Have you heard of EPA.net? Yes No If yes, have you used it? Yes No
If yes, have you registered? Yes No
If not, why not? _____
What have you found most useful about EPA.Net?

Any Suggestions for improvement? _____
Have you heard of the TAPS (Technology Access Points)? Yes No
If yes, have you visited one? Yes No

You and the community

- 4) How do you get your news about the community?

- 5) Do you keep up to date with issues pertaining to the community? Yes No
- 6) What information do you wish you could have that you can't access easily (any information)?

You

- 5) What is your age: ____
- 6) What is your gender: Male Female
- 7) How would you describe your ethnicity? _____
- 11) Where is your family from? _____
- 12) What languages do you speak? _____
- What language is mostly spoken in your house? _____

Spanish Written Survey (2003-2004 version)

ENCUESTA ESCRITA SOBRE EL USO DE COMPUTADORAS EN LA COMUNIDAD

Fecha: _____

Lugar: _____

¿Vive usted en East Palo Alto? ¿Tiene 5 minutos para tomar una encuesta para ayudar a East Palo Alto? ¿Antes de tomar la encuesta, tiene que estar de acuerdo con el formulario de consentimiento. Este formulario dice que esta encuesta es sobre usted y la comunidad y sobre mejores formas de vivir en la comunidad usando tecnología. También dice que no hay riesgos involucrados en este estudio, y que tiene el derecho de no contestar cualquier pregunta. ¿Desea leer el formulario de consentimiento? ¿Está de acuerdo con el formulario de consentimiento? Gracias. Empecemos.

Usted y Computadoras

7) ¿Usa usted una computadora? Sí No ¿Por qué no? _____

Si usa computadora, ¿dónde?

- Casa Pariente Biblioteca Trabajo
 Vecino(a) Amigo(a) Escuela Centro comunitario
 Otro(a) _____

Si usa computadora, ¿cuántos días a la semana lo usa (por cualquier cantidad de tiempo)?

- Menos de 1 día a la semana 1-2 días por semana
 3-5 días por semana 6-7 días por semana

¿Si usa computadora, para qué lo usa? _____

8) ¿Ha escuchado usted del Internet? Sí No (si respondió no, vaya a pregunta 3)

¿Tiene acceso al Internet desde su casa? Sí No

¿Usa usted Correo Electrónico (Email)? Sí No

¿Si lo usa, para qué lo usa?

¿Usa o navega usted el Internet? Sí No

Si respondió no, le gustaría hacerlo? Sí No ¿Por qué? _____

Si usa el Internet, ¿para qué lo usa?

¿Sabe usted si hay clases de computación o de Internet en East Palo Alto?

Sí No Si hay, ¿dónde? _____

Ha ido usted a esas clases? Sí No ¿Por qué no? _____

¡Por favor llene la parte de atrás de esta encuesta!

Usted y EPA.net

- 3) ¿Ha escuchado usted de EPA.net? Sí No ¿lo ha usado? Sí No
 ¿Se ha registrado? Sí No ¿por qué no? _____
 ¿Que ha encontrado el más útil de EPA.net? _____
 ¿Tiene sugerencias para mejoras? _____
 ¿Ha escuchado usted de los TAPS? (Puntos de Acceso de Tecnología)? Sí No
 Si los escuchá, ¿ha los visitado? Sí No

Usted y la Comunidad

- 4) ¿Cómo recibe usted noticias sobre la comunidad?

- 5) ¿Se mantiene usted al día en con temas pertinentes a la comunidad? Sí No

- 6) ¿Qué información le gustaría tener (cualquier información) que no puede obtener fácilmente?

Usted

- 10) ¿Qué edad tiene?: ____

- 11) ¿Cuál es su sexo?: Masculino Femenino

- 12) ¿Cómo describiría usted su étnica? _

- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> Americano-Africano | <input type="checkbox"/> Asiático | <input type="checkbox"/> Aborigen |
| <input type="checkbox"/> Caucásico | <input type="checkbox"/> Maori | <input type="checkbox"/> Medio Este |
| <input type="checkbox"/> Americano Nativo | <input type="checkbox"/> Hawaiano Nativo | <input type="checkbox"/> Latino |
| <input type="checkbox"/> Islas Pacíficas | <input type="checkbox"/> Otro _____ | |
| <input type="checkbox"/> No Dijo | | |

- 10) ¿De dónde es tu familia? _____

- 12) ¿Qué idiomas habla? _____

- ¿Qué idioma se habla en su casa? _____

2002-2003 Community Survey Data

Demographic Data

DataSet1 - Demographics					
		Number	%		
SURVEY_LANGUAGE	Language of survey				
	Total	142	100.00%	29,506	0.48%
	English	82	57.75%		
	Spanish	60	42.25%		
	Spanish surveys filled out by Ben Sywulka			51	85.00%
			100.00%		
DATE	Date Survey was filled out				
	Total	142	100.00%		
	5/28/02	6	4.23%		
	5/29/02	27	19.01%		
	6/5/02	8	5.63%		
	6/15/02	32	22.54%		
	6/16/02	2	1.41%		
	6/19/02	35	24.65%		
	6/27/02	27	19.01%		
	7/26/02	5	3.52%		
			100.00%		
LOCATION	Location Survey was Filled out				
	Total	142	100.00%		
	OEPA Board Meeting on 5/28/2002	6	4.23%		
	African Americans	4	66.67%		
	Senior Center - OEPA Planning Meeting on 5/29/02	27	19.01%		
	African Americans	15	55.56%		
	Pacific Islanders	3	11.11%		
	Latinos	5	18.52%		
	Chinese	1	3.70%		
	White	2	7.41%		
	JuneTeenth Festival on 6/15/02 and 6/16/02	34	23.94%		
	African Americans	23	67.65%		
	Latinos	4	11.76%		
	City Hall	2	1.41%		
	Pacific Islanders	2	100.00%		
	Taqueria on Willow Road	7	4.93%		
	African Americans	1	14.29%		
	Pacific Islanders	2	28.57%		
	Latinos	4	57.14%		
	Clinic	3	2.11%		
	Latinos	3	100.00%		
	Outside of Senior Center	10	7.04%		
	African Americans	4	40.00%		
	Pacific Islanders	1	10.00%		
	Latinos	5	50.00%		
	St. Frances Church	13	9.15%		
	Latinos	13	100.00%		
	Market/Laundromat on University Ave.	27	19.01%		
	Latinos	27	100.00%		
	OEPA Board Meeting on 6/5/2002	8	5.63%		
	Latinos	8	100.00%		
	Homes of Pacific Islanders and PIO Office	5	3.52%		
	Pacific Islanders	5	100.00%		
			100.00%		

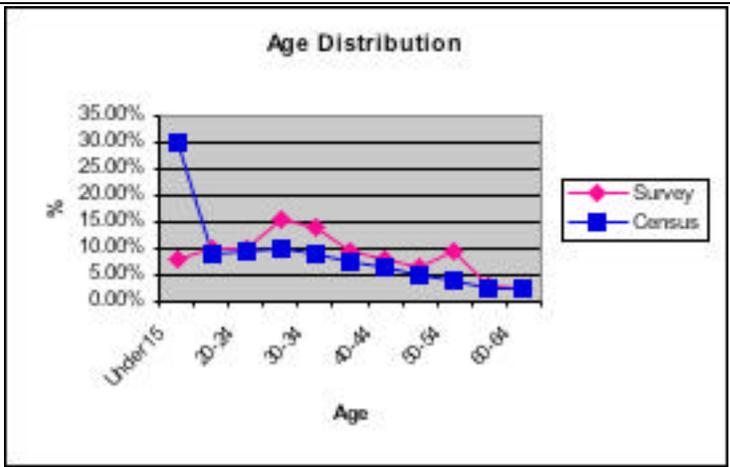
SURVEYOR	Survey Type (Written/Self vs. Oral/Interview)				
	Total	142	100.00%		
	Written (Filled out by person himself)	75	52.82%		
	Oral (Interview)	67	47.18%		
	Total Spanish Surveys		52.82%		
AGE	Age of person being surveyed	Survey		Census	
	Total	127	100.00%	29,506	100.00%
	Under 25	36	28.35%	14,260	48.33%
	25-49	68	53.54%	11,057	37.47%
	50+	23	18.11%	4,189	14.20%
	Under 15	10	7.87%	8,832	29.93%
	15-19	13	10.24%	2,596	8.80%
	20-24	13	10.24%	2,832	9.60%
	25-29	20	15.75%	2,887	9.78%
	30-34	18	14.17%	2,612	8.85%
	35-39	12	9.45%	2,255	7.64%
	40-44	10	7.87%	1,855	6.29%
	45-49	8	6.30%	1,448	4.91%
	50-54	12	9.45%	1,155	3.91%
	55-59	4	3.15%	811	2.75%
	60-64	3	2.36%	704	2.39%
	65+	4	3.15%	1,519	5.15%
			100.00%	29,506	100.00%
GENDER	Gender of person being surveyed				
	Total	134	100.00%		
	Male	71	52.99%		
	Female	63	47.01%		
			100.00%		
ETHNICITY	Ethnicity of person being surveyed	Survey		Census	
	Total	132	100.00%	29,506	100.00%
	African American	47	35.61%	6,641	22.51%
	African Americans under 25	10	21.28%		
	African Americans 25 to 50	21	44.68%		
	African Americans 50+	8	17.02%		
	AA - at OEPA meetings	19	40.43%		
	Latino	69	52.27%	17346	58.79%
	Latinos under 25	21	30.43%		
	Latinos 25 to 50	40	57.97%		
	Latinos 50+	7	10.14%		
	White	2	1.52%	1,930	6.54%
	Pacific Islander	13	9.85%	2,223	7.53%
	Pacific Islanders under 25	5	38.46%		
	Pacific Islanders 25 to 50	3	23.08%		
	Pacific Islanders 50+	5	38.46%		
	PI - at PIO	5	38.46%		
	Chinese	1	0.76%	66	0.22%
			460.42%		
LANGUAGES	Languages spoken by of person being surveyed - Main Language				
	Total	133	100.00%		
	Only English	59	44.36%		
	English	76	57.14%		
	Spanish	52	39.10%		
	Tongan	4	3.01%		

	Somoan	1	0.75%		
			100.00%		
LANGUAGES	Languages spoken by of person being surveyed - All Languages				
	Total	133	100.00%		
	Only English	44	33.08%		
	English	92	69.17%		
	Spanish	73	54.89%		
	French	2	1.50%		
	German	1	0.75%		
	Tongan	10	7.52%		
	Chinese	2	1.50%		
	Somoan	2	1.50%		
	Little Spanish	3	2.26%		
	Little English	13	9.77%		
	Japanese	1	0.75%		
	Jamaican	1	0.75%		
			150.38%		
HOME_LANG	Language spoken at home of of person being surveyed - Main Language				
	Total	132	100.00%		
	English	65	49.24%		
	Spanish	57	43.18%		
	Tongan	8	6.06%		
	Chinese	1	0.76%		
	Somoan	1	0.76%		
			100.00%		
HOME_LANG	Language spoken at home of of person being surveyed - All Languages				
	Total	132	100.00%		
	Only English	59	44.70%		
	English	71	53.79%		
	Spanish	63	47.73%		
	Tongan	8	6.06%		
	Japanese	1	0.76%		
	Chinese	1	0.76%		
	Somoan	2	1.52%		
			110.61%		
	Latino-Spanish Correlation (Survey)				
	Total Latinos	69	100.00%		
	Latinos who speak Spanish	68	98.55%		
	Latinos who speak Spanish at Home	52	75.36%		
	Latinos who DON'T speak English	28	40.58%		
	Latinos who speak a LITTLE English	13	18.84%		
	Latinos who speak English	28	40.58%		
	Latinos who speak ONLY Spanish at HOME	51	73.91%		
	Latinos who speak Spanish and English at Home	11	15.94%		
	Latinos who speak ONLY English at HOME	7	10.14%		

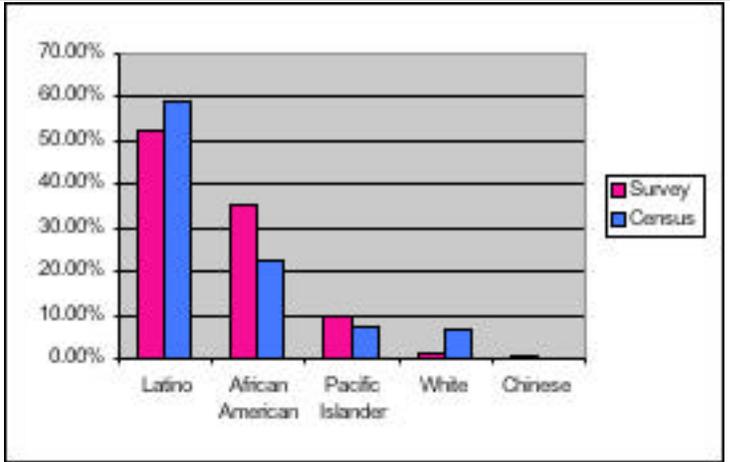
Demographic Data—Census Comparisons

	Survey	Census	
Under 15	7.87%	29.93%	
15-19	10.24%	8.80%	

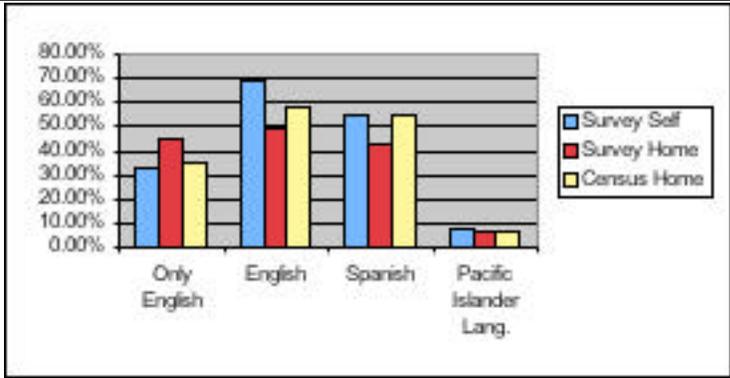
20-24	10.24%	9.60%	
25-29	15.75%	9.78%	
30-34	14.17%	8.85%	
35-39	9.45%	7.64%	
40-44	7.87%	6.29%	
45-49	6.30%	4.91%	
50-54	9.45%	3.91%	
55-60	3.15%	2.75%	
60-64	2.36%	2.39%	
65+	3.15%	5.15%	



	Survey	Census	
Latino	52.27%	58.79%	
African American	35.61%	22.51%	
Pacific Islander	9.85%	7.53%	
White	1.52%	6.54%	
Chinese	0.76%	0.22%	



		44.70%	35.21%
		49.24%	57.56%
	Survey Self	43.18%	54.44%
Only English	33.08%	6.06%	6.31%
English	69.17%		
Spanish	54.89%		
Pacific Islander Lang.	7.52%		



Computer Usage

DataSet2 - Computer Usage				
				Adj. LPIAA%
Latino	58.79%			0.66180847
Pacific Islander	7.53%			0.084814956
African American	22.51%			0.253376574
Other/Unknown				0
				100.00%
		# Total	% Total	Adj. LPIAA%
COMP_USE	Does of person being surveyed use a computer?			
				Adj. LPIAA%
	Out of	142	100.00%	
	Total Responses	141	99.30%	
	Yes	94	66.20%	59.33%
	- Under 25			
	- 25-50			
	- 50 +			
	- Lat. who speak no English			
	- Lat. who speak little English			
	- Lat. who speak English			
	No	47	33.10%	40.67%
	- Under 25			
	- 25-50			
	- 50 +			
	- Lat. who speak no English			
	- Lat. who speak little English			
	- Lat. who speak English			
	No Answer	1	0.70%	
			100.00%	
COMP_WHY_NOT	If not, why doesn't person being surveyed use one?			
				Adj. LPIAA%
	Out of	47	100.00%	
	Total Responses	42	89.36%	
	Don't have one	30	63.83%	72.36%
	Don't know how to use it	25	53.19%	41.80%
	Not Interested	3	6.38%	5.22%
	No Answer	5	3.52%	
			126.93%	
COMP_WHERE	If so, where does person being surveyed use it?			
				Adj. LPIAA%
	Out of	94	100.00%	

	Total Responses	93	98.94%	
	Home	72	76.60%	79.23%
	Work	37	39.36%	39.39%
	Library	21	22.34%	29.77%
	School	19	20.21%	30.14%
	Community Center	11	11.70%	11.98%
	Relative	5	5.32%	4.70%
	Neighbor	4	4.26%	4.20%
	Plugged- In	3	3.19%	2.02%
	Friend	1	1.06%	0.60%
	Church	1	1.06%	0.00%
	No Answer	1	1.06%	
			186.17%	
COMP_HOW_OFTEN	If so, how often does person being surveyed use it?			
				Adj. LPIAA%
	Out of	94	100.00%	
	Total Responses	93	98.94%	
	Less than 1 day per week	5	5.32%	4.80%
	1-2 days per week	12	12.77%	18.39%
	3-5 days per week	37	39.36%	36.40%
	6-7 days per week	39	41.49%	40.41%
	No Answer	1	1.06%	
			100.00%	
COMP_WHAT_FOR	If so, what does person being surveyed use the computer for?			
				Adj. LPIAA%
	Out of	94	100.00%	
	Total Responses	83	88.30%	
	Homework	19	20.21%	31.68%
	Business/Work	24	25.53%	24.20%
	Researching/Information	17	18.09%	22.16%
	Communication/Correspondence	28	29.79%	19.88%
	Internet - General	20	21.28%	18.02%
	Entertainment - Chatting	9	9.57%	17.37%
	Entertainment - Games	11	11.70%	16.88%
	Office Applications	13	13.83%	14.57%
	Job Search	10	10.64%	10.57%
	Entertainment - Music	6	6.38%	9.05%
	Entertainment - Undefined	8	8.51%	6.65%
	Entertainment - Video	4	4.26%	6.46%
	Online Services	4	4.26%	3.23%
	News	3	3.19%	3.23%
	Personal - Undefined	3	3.19%	1.37%
	Sports	1	1.06%	0.68%
	Legal Information	1	1.06%	0.68%
	No Answer	11	11.70%	
			204.26%	
INT_HEARD	Has the person being surveyed heard of the Internet?			
				Adj. LPIAA%
	Out of	142	100.00%	
	Total Responses	141	99.30%	
	Yes	136	95.77%	95.20%
	- Lat. who speak no English			
	- Lat. who speak little English			
	- Lat. who speak English			
	No	5	3.52%	4.80%
	- Lat. who speak no English			
	- Lat. who speak little English			
	- Lat. who speak English			
	No Answer	1	0.70%	
			100.00%	
INT_FROM_HOME	Does the person being surveyed have Internet access at home?			

				Adj. LPIAA%
	Out of	142	100.00%	
	Total Responses	135	95.07%	
	Yes	59	41.55%	40.22%
	- Lat. who speak no English			
	- Lat. who speak little English			
	- Lat. who speak English			
	No	76	53.52%	59.78%
	- Lat. who speak no English			
	- Lat. who speak little English			
	- Lat. who speak English			
	No Answer	7	4.93%	
			100.00%	
INT_EMAIL	Does the person being surveyed use email?			Adj. LPIAA%
	Out of	142	100.00%	
	Total Responses	140	98.59%	
	Yes	76	53.52%	47.03%
	No	64	45.07%	52.97%
	No Answer	2	1.41%	
			100.00%	
INT_EMAIL_FOR	If so, what does the person being surveyed use email for?			Adj. LPIAA%
	Out of	76	100.00%	
	Total Responses	63	82.89%	
	Friends	34	44.74%	60.41%
	Business	24	31.58%	33.54%
	Family	16	21.05%	30.19%
	General Communications	16	21.05%	17.94%
	Information	8	10.53%	10.84%
	School	4	5.26%	8.04%
	Community	3	3.95%	3.78%
	No Answer	13	17.11%	
			155.26%	
INT_WWW	Does the person being surveyed use the world wide web?			Adj. LPIAA%
	Out of	142	100.00%	
	Total Responses	134	94.37%	
	Yes	75	52.82%	49.42%
	- Lat. who speak no English			
	- Lat. who speak little English			
	- Lat. who speak English			
	No	59	41.55%	50.58%
	- Lat. who speak no English			
	- Lat. who speak little English			
	- Lat. who speak English			
	No Answer	8	5.63%	
			100.00%	
INT_WWW_LIKE_TO	If not, does the person being surveyed want to use the world wide web?			Adj. LPIAA%
	Out of	59	100.00%	
	Total Responses	48	81.36%	
	Yes	34	57.63%	74.30%
	No	14	23.73%	25.70%
	No Answer	11	18.64%	
			100.00%	
INT_WWW_WHY	Why does the person being surveyed want to use the world wide web (If he or she doesn't currently use it)?			Adj. LPIAA%
	Out of	34	100.00%	
	Total Responses	22	64.71%	

	To learn/get information	20	58.82%	93.38%
	To Communicate with people	2	5.88%	6.62%
	School	1	2.94%	3.31%
	No Answer	12	35.29%	
			102.94%	
INT_WHAT_FOR	If so, what does the person being surveyed use the world wide web for?			
				Adj. LPIAA%
	Out of	75	100.00%	
	Total Responses	58	77.33%	
	Information - General	16	21.33%	38.72%
	Research - General	15	20.00%	19.73%
	Entertainment - Music	6	8.00%	15.33%
	Job Search	6	8.00%	13.81%
	Entertainment - General/Undefined	7	9.33%	13.03%
	Information - Cars	5	6.67%	12.45%
	Entertainment - Chat	6	8.00%	9.94%
	Research - Homework	7	9.33%	9.00%
	Research - Health	3	4.00%	8.63%
	Shopping	6	8.00%	8.43%
	Entertainment - Games	5	6.67%	7.07%
	Research - Finding Directions	3	4.00%	6.91%
	News	2	2.67%	5.75%
	Browsing	5	6.67%	5.34%
	Stocks	3	4.00%	4.03%
	Research - Financial Aid/Grants	2	2.67%	4.03%
	Online Services	4	5.33%	3.46%
	Work	4	5.33%	3.25%
	Information - Government	1	1.33%	2.88%
	Entertainment - Meeting People	2	2.67%	2.30%
	Communication	2	2.67%	2.09%
	Housing	1	1.33%	1.15%
	Sports	1	1.33%	1.15%
	Entertainment - Forums	1	1.33%	0.94%
	No Answer	17	22.67%	
			173.33%	
INT_CLASSES	Does the person being surveyed know that there are Computer and Internet classes offered in East Palo Alto?			
				Adj. LPIAA%
	Out of	142	100.00%	
	Total Responses	137	96.48%	
	Yes	73	51.41%	49.26%
	- Lat. who speak no English			
	- Lat. who speak little English			
	- Lat. who speak English			
	No	64	45.07%	50.74%
	- Lat. who speak no English			
	- Lat. who speak little English			
	- Lat. who speak English			
	No Answer	5	3.52%	
			100.00%	
INT_CLASSES_WHERE	If so, does the person being surveyed know where they are offered?			
				Adj. LPIAA%
	Out of	73	100.00%	
	Total Responses	46	63.01%	
	Plugged-In	32	43.84%	46.66%
	Library	10	13.70%	31.79%
	OICW	10	13.70%	26.19%
	Elsa Segovia Center	2	2.74%	7.52%
	Cesar Chavez	1	1.37%	6.62%
	Start-Up	3	4.11%	2.71%
	Health and Human Services	1	1.37%	1.70%

	Training			
	EPASC	1	1.37%	0.90%
	Church	1	1.37%	0.90%
	Canada Prep	1	1.37%	0.90%
	No Answer	27	36.99%	
			121.92%	
INT_CLASSES_GONE	If so, has the person being surveyed been to these classes?			
				Adj. LPIAA%
	Out of	142	100.00%	
	Total Responses	127	89.44%	
	Yes	26	18.31%	17.65%
	No	101	71.13%	82.35%
	No Answer	15	10.56%	
			100.00%	
INT_CLASSES_INTERESTED	Is the person being surveyed interested in taking (more of) these classes?			
				Adj. LPIAA%
	Out of	142	100.00%	
	Total Responses	123	86.62%	
	Yes	91	64.08%	74.42%
	No	32	22.54%	25.58%
	No Answer	19	13.38%	
			100.00%	

Community Data

DataSet3 - Community				
			Adj. LPIAA%	
Latino	58.79%	0.66180847		
Pacific Islander	7.53%	0.084814956		
African American	22.51%	0.253376574		
Total		1		
		Number	%	% Adjusted
COMM_NEWS	How does the person being surveyed get his or her news about the community?			
				Adj. LPIAA%
	Out of	142	100.00%	
	Total	127	89.44%	
	Television	57	40.14%	51.85%
	Word of Mouth	53	37.32%	38.60%
	Newspaper	31	21.83%	20.83%
	Radio	17	11.97%	15.88%
	Meetings	20	14.08%	15.09%
	Community Organization	12	8.45%	8.01%
	Flyers	8	5.63%	5.77%
	Mail	6	4.23%	5.16%
	Internet	7	4.93%	5.15%
	Church	4	2.82%	3.89%
	City Hall	2	1.41%	1.61%
	Bulletin Boards	4	2.82%	1.27%
	Telephone	2	1.41%	1.27%
	Email	1	0.70%	0.63%
	Job	1	0.70%	0.63%
	No Answer	15	10.56%	
			169.01%	
COMM_UP_TO_DATE	Does the person being surveyed keep up to date with issues in the			

	community?			
				Adj. LPIAA%
	Out of	142	100.00%	
	Total	131	92.25%	
	Yes	72	50.70%	54.80%
	No	59	41.55%	45.20%
	No Answer	11	7.75%	
			100.00%	
COMM_TOPICS	What community issues are of particular interest to person being surveyed?			
				Adj. LPIAA%
	Out of	142	100.00%	
	Total	85	59.86%	
	Education - General	34	23.94%	41.07%
	Housing - Affordable	24	16.90%	26.68%
	Community - Security	15	10.56%	20.07%
	Community - Development	15	10.56%	16.12%
	Government - Policies	14	9.86%	13.62%
	Job Opportunities	10	7.04%	12.50%
	News - Local	5	3.52%	7.19%
	Immigration Issues	5	3.52%	5.68%
	Government - Financial	5	3.52%	5.50%
	Community - Clean up/Beautify	4	2.82%	4.81%
	Community - Children's Needs	3	2.11%	4.32%
	Events - Sports	3	2.11%	4.32%
	News - International	2	1.41%	2.88%
	Drugs	2	1.41%	2.88%
	Community - Meetings	4	2.82%	2.62%
	Education - Financial	2	1.41%	2.12%
	Business	2	1.41%	1.75%
	Community - Youth's Needs	2	1.41%	1.75%
	Technology	2	1.41%	1.75%
	Community - Classes	1	0.70%	1.44%
	Community - Latino Needs	1	0.70%	1.44%
	Education - Parents	1	0.70%	1.44%
	Events - Culture	1	0.70%	1.44%
	Health	2	1.41%	0.87%
	Community - Senior's Needs	1	0.70%	0.87%
	Legal Issues	1	0.70%	0.87%
	Events - Music	1	0.70%	0.87%
	No Answer	57	40.14%	
			154.23%	
COMM_ACCESS_TOPICS	Would the person being surveyed use the Internet to access information on those issues?			
				Adj. LPIAA%
	Out of	142	100.00%	
	Total	121	85.21%	
	Yes	105	73.94%	87.02%
	No	16	11.27%	12.98%
	No Answer	21	14.79%	
			100.00%	
COMM_TALK_TO_GOV	Would the person being surveyed use the Internet to talk to members of city government?			
				Adj. LPIAA%
	Out of	142	100.00%	
	Total	127	89.44%	
	Yes	95	66.90%	73.75%
	No	32	22.54%	26.25%
	No Answer	15	10.56%	
			100.00%	

COMM_DESIRED_INFO	What information does the person being surveyed wish he or she had that he or she can't access easily?			
				Adj. LPIAA%
	Out of	142	100.00%	
	Total	82	57.75%	
	International - News	28	19.72%	33.17%
	Local - Job Information	13	9.15%	16.22%
	Local - News	11	7.75%	13.47%
	Local - Financial Information	8	5.63%	10.80%
	Local - Housing Information	7	4.93%	9.00%
	Local - Project/NGO Information	6	4.23%	7.79%
	Local - Government	6	4.23%	7.25%
	Local - Statistics	5	3.52%	6.36%
	International - Information	5	3.52%	6.04%
	Local - Legal Information	5	3.52%	6.02%
	Local - Education	4	2.82%	5.13%
	Local - Voting Information	4	2.82%	4.18%
	Local - Events	3	2.11%	4.18%
	Local - Business Information	3	2.11%	4.18%
	Local - Security	3	2.11%	3.38%
	Local - Phone Numbers	3	2.11%	3.35%
	Local - Emails	2	1.41%	2.43%
	Local - Technology	2	1.41%	2.43%
	Local - Meeting Information	2	1.41%	2.41%
	Language - Spanish	2	1.41%	2.41%
	Local - Youth	1	0.70%	1.49%
	Local - Weather	1	0.70%	1.20%
	Local - Shopping	1	0.70%	1.20%
	Language - Tongan	1	0.70%	0.94%
	No Answer	60	42.25%	
			130.99%	
COMM_ACCESS_INFO	Would the person being sureveyed be willing to go to the library or another community center to access that information?			
				Adj. LPIAA%
	Out of	142	100.00%	
	Total	125	88.03%	
	Yes	110	77.46%	88.22%
	No	15	10.56%	11.78%
	No Answer	17	11.97%	
			100.00%	

2003-2004 Community Survey Data

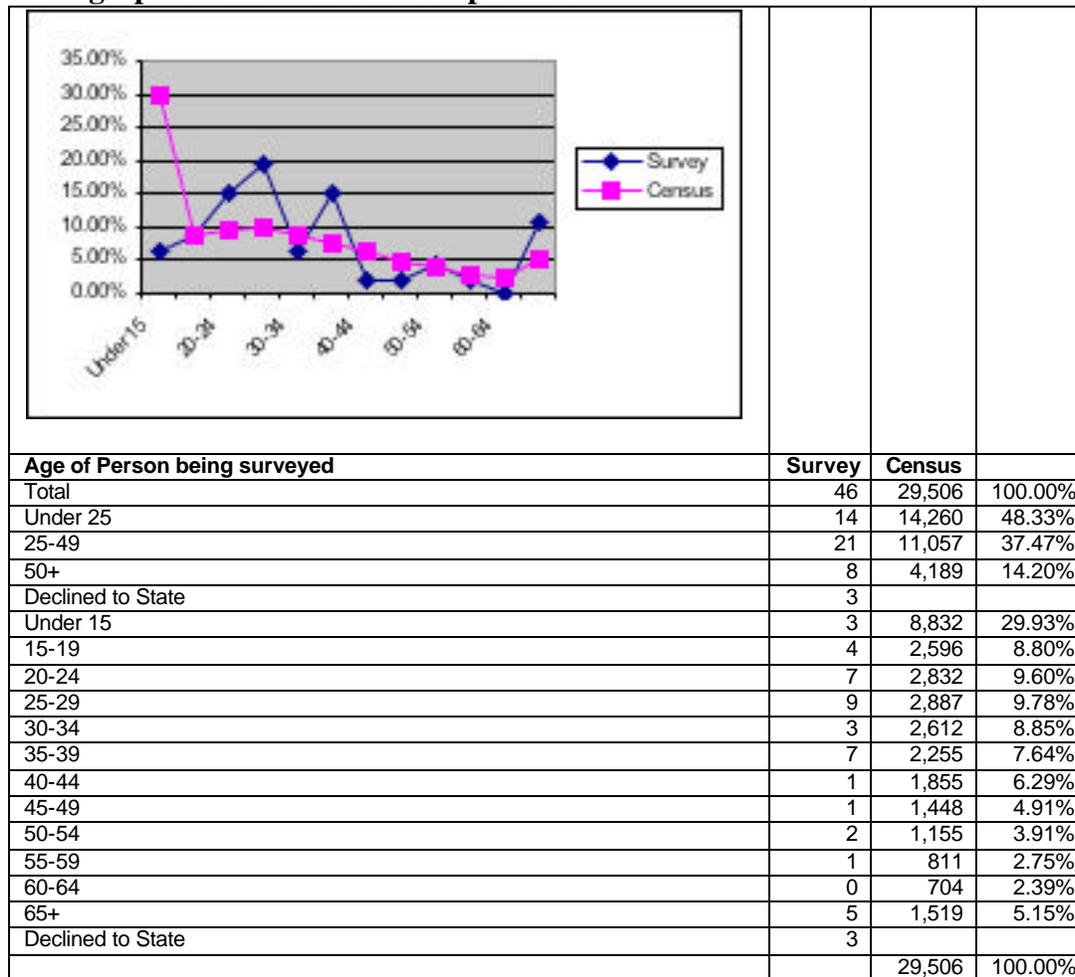
Demographic Data

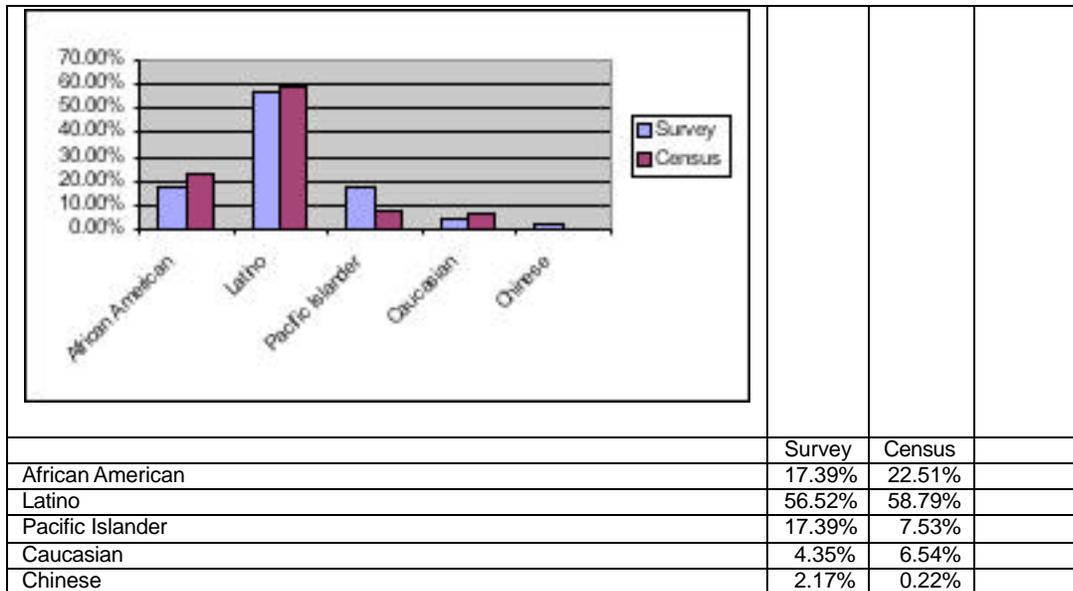
Data Set 1-- Demographics			
		Number	%
SURVEY_LANGUAGE	Language of Survey		
	Total	46	100.00%
	English	25	54.35%
	Spanish	21	45.65%
	Spanish Surveys filled out by Ben		
	Spanish Surveys filled out by Roma		
			100.00%
DATE	Date survey was filled out		
	7/10/03	2	4.35%
	7/15/03	25	54.35%
	7/23/03	19	41.30%
			100.00%
LOCATION	Location survey was filled out		
	Total	46	100.00%
	Taqueria	34	73.91%
	African American	6	17.65%
	Caucasian	1	2.94%
	Pacific Islander	3	8.82%
	Latino	22	64.71%
	Asian	1	2.94%
	Other/ No Answer	1	2.94%
	Pacific Island Delight	9	19.57%
	African American	2	22.22%
	Caucasian	1	11.11%
	Pacific Islander	4	44.44%
	Latino	2	22.22%
	7 11	1	2.17%
	Pacific Islander	1	100.00%
	Carniceria	1	2.17%
	Latino	1	100.00%
	Declined to state	1	2.17%
	Latino	1	100.00%
			100.00%
SURVEYOR	Survey Type		
	Total	46	100.00%
	Oral (Interview)	46	100%
	Total Spanish Surveys	21	45.65
AGE	Age of Person being surveyed	Survey	
	Total	46	100.00%
	Under 25	14	30.43%
	25-49	21	45.65%
	50+	8	17.39%
	Declined to State	3	6.52%
	Under 15	3	6.52%
	15-19	4	8.70%
	20-24	7	15.22%
	25-29	9	19.57%
	30-34	3	6.52%
	35-39	7	15.22%
	40-44	1	2.17%
	45-49	1	2.17%
	50-54	2	4.35%
	55-59	1	2.17%
	60-64	0	0.00%

	65+	5	10.87%
	Declined to State	3	6.52%
GENDER	Gender of Person being Surveyed		
	Total	46	100.00%
	Male	30	65.22%
	Female	15	32.61%
	Declined to State	1	2.17%
ETHNICITY	Ethnicity of Person being Surveyed	Survey	
	Total	46	100.00%
	African American	8	17.39%
	African Americans under 25	2	25.00%
	African Americans 25-49	1	12.50%
	African Americans 50+	3	37.50%
	Declined to State	2	25.00%
	Latino	26	56.52%
	Latinos under 25	9	34.62%
	Latinos 25-49	15	57.69%
	Latinos over 50	2	7.77%
	Pacific Islander	8	17.39%
	Pacific Islander under 25	2	25.00%
	Pacific Islander 25-49	4	50.00%
	Pacific Islander 50+	2	25.00%
	Caucasian	2	4.35%
	Chinese	1	2.17%
	Declined to State	1	2.17%
LANGUAGES	Languages Spoken by of Person being Surveyed- Main Language		
	Total	45	100.00%
	Only English	7	15.56%
	English	14	31.11%
	Spanish	20	44.44%
	Tongan	1	2.22%
	Somoan	3	6.67%
LANGUAGES	Languages Spoken by of Person being Surveyed- All Languages		
	Total	71	100.00%
	Only English	7	9.86
	English	19	26.76
	Spanish	29	40.85
	Tongan	7	9.86
	Somoan	4	5.63
	French	2	2.82
	Arabic	1	1.41
	German	1	1.41
	Chinese	1	1.41
	Tahiti	1	1.41
HOME_LANG	Languages Spoken at home of person being surveyed- Main Language		
	Total	43	100.00%
	Only English	10	23.26%
	English	7	16.28%
	Spanish	25	58.14%
	Tongan	1	2.33%
HOME_LANG	Languages Spoken at home of person being surveyed- All Languages		
	Total	55	100.00%
	Only English	10	18.18%
	English	12	21.82%
	Spanish	25	45.45%

	Tongan	6	10.91%
	Arabic	1	1.82%
	Tahiti	1	1.82%
	Latino-Spanish Correlation		
	Total Latinos	26	100.00%
	Latinos who speak Spanish	25	96.15%
	Latinos who speak Spanish at Home	24	92.31%
	Latinos who DON'T speak English	15	57.69%
	Latinos who speak a LITTLE English	5	19.23%
	Latinos who speak English	5	19.23%
	Latinos who speak ONLY Spanish at HOME	20	76.92%
	Latinos who speak Spanish and English at Home	5	19.23%
	Latinos who speak ONLY English at HOME	1	3.85%

Demographic Data—Census Comparisons





Computer Usage Data

Data Set 2-- Computer Usage				
			Adj. LPIAA%	
Latino	26	0.66180847		
Pacific Islander	8	0.084814956		
African American	8	0.253376574		
Other/Unknown	2	0		
		100.00%		
		# Total	% Total	Adj. LPIAA%
COMP_USE	Does the person being surveyed use a computer?			
				Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	46	100.00%	
	Yes	14	30.43%	20.95%
	-Under 25			
	-25-49			
	-50+			
	-unknown			
	-Lat. Who speak no English			
	-Lat. Who speak English			
	No	32	69.57%	79.05%
	-Under 25			
	-25-49			
	-50+			
	-unknown			
	-Lat Who speak no English			
	-Lat who speak English			
COMP_WHY_NOT	If not, why doesn't person being surveyed use one?			
				Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	3	6.52%	
	Don't have time	1	2.17%	22.06%
	Don't have one	1	2.17%	22.06%

	Work	1	2.17%	22.06%
COMP_WHERE	If so, where does person being surveyed use it?			Adj. LPIAA%
	Out Of	46	100.00%	
	Total Responses	14	30.43%	
	Home	14	30.43%	100.00%
	Plugged In	4	8.70%	12.69%
	Library	3	6.52%	9.86%
	Work	1	2.17%	33.09%
	School	1	2.17%	33.09%
Comp_How_Often	If so, how often does person being surveyed			Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	14	30.43%	
	Less than one day per week	3	6.52%	41.54%
	1-2 days per week	1	2.17%	0.00%
	3-5 days per week	2	4.35%	9.86%
	6-7 days per week	8	17.39%	48.60%
COMP_WHAT_FOR	What does the person being surveyed use a computer for?			Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	13	28.26%	
	Homework	1	2.17%	12.67%
	Internet	5	10.87%	15.50%
	Email	3	6.52%	2.83%
	Games	4	8.70%	4.24%
	Scheduling	1	2.17%	0.00%
	Writing	1	2.17%	1.41%
	Other	7	15.22%	70.42%
Int_Heard	Has the person surveyed heard of the internet?			Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	46	100.00%	
	Yes	33	71.74%	71.80%
	-Lat. Who speak no English			
	-Lat. Who speak English			
	No	13	28.26%	28.20%
	-Lat Who speak no English			
	-Lat who speak English			
Connection_Have	What kind of internet connection to the person being surveyed have at home?			Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	12	26.09%	
	Dial-up	9	19.57%	84.50%
	DSL	3	6.52%	15.50%
Int_From_Home	Does the person being surveyed have access to the internet at home?			Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	19	41.30%	
	Yes	12	26.09%	44.28%
	-Lat who speak no English			
	-Lat who speak English			
	No	7	15.22%	55.72%
	-Lat who speak no English			

	-Lat who speak English			
Int_Email	Does the person being surveyed use email?			Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	15	32.61%	
	Yes	10	21.74%	57.05%
	-Lat who speak no English			
	-Lat who speak English			
	No	5	10.87%	42.95%
	-Lat who speak no English			
	-Lat who speak English			
Int_Email_For	If so, what does the person being surveyed use email for?			Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	10	21.74%	
	Friends and Family Abroad	7	15.22%	54.24%
	Friends and Family Local	8	17.39%	96.61%
	Business Reasons	2	4.35%	1.70%
INT_WWW	Does the person being surveyed use the world wide web?			Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	21	45.65%	
	Yes	15	32.61%	52.05%
	-Lat who speak no English			
	-Lat who speak English			
	No	6	13.04%	47.95%
	-Lat who speak no English			
	-Lat who speak English			
Int_www_Like_To	If not, does the person being surveyed want to use the world wide web?			
	No Responses			
Int_www_why	Why does the person being surveyed want to the use the world wide web (If he or she doesn't currently use it)?			
	No Responses			
Int_Where	Where does the person being surveyed use the internet?			Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	6	13.04%	
	Home	4	8.70%	21.15%
	School	1	2.17%	66.18%
	Library	1	2.17%	12.67%
Int_What_For	If so, what does the person being surveyed use the world wide web for?			Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	15	32.61%	
	Browsing	4	8.70%	43.23%
	Music	4	8.70%	43.23%
	Finding Information	4	8.70%	28.38%
	News	1	2.17%	0.00%
	Finding Jobs	2	4.35%	1.70%
	Games	1	2.17%	0.00%
	Email	1	2.17%	1.70%
	Chatting	3	6.52%	19.94%

	Shopping	1	2.17%	16.55%
	Other	5	10.87%	19.94%
	Misc	1	2.17%	8.45%
INT_CLASSES	Does the person being surveyed know that there are Computer and Internet classes offered in East Palo Alto?			
				Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	45	97.83%	
	Yes	15	32.61%	38.09%
	-Lat who speak no English			
	-Lat who speak English			
	No	30	65.22%	65.07%
	-Lat who speak no English			
	-Lat who speak English			
INT_CLASSES_WHERE	Where are internet classes offered that the person being surveyed knows of?			
				Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	9	19.57%	
	Plugged In	6	13.04%	60.86%
	Opportunities Industrialization Center West	4	8.70%	47.62%
	University	1	2.17%	13.24%
Int_Class_How	How did the person being surveyed find out about internet classes?			
				Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	13	28.26%	
	Word of Mouth	6	13.04%	41.92%
	Found it	1	2.17%	8.45%
	Plugged In	1	2.17%	4.24%
	Family	1	2.17%	8.27%
	School	4	8.70%	33.09%
	Friends	1	2.17%	8.27%
	Car	1	2.17%	8.27%
INT_CLASSES_GONE	If so, has the person being surveyed been to these classes?			
				Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	12	26.09%	
	Yes	3	6.52%	36.44%
	-Lat who speak no English			
	-Lat who speak English			
	No	9	19.57%	63.56%
	-Lat who speak no English			
	-Lat who speak English			
EPA.Net_HEARD	Has the person surveyed heard of EPA.Net?			
				Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	41	89.13%	
	Yes	8	17.39%	18.62%
	-Lat who speak no English			
	-Lat who speak English			
	No	33	71.74%	81.38%
	-Lat who speak no English			
	-Lat who speak English			
EPA.Net_USE	Has the person surveyed used EPA.Net?			
				Adj. LPIAA%

	Out of	46	100.00%	
	Total Responses	4	8.70%	
	Yes	1	2.17%	8.48%
	-Lat who speak no English			
	-Lat who speak English			
	No	3	6.52%	66.18%
	-Lat who speak no English			
	-Lat who speak English			
EPA.Net_REGISTER	Is the person surveyed registered with EPA.Net?			Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	2	4.35%	
	Yes	0	0.00%	0.00%
	-Lat who speak no English			
	-Lat who speak English			
	No	2	4.35%	33.82%
	-Lat who speak no English			
	-Lat who speak English			
TAPS_HEARD	Has the person surveyed heard of the Technology Access Points?			Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	39	84.78%	
	Yes	8	20.51%	16.94%
	-Lat who speak no English			
	-Lat who speak English			
	No	32	69.57%	83.06%
	-Lat who speak no English			
	-Lat who speak English			
TAPS_VISIT	Has the person surveyed ever visited a Technology Access Point?			Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	9	19.57%	
	Yes	1	2.17%	22.06%
	-Lat who speak no English			
	-Lat who speak English			
	No	8	17.39%	77.94%
	-Lat who speak no English	8		
	-Lat who speak English			

Community Data

		Adj. LPIAA%		
Latino	56.52%	66.18%		
Pacific Islander	17.39%	8.48%		
African American	17.39%	25.34%		
Total		100.00%		
		# Total	% Total	Adj. LPIAA%
COMM_NEWS	How does the person being surveyed get his or her news about the community?			Adj. LPIAA%
	Out of	46	100.00%	
	Total	41	89.13%	
	Newspaper	17	36.96%	36.09%
	Word of Mouth	6	13.04%	8.35%
	Television	27	58.70%	69.42%

	Meetings	1	2.17%	3.17%
	Radio	6	13.04%	9.89%
	Mail	1	2.17%	0.00%
	Plugged In	1	2.17%	1.21%
	Friends	1	2.17%	2.76%
COMM_UP_TO_DATE	Does the person being surveyed keep up to date with issues in the community?			
				Adj. LPIAA%
	Out of	46	100.00%	
	Total	41	89.13%	
	Yes	22	47.83%	50.04%
	No	19	41.30%	49.96%
	No Answer	5	10.87%	9.84%
COMM_TOPICS	What community issues are of particular interest to person being surveyed?			
				Adj. LPIAA%
	Out of	46	100.00%	
	Total	21	45.65%	
	Schools	4	8.70%	14.59%
	Education	7	15.22%	32.13%
	Youth Programs	5	10.87%	25.68%
	Building	2	4.35%	7.24%
	City Government	2	4.35%	3.62%
	Events	1	2.17%	3.62%
	Sports	1	2.17%	3.62%
	News	1	2.17%	3.62%
	Housing	1	2.17%	0.00%
	Zoning	1	2.17%	0.00%
	Traffic	3	6.52%	7.35%
	Crime/Safety	3	6.52%	10.18%
	Senior Life	1	2.17%	0.00%
	Jobs	1	2.17%	7.35%
	Drugs	1	2.17%	7.35%
	All	2	4.35%	6.45%
COMM_DESIRED_INFO	What information does the person being surveyed wish he or she had that he or she can't access easily?			
				Adj. LPIAA%
	Out of	46	100.00%	
	Total	22	47.83%	
	Sentence Searches	1	2.17%	25.34%
	How to get on search engines	1	2.17%	0.00%
	Jobs	6	13.04%	19.46%
	Information on People	1	2.17%	8.48%
	Traffic	1	2.17%	3.89%
	Sports	3	6.52%	11.68%
	Other Countries	3	6.52%	11.68%
	Youth Activities	1	2.17%	3.89%
	Help	1	2.17%	3.89%
	Q&A	1	2.17%	3.89%
	Translation	1	2.17%	3.89%
	Senior Community	1	2.17%	3.89%
	Apartments	1	2.17%	3.89%
	English	1	2.17%	3.89%
	Porn	1	2.17%	3.89%
	Information on Wars	1	2.17%	3.89%
	Legal Rights	1	2.17%	3.89%
	Internet	1	2.17%	3.89%
	Computers	1	2.17%	3.89%
	Paperwork	1	2.17%	0.00%
	News	1	2.17%	3.89%

2004-2005 Community Survey Data

Demographic Data

Data Set 1-- Demographics	2004/2005 Survey Data		
SURVEY TYPE	English vs Spanish/ Written vs Oral		
	Total	131	100.00%
	Total English Surveys	87	66.41%
	Total Spanish Surveys	45	34.35%
	Oral (Filled Out by Interviewer) English	21	16.03%
	Oral (Filled Out by Interviewer) Spanish	33	25.19%
	Written (Filled Out by Person Interviewed) English	66	50.38%
	Written (Filled Out by Person Interviewed) Spanish	12	9.16%
DATE	Date survey was filled out		
	Total Days	10	
	6/2	14	10.69%
	6/19	32	24.43%
	11/2	11	8.40%
	11/6	1	0.76%
	11/13	12	9.16%
	11/16	11	8.40%
	11/21	12	9.16%
	1/11	23	17.56%
	1/20	11	8.40%
	2/24	5	3.82%
LOCATION	Location Survey was Filled out		
	Total	131	100.00%
	OEPA Meetings	34	25.95%
	African American/ Black	13	38.24%
	Asian/ Asian American	1	2.94%
	Latino/ non-White Hispanic	14	41.18%
	Other	1	2.94%
	White/ Caucasian	2	5.88%
	Declined to State	3	8.82%
	Juneteenth Festival	32	24.43%
	African American/ Black	19	59.38%
	Latino/ non-white Hispanic	5	15.63%
	Other	5	15.63%
	White/ Caucasian	1	3.13%
	Declined to State	2	6.25%
	City Hall	7	5.34%
	African American/ Black	2	28.57%
	Latino	4	57.14%
	Other	1	14.29%
	Three Brothers Taqueria on University Ave.	11	8.40%
	African American/ Black	4	36.36%
	Latino/ non-white Hispanic	5	45.45%
	Pacific Islanders	1	9.09%
	Declined to State	1	9.09%

	Clinic	3	2.29%
	African American/ Black	1	33.33%
	Latino/ non-white Hispanic	2	66.67%
	Outside of Senior Center	8	6.11%
	African American/ Black	4	50.00%
	Latino/ non-white Hispanic	2	25.00%
	White/ Caucasian	1	12.50%
	Declined to State	1	12.50%
	St. Francis of Assisi Church	9	6.87%
	African American/ Black	2	22.22%
	Asian/ Asian-American	1	11.11%
	Latino/ non-white Hispanic	4	44.44%
	Pacific Islander	2	22.22%
	Markets/Laundromat at University and Bay	27	20.61%
	African American/ Black	3	11.11%
	Latinos/ non-white Hispanics	21	77.78%
	Middle Easterners	2	7.41%
	Declined to State	1	3.70%
AGE	Age of person being surveyed		
	Total	131	100.00%
	Under 25	31	23.66%
	25-49	60	45.80%
	50+	34	25.95%
	Under 15	5	3.82%
	15-19	9	6.87%
	20-24	17	12.98%
	25-29	20	15.27%
	30-34	13	9.92%
	35-39	10	7.63%
	40-44	11	8.40%
	45-49	6	4.58%
	50-54	10	7.63%
	55-59	12	9.16%
	60-64	4	3.05%
	65+	8	6.11%
	No Response	6	4.58%
GENDER	Gender of person being surveyed		
	Total	131	100.00%
	Male	72	54.96%
	Female	52	39.69%
	No response	2	1.53%
ETHNICITY	Ethnicity of person being surveyed		
	Total	131	100.00%
	African A merican/ Black	48	36.64%
	Under 25	7	14.58%
	Between 25 and 50	23	47.92%
	Over 50	16	33.33%
	No Age Response	2	4.17%

	Asian/ Asian American	2	1.53%
	Under 25	0	0.00%
	Between 25 and 50	1	50.00%
	Over 50	1	50.00%
	No Age Response	0	0.00%
	Latino/ non-white Hispanic	56	42.75%
	Under 25	14	25.00%
	Between 25 and 50	36	64.29%
	Over 50	5	8.93%
	No Age Response	1	0.00%
	Middle Eastern/ Arabic	2	1.53%
	Under 25	1	50.00%
	Between 25 and 50	1	50.00%
	Over 50	0	0.00%
	No Age Response	0	0.00%
	Other	7	5.34%
	Under 25	4	57.14%
	Between 25 and 50	3	42.86%
	Over 50	0	0.00%
	No Age Response	0	0.00%
	Pacific Islander	3	2.29%
	Under 25	3	100.00%
	Between 25 and 50	0	0.00%
	Over 50	0	0.00%
	No Age Response	0	0.00%
	White/ Caucasian	4	3.05%
	Under 25	1	25.00%
	Between 25 and 50	0	0.00%
	Over 50	3	75.00%
	No Age Response	0	0.00%
	Declined to state	9	6.87%
	Under 25	1	11.11%
	Between 25 and 50	2	22.22%
	Over 50	3	33.33%
	No Age Response	3	33.33%
LANGUAGES	All Languages the Person Being Surveyed Speaks		
	Total	174	
	Arabic	3	1.72%
	Chinese	1	0.57%
	English	95	59.38%
	French	2	1.15%
	German	1	0.57%
	Italian	1	0.57%
	Little English	3	1.72%
	Little Spanish	3	1.72%
	Spanish	62	35.63%
	Sign Language	1	0.57%
	Tongan	1	0.57%
	No Response	4	2.30%

Languages the Person Speaks at Home			
	Total	131	
	Chinese	1	0.76%
	English	72	54.96%
	Spanish	38	29.01%
	Mostly English	1	0.76%
	English and French	1	0.76%
	English and Spanish	8	6.11%
	English and Tongan	1	0.76%
	Spanish and Little English	3	2.29%
	No Response	6	4.58%
Latino-Spanish Correlation (Survey)			
	Total Latinos	56	
	Latinos who speak Spanish	56	100.00%
	Latinos who speak Spanish at Home	50	89.29%
	Latinos who DON'T speak English	25	44.64%
	Latinos who speak a LITTLE English	5	8.93%
	Latinos who speak English	26	46.43%
	Latinos who speak ONLY Spanish at HOME	39	69.64%
	Latinos who speak Spanish and English at Home	8	14.29%
	Latinos who speak Spanish and a Little English at Home	3	5.36%
	Latinos who speak ONLY English at HOME	6	10.71%

Demographic Data—Census Comparisons

	Survey	Census
Under 15	3.82%	29.93%
15-19	6.87%	8.80%
20-24	12.98%	9.60%
25-29	15.27%	9.78%
30-34	9.92%	8.85%
35-39	7.63%	7.64%
40-44	8.40%	6.29%
45-49	4.58%	4.91%
50-54	7.63%	3.91%
55-60	9.16%	2.75%
60-64	3.05%	2.39%
65+	6.11%	5.15%

Age Distribution			
	Survey	Census	
Latino	42.75%	58.79%	
African American	36.64%	22.51%	
Pacific Islander	2.29%	7.53%	
White	3.05%	11.17%	
	Survey Self	Survey Home	Census Home
English	59.38%	54.96%	57.56%
Spanish	35.63%	29.01%	54.44%
Pacific Islander Lang.	0.57%	0.76%	6.31%

Computer Usage

DataSet2 - Computer Usage		Adj. LPIAA%		
Latino	58.79%	0.587880431		
Pacific Islander	7.53%	0.075340609		
African American	22.51%	0.225072867		

Other/Unknown		11.17%	0.111706094		
			100.00%		
			# Total	% Total	Adj. LPIAA%
COMP_USE	Does the person being surveyed use a computer?				
					Adj. LPIAA%
	Out of		131	100.00%	
	Total Responses		128	97.71%	
(6 age unknown)	Yes		93	70.99%	65.94%
	- Under 25				
	- 25-50				
	- 50 +				
	- Lat. who speak no English				
	- Lat. who speak little English				
	- Lat. who speak English				
	No		34	25.95%	
	- Under 25				
	- 25-50				
	- 50 +				
	- Lat. who speak no English				
	- Lat. who speak little English				
	- Lat. who speak English				
	No Answer		1		
COMP_WHY_NOT	If not, why doesn't person being surveyed use one?				
					Adj. LPIAA%
	Out of		34	100.00%	
	Total Responses		35	102.94%	
	Don't have one		14	41.18%	32.98%
	Don't know how to use it		5	14.71%	13.42%
	Not Interested		1	2.94%	5.59%
	Other Response		0	0.00%	
	No Answer		15		
COMP_WHERE	If so, where does person being surveyed use it?				
					Adj. LPIAA%
	Out of		93	100.00%	
	Total Responses		185	198.92%	
	Home		57	61.29%	42.02%
	Work		42	45.16%	17.82%
	Library		16	17.20%	9.13%
	School		16	17.20%	12.21%
	Community Center		24	25.81%	8.12%
	Relative		9	9.68%	4.34%
	Neighbor		7	7.53%	1.78%
	Other		3	3.23%	0.76%
	Friend		7	7.53%	1.78%
	Church		3	3.23%	0.77%
	No Answer		1		
				197.85%	
COMP_HOW_OFTEN	If so, how often does person being surveyed use it?				
					Adj. LPIAA%
	Out of		93	100.00%	
	Total Responses		97	104.30%	
	Less than 1 day per week		8	8.60%	10.44%
	1-2 days per week		15	16.13%	22.78%
	3-5 days per week		29	31.18%	32.69%
	6-7 days per week		44	47.31%	33.58%
	No Answer		1		

			103.23%	
COMP_WHAT_FOR	If so, what does person being surveyed use the computer for?			
				Adj. LPIAA%
	Out of	93	100.00%	
	Total Responses	227	244.09%	
	Homework	9	9.68%	4.91%
	Business/Work	31	33.33%	11.25%
	Researching/Information	14	15.05%	7.53%
	Email/ Communication	38	40.86%	18.95%
	Internet	31	33.33%	14.72%
	Chatting	2	2.15%	0.43%
	Games	8	8.60%	4.57%
	Word Processing	11	11.83%	3.09%
	Job Search	7	7.53%	1.56%
	Music	3	3.23%	1.39%
	Project Tracking	3	3.23%	0.63%
	Scheduling	7	7.53%	3.00%
	Writing	11	11.83%	5.36%
	News	5	5.38%	4.06%
	Personal - Undefined	4	4.30%	3.85%
	Legal Information	0	0.00%	0.00%
	Other Response	28	30.11%	8.99%
	No Response	15	16.13%	
			244.09%	
INT_HEARD	Has the person being surveyed heard of the Internet?			
				Adj. LPIAA%
	Out of	126	100.00%	
	Total Responses	131	103.97%	
	Yes	123	97.62%	91.60%
	- Lat. who speak no English			
	- Lat. who speak little English			
	- Lat. who speak English			
	No	8	6.35%	8.40%
	- Lat. who speak no English			
	- Lat. who speak little English			
	- Lat. who speak English			
	No Response	0	0.00%	
			103.97%	
INT_FROM_HOME	Does the person being surveyed have Internet access at home?			
				Adj. LPIAA%
	Out of	123	97.62%	
	Total Responses	118	93.65%	
	Yes	62	49.21%	46.80%
	- Lat. who speak no English			
	- Lat. who speak little English			
	- Lat. who speak English			
	No	56	44.44%	47.64%
	- Lat. who speak no English			
	- Lat. who speak little English			
	- Lat. who speak English			
	No Response	0	0.00%	
			93.65%	
(not analyzing connection quest...not enough ans)				
INT_EMAIL	Does the person being surveyed use email?			
				Adj. LPIAA%
	Out of	123	100.00%	
	Total Responses	115	93.50%	
	Yes	83	67.48%	63.11%
	No	31	25.20%	29.65%

	No Answer	1	0.81%	
			93.50%	
EMAIL_FOR	If so, what does the person being surveyed use email for?			
				Adj. LPIAA%
(people)	Out of	83	100.00%	
	Total Responses	134	161.45%	
	Business Reasons	27	32.53%	17.83%
	Friends/ family out of the area	21	25.30%	17.83%
	Local friends/ family	28	33.73%	22.63%
	Other--School	3	3.61%	2.20%
	Other--Information	3	3.61%	2.35%
	Other--Finding Jobs	4	4.82%	1.31%
	Other--Sending and receiving community information	9	10.84%	5.32%
	Other	38	45.78%	24.17%
	No Answer	1	1.20%	6.35%
			160.24%	
INT_WWW	Does the person being surveyed use the world wide web?			
				Adj. LPIAA%
	Out of	123	100.00%	
	Total Responses	123	100.00%	
	Yes	80	65.04%	58.69%
	- Lat. who speak no English			
	- Lat. who speak little English			
	- Lat. who speak English			
	No	37	30.08%	36.24%
	- Lat. who speak no English			
	- Lat. who speak little English			
	- Lat. who speak English			
	No Answer	6	4.88%	
			100.00%	
INT_WWW_LIKE_TO	If not, does the person being surveyed want to use the world wide web?			
				Adj. LPIAA%
	Out of	37	100.00%	
	Total Responses	33	89.19%	
	Yes	19	51.35%	50.45%
	No	4	10.81%	12.89%
	No Answer	10	27.03%	
			89.19%	
INT_WWW_WHY	Why does the person being surveyed want to the use the world wide web (If he or she doesn't currently use it)?			
				Adj. LPIAA%
	Out of	19	100.00%	
	Total Responses	23	121.05%	
	Research/ finding information	3	15.79%	10.69%
	Email/ to communicate	1	5.26%	3.09%
	School/ studying	0	0.00%	0.00%
	Finding Jobs	1	5.26%	4.50%
	Shopping	0		0.00%
	No Answer	19	100.00%	
			126.32%	
(ignoring where use WWW quest)				
INT_WHAT_FOR	If so, what does the person being surveyed use the world wide web for?			
				Adj. LPIAA%
(1 person responded w/o respondig if used internet)	Out of	80	100.00%	
	Total Responses	175	218.75%	
	News	11	13.75%	5.57%
	Chatting	8	10.00%	5.50%
	Games	4	5.00%	2.75%

	Finding Information	17	21.25%	8.09%
	Other	20	25.00%	12.96%
	Finding Jobs	8	10.00%	3.91%
	Writing in Forums	4	5.00%	1.95%
	Research	21	26.25%	10.85%
	Shopping	10	12.50%	6.08%
	Email	20	25.00%	15.36%
	Music	5	6.25%	3.84%
	Instant Messaging	2	2.50%	1.38%
	Browsing	15	18.75%	10.72%
	Downloading	6	7.50%	1.73%
	No Response	24	30.00%	
			218.75%	
INT_CLASSES	Does the person being surveyed know that there are Computer and Internet classes offered in East Palo Alto?			
				Adj. LPIAA%
	Out of	123	100.00%	
	Total Responses	123	100.00%	
	Yes	62	50.41%	43.15%
	- Lat. who speak no English			
	- Lat. who speak little English			
	- Lat. who speak English			
	No	56	45.53%	58.59%
	- Lat. who speak no English			
	- Lat. who speak little English			
	- Lat. who speak English			
	No Response	5	4.07%	
			100.00%	
INT_CLASSES_WHERE	If so, does the person being surveyed know where they are offered?			
				Adj. LPIAA%
	Out of	62	100.00%	
(someone responded to this question w/o answering if they knew about internet classes)	Total Responses	70	112.90%	
	Plugged-In	25	40.32%	29.76%
	Library	7	11.29%	15.80%
	OICW	11	17.74%	17.03%
	Elsa Segovia Center	1	1.61%	3.46%
	Cesar Chavez	0	0.00%	0.00%
	Start-Up	1	1.61%	0.56%
	Health and Human Services Training	0	0.00%	0.00%
	EPASC	0	0.00%	0.00%
	Church	0	0.00%	0.00%
	Canada Prep	0	0.00%	0.00%
	Other	9	14.52%	
	No Response	16	25.81%	
			112.90%	
INT_CLASSES_GONE	If so, has the person been to these classes?			
				Adj. LPIAA%
	Out of	62	100.00%	
	Total Responses	60	96.77%	
	Yes	25	40.32%	39.44%
	No	30	48.39%	46.65%
	No Answer	5	8.06%	
			96.77%	
INT_CLASSES_INTERESTED	If no, why has the person not gone to these classes?			
				Adj. LPIAA%
	Out of	30	100.00%	
	Total Responses	29	96.67%	

	No time	2	6.67%	23.52%
	No interest	0	0.00%	0.00%
	No need/ Already familiar w/ computer and Internet	2		
	Other Response	1	3.33%	
	No Answer	24	80.00%	
			10.00%	

Community Data

DataSet3 - Communty				
			Adj. LPIAA%	
Latino	58.79%	0.587880431		
Pacific Islander	7.53%	0.075340609		
African American	22.51%	0.225072867		
Other/Unknown	11.17%	0.111706094		
Total		1		
		Number	%	% Adjusted
EPA.NET_HEARD_OF	Has the person being surveyed heard of EPA.net?			
				Adj. LPIAA%
	Out of	131	100.00%	
	Total	128	97.71%	
	Yes	61	46.56%	37.00%
	No	67	51.15%	63.00%
	No Answer	3	2.29%	
EPA.NET_USE	If so, has he/she used it?			
				Adj. LPIAA%
	Out of	61	100.00%	
	Total	37	60.66%	
	Yes	26	70.27%	62.59%
	No	11	29.73%	29.88%
	No Answer	24		
EPA.NET_REGISTERED	If the person has used EPA.net, has he/she registered?			
				Adj. LPIAA%
	Out of	26	100.00%	
	Total	24	92.31%	
	Yes	17	65.38%	67.10%
	No	7	26.92%	25.36%
	No Answer	4		
EPA.NET_REGISTERED_WHY_NOT	If not, why has the person not registered?			
				Adj. LPIAA%
	Out of	7	100.00%	
	Total	2	28.57%	
	Did Not Know About Registering	0	0.00%	0.00%
	Unnecessary for Using Site	0	0.00%	0.00%
	Not Sure Why/ Just Haven't	1	50.00%	11.25%
	Other Response	1	50.00%	11.25%
	No Answer	5		

EPA.NET_USEFUL	What has the person found most useful about EPA.Net?			
				Adj. LPIAA%
	Out of	26	100.00%	
	Total	36		
	Information about Community Events	7	19.44%	17.07%
	Access to Community News	15	41.67%	38.62%
	Forums	0	0.00%	0.00%
	Other Response	14	38.89%	36.77%
	No Answer	17		
EPA.NET_SUGGESTIONS	If the person uses EPA.net, does he/she have any suggestions for improvement?			
				Adj. LPIAA%
	Out of	26	100.00%	
	Total	13	50.00%	
	Stronger Outreach	2	7.69%	32.21%
	Improved Website Design	0	0.00%	0.00%
	None	8	30.77%	50.91%
	Other Response	3	11.54%	9.35%
	No Answer	30		
TAPS_HEARD OF	Has the person being surveyed ever heard of TAPS?			
				Adj. LPIAA%
	Out of	131	100.00%	
	Total	88	67.18%	
	Yes	35	39.77%	28.15%
	No	53	60.23%	71.85%
	No Answer	38		
TAPS_VISITED	If so, has the person ever visited TAPS?			
				Adj. LPIAA%
	Out of	35	100.00%	
	Total	32	100.00%	
	Yes	25	78.13%	56.21%
	No	7	21.88%	36.26%
	No Answer	3		
COMM_NEWS	How does the person being surveyed get his or her news about the community?			
				Adj. LPIAA%
	Out of	131	100.00%	
	Total	243		
	Radio	8	3.29%	4.52%
	Television	45	18.52%	23.21%
	City Council	4	1.65%	1.25%
	Other Newspaper/ Any Newspaper	31	12.76%	10.47%
	EPA.Net	16	6.58%	2.97%
	Palo Alto Daily	26	10.70%	8.34%
	San Jose Mercury	4	1.65%	0.79%
	Other Internet Source	13	5.35%	5.49%
	Word of Mouth	28	11.52%	6.96%
	Mail	5	2.06%	2.16%
	Palo Alto Weekly	19	7.82%	6.43%
	Community Meetings	13	5.35%	5.11%
	Work	3	1.23%	1.36%
	Relatives/ Friends	8	3.29%	2.61%
	Other	20	8.23%	7.15%
	No Answer	6		
			100.00%	

COMM_UP_TO_DATE	Does the person being surveyed keep up to date with issues in the community?			
				Adj. LPIAA%
	Out of	131	100.00%	
	Total	124	94.66%	
	Yes	75	60.48%	57.54%
	No	49	39.52%	42.46%
	No Answer	7		
COMM_DESIRED_INFO	What information does the person being surveyed wish he or she had that he or she can't access easily?			
				Adj. LPIAA%
	Out of	131	100.00%	
	Total	82	62.60%	
	International - News	1	0.76%	0.94%
	Local - Job Information	6	4.58%	7.91%
	Local - News	6	4.58%	5.26%
	Local - Financial Information	0	0.00%	0.00%
	Local - Housing Information	1	0.76%	1.51%
	Local - Project/NGO Information	5	3.82%	17.28%
	Local - Government	5	3.82%	2.45%
	Local - Statistics	1	0.76%	1.51%
	International - Information	0	0.00%	0.00%
	Local - Legal Information	1	0.76%	1.51%
	Local - Education	7	5.34%	9.98%
	Local - Voting Information	0	0.00%	0.00%
	Local - Events	5	3.82%	4.89%
	Local - Business Information	1	0.76%	1.51%
	Local - Security	3	2.29%	2.45%
	Local - Phone Numbers	1	0.76%	0.00%
	Immigration Information	3	2.29%	4.52%
	Technology Resources/ Internet Access	4	3.05%	3.95%
	Local - Meeting Information	2	1.53%	2.45%
	Language - Spanish	0	0.00%	0.00%
	Local - Youth	4	3.05%	3.95%
	Local - Weather	0	0.00%	0.00%
	Local - Shopping	0	0.00%	0.00%
	Language - Tongan	0	0.00%	0.00%
	Other Response	26	19.85%	
	No Answer/ None	66	50.38%	

Appendix: Data Comparisons for Tables

Comparison of 2003 and 2004

DataSet3 - Community		2004		
			Adj. LPIAA%	
Latino	58.79%	0.587880431		
Pacific Islander	7.53%	0.075340609		
African American	22.51%	0.225072867		
Other/Unknown	11.17%	0.111706094		
Total		1		
		Number	%	% Adjusted
EPA.NET_HEARD_OF	Has the person being surveyed heard of EPA.net?			Adj. LPIAA%
	Out of	131	100.00%	
	Total	66	50.38%	
	Yes	15	22.73%	20.25%
	No	51	77.27%	79.75%
	No Answer	0		
EPA.NET_USE	If so, has he/she used it?			Adj. LPIAA%
	Out of	15	100.00%	
	Total	9	60.00%	
	Yes	6	66.67%	22.45%
	No	3	33.33%	11.23%
	No Answer	6		
TAPS_HEARD OF	Has the person being surveyed ever heard of TAPS?			Adj. LPIAA%
	Out of	131	100.00%	
	Total	38	29.01%	
	Yes	14	36.84%	32.92%
	No	24	63.16%	67.08%
	No Answer	25		
TAPS_VISITED	If so, has the person ever visited TAPS?			Adj. LPIAA%
	Out of	14	100.00%	
	Total	11	100.00%	
	Yes	7	63.64%	44.27%
	No	4	36.36%	48.19%
	No Answer	3		
	2003			
EPA.Net_HEARD	Has the person surveyed heard of EPA.Net?			Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	41	89.13%	
	Yes	8	19.51%	18.62%
	-Lat who speak no English			
	-Lat who speak English			
	No	33	80.49%	81.38%
	-Lat who speak no English			
	-Lat who speak English			

EPA.Net_USE	Has the person surveyed used EPA.Net?			
				Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	4	8.70%	
	Yes	1	25.00%	7.53%
	-Lat who speak no English			
	-Lat who speak English			
	No	3	75.00%	58.79%
	-Lat who speak no English			
	-Lat who speak English			
TAPS_HEARD	Has the person surveyed heard of the Technology Access Points?			
				Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	39	84.78%	
	Yes	8	20.51%	15.05%
	-Lat who speak no English			
	-Lat who speak English			
	No	32	82.05%	73.78%
	-Lat who speak no English			
	-Lat who speak English			
TAPS_HEARD	Has the person surveyed heard of the Technology Access Points?			
				Adj. LPIAA%
	Out of	46	100.00%	
	Total Responses	9	19.57%	
	Yes	1	11.11%	19.60%
	-Lat who speak no English			
	-Lat who speak English			
	No	8	17.39%	69.23%
	-Lat who s peak no English	8		
	-Lat who speak English			

Appendix: Case Studies

Block Clubs of Palo Alto

An Interview Maureen Pattarelli/ John Chavez

Maureen Pattarelli is a volunteer writer for EPA.net. She became involved with EPA.net through the website. Upon joining the team, Maureen hoped to be able to write about the community in a thought-provoking and solution-oriented manner. She wanted to show that there are people in East Palo Alto that are progressive, and she enjoys writing very much. EPA.net has made a difference in the community by visibly displaying the diversity in the community and at the same time showing what the community has in common. She feels that EPA.net pushes the good issues to the surface, instilling pride in a creative and practical manner, giving the people something to be enthusiastic about. She values EPA.net because one can learn much from it. It is “unusual to have a nonprofit sponsored news sight by the people and for the people” so one need not worry about being exploited or “spinning realities.”

Maureen wrote three articles for EPA.net, one of them titled “How Block Clubs Help Residents.” This article took her about two and one-half months to complete. In the first version, she felt there were not enough facts. To obtain facts, she researched One East Palo Alto and attended press conferences. Her contact with John Chavez severely aided her article. John Chavez is a Block Club member and the treasurer of Palo Alto Park Neighborhood Association in which residents created Block Clubs on five different streets. He has lived in East Palo Alto for over twenty-five years and has volunteered in various positions including Planning Commissioner and president of the water company. He earns his living as a faculty member at California State University Hayward. He became involved in EPA.net when he met Content Manager, Michael Levin at a Block Club meeting.

He feels being involved with the community is very important and that EPA.net is a “plus for the community”. His hopes for joining the team consisted of improved community relations and communication for EPA.net and Block Club members. EPA.net has greatly benefited the Block Clubs, allowing for more publicity. It has helped the Block Clubs become more “visible in the community”. John Chavez values all community organizations, especially EPA.net because it helps the younger generations, giving them access to the internet and various technologies. An example of EPA.net helping the community is when it was advertised that a writing class was open. John Chavez found two interested Latinos who needed training. They did very well in the class.

Beginning in August 2000, it took about four years to start Block Clubs, and they have been ongoing since. There are 600 homes which participate in East Palo Alto Park Block Clubs. John Chavez was inspired to start Block Clubs due to the community having “a lot of problems” including: drug sales, kids stealing cars, and too much trash in the neighborhood. Since August of 2000 the Block Clubs have managed to improve the community. Everyone was invited to the Block Clubs, including drug sellers. The drug sellers did not want to become visible and “ended up leaving the community”. The police are also invited to Block Club meetings. It is believed that police-citizen interaction improves the atmosphere of the community.

At a typical Block Club meeting, a board of directors examines a map of Palo Alto and locates places where there are problems. They talk to neighbors on a particular block about these problems and often send multiple letters to the denizens of that block asking for help to stop the problem. The sheriff is often alerted as well. Denizens get notices about block club meetings through e-mail. Games are provided for the kids and food and drink for all. The food is

provided through grants, so no money is necessary. Since East Palo Alto is a very diverse community, John Chavez feels that the Block Clubs improve interracial relations. The EPA.net article "How Block Clubs Help Residents" helped make Block Clubs visible to the community and highlights the positive impacts they have made in the community.

Mr. Chavez's input led Maureen to deeper insight and to a more realistic article. She feels it was greatly helpful that John is bilingual and has the ability to bridge differences and form greater friendships. His understanding of the municipal system and the law greatly influenced her article. It shocked cops that people would give up weekends for crime prevention. She learned about clean up days and pot lucks in Palo Alto Park and learned new statistics on crime rates. He also provided more contacts for her including officers of the clubs.

Maureen feels that Block Clubs have helped clean the area up in both an aggressive and a more subtle manner. Aggressively, they have proven to deter crime and more subtly, created a friendlier atmosphere. She feels they have also improved interracial relations. She feels that African-Americans have pretty much founded the city and have deep roots and extended families, while other cultures are newer. This may account for the reported statistic of African-Americans feeling safer than European-Americans.

Maureen foresees many issues with EPA.net. She would like to make a "Pets of the West Side" column to encourage the adoption of strays and the taking care of neighbors' dogs when gone, and to see their positive impacts on people's moods. She would also like to profile different artists and entrepreneurs, take a closer look at diversity issues, and address some obstacles of diversity. She would love to see articles translated in Spanish and to be distributed in hard copies. She also reported wanting to take a look at the crime statistics at the end of the year in Palo Alto Park to see how the Block Clubs have impacted the statistics.

Series of Articles for 2004 Presidential Election



A series of EPA.net articles for the 2004 presidential election grew out of one of the most complex and high-level collaborations done for the website. Overall, the purpose of the series of articles was clear: to demonstrate the importance of voting for East Palo Alto residents and to encourage voter registration among them. The collaborators included Anne Im, legislative assistant for San Mateo County Supervisor Rose Jacobs Gibson, Carol Marks, director of communication and special programs for the San Mateo County Elections Office, and Terriah McNair, leader of the “Reading Roundtable” for seniors.

Each of the series’ participants had similar goals in the collaboration with EPA.net. Marks and Im both wanted to encourage voting in East Palo Alto, which has the lowest voter turnout of any incorporated city in San Mateo County. McNair, too, wanted to raise awareness, feeling her students had something valuable to say about the importance of voting. All the collaborators noted that EPA.net serves as a “great community resource” for East Palo Alto and mostly thought highly of the election series (Marks).

When asked what she liked about the collaboration, each interviewee mentioned her satisfaction in working with Michael Levin. McNair “like[s] Michael as a partner” because they agreed with each other throughout the collaboration. Marks appreciated that he was “so helpful and so communicative” and efficient in his work. Similarly, Im enjoyed working with EPA.net “since [she] worked directly with Michael who had control over content, [so] it was easy to get things done.” Marks and Im also welcomed the translations of the articles into Tongan and Spanish, considering it one of the benefits of such a broad collaboration. The only regret came from Marks, who wished the collaboration could have started earlier, resulting in more articles for the election.

The interviewees had a number of positive comments about the website in general. Marks enjoyed seeing the website kept current. That is, the content on the website is frequently updated and you can see articles moving in and out. She also liked the archiving of articles so that one could find them in the future. McNair had nothing but good things to say about EPA.net, emphasizing that the website has “enough different kinds of articles.” Im believes that “the website does a great job in highlighting important community events with information and photos.” She also liked using community members as article writers. Each interviewee acknowledged the difficulty in determining the number of readers for each particular article, but as Marks said, “everything you can do is worth doing.”

However, Im would like to see “more information on various events because so many things are going on and often community events are unknowingly planned on the same day as other important events.” She would like to see some collaboration in the publicizing of events and improvement in the aesthetics of the calendar. Marks would like to see a link on EPA.net for the San Mateo County Elections Office, referring readers to a website where they can register to vote. In addition, links to future articles could be created on the Elections Office website, increasing traffic to EPA.net.

Im, Marks, and McNair all hoped to collaborate in the future with EPA.net. Marks treated the upcoming March election as a new possibility for more election articles and McNair discussed a possible monthly column where seniors could have a voice. Im said she and the supervisor believe EPA.net “can be used as a clearinghouse for information and other resources that may be helpful to the community” when discussing the possibility of future collaborations.

Conclusion Bullets:

Benefits and Strengths of EPA.net

- Articles frequently updated
- Articles are archived, making them always accessible
- Good variety of articles
- Community members write articles
- Important events well emphasized

Suggestions and Concerns

- Better utilization of calendar/events page
- Links between Elections Office and EPA.net
- Forum/monthly column for seniors

EPA.net's Current State Concerning Latino Community Relations

Taken from an interview with Doroteo Garcia

By Anthony Ortega

The following is a report on the state of EPA.net concerning its role as a conduit for intra- and intercommunity communications for Latinos in East Palo Alto. I will be analyzing the current role EPA.net plays in this area, as well as how well its current performance matches up with its objectives and goals. I also hope to analyze future possibilities for the website and other expanding roles it could play.

The interview I conducted with Doroteo Garcia was fruitful in developing a comprehensive analysis of the state of EPA.net as far as serving the needs of the Latino community. Mr. Garcia has been writing for EPA.net for over a year now, and provides articles advocating viewpoints of Latinos on certain issues – politics, solidarity, jobs, security, economic conditions, and race relations. No matter the subject, Mr. Garcia's nuanced articles reflect EPA.net's dedication to serving the diverse needs of East Palo Alto. The subsequent analysis is a comprehensive look at the successes, shortcomings, and potentials of EPA.net based on Mr. Garcia's experience with the site and the Latino community in the city.

The most basic function of EPA.net is that of a communication tool. Communications within the Latino community in East Palo Alto have proven to be crucial cornerstones of the website. It functions as an alternative medium in a community that does not always have access to media and news that matters to them. Though I run the risk of oversimplifying the situation, most Latinos in East Palo Alto would agree that the media outlets available in the city are not as apt to expressing the diverse aspects of area Latino communities, let alone their needs for general improvement. This is a relative statement that I make, comparing East Palo Alto's media network to others in the area.

EPA.net excels in several areas as an alternative medium for the Latino community. First, it provides regular and accurate police and crime reports without the sensationalist label that Bay Area news regularly attaches to East Palo Alto news reports. EPA.net also allows volunteers and site affiliates to tailor the website to fulfill media needs – essentially diversifying the news that is reported through the site. What is reported becomes more of what matters to readers, both in the Latino community and in other audiences of the site. With this unique perspective, news reporting is both more varied and effective. Mr. Garcia reports that, as a citizen of East Palo Alto, general awareness of the site is not a problem, with knowledge of it being spread widely through word of mouth – a very effective medium, especially with no active advertising campaigns.

The next way in which EPA.net excels in bringing a beneficial auxiliary news medium is the attention it pays to the multiculturalism in East Palo Alto. EPA.net's content is often geared toward a wide variety of audiences, engaging in multicultural pursuits by offering readers information about various communities. EPA.net gears specific pieces on Latino, African-America, White, Hawaiian, Tonga, and other communities, reporting on upcoming cultural events, happenings, and other subjects of interests to any and all cultural groups in East Palo Alto. The catering to a wide variety of audiences has been shown to be an important benefit that EPA.net has contributed to the local area.

Another field in which EPA.net has shown strong performance is in directly reporting on issues that affect the Latino community. The website fulfills a dual role in this case, providing both objective factual reporting and the opportunity for advocates of various issues and stances to express their views. Writers such as Mr. Garcia can attest to the fact that the site provides an irreplaceable means for their experiences and articles to reach their intended audience. Readers

have access to a unique bidirectional medium – their community’s needs and issues are expressed, and they are informed and educated on new or forthcoming topics that require their attention and readership. It is this way that EPA.net supplies more than a different form of media. It is an especially crucial bridge between advocates, the issues they represent, and the audience that is concerned with these issues on the highest level.

Numerous examples of this site content are readily available. Writers and news spots reflect a myriad of local Latino issues, including, but not limited to: land and business development in East Palo Alto, law passage and law enforcement, schools and education, politics and voting issues, cultural and traditional information, and minority and immigrant representation. Reader Mr. Raphael Miranda wrote on an EPA.net forum that it is articles and sites like this that spread a message of civic duty, responsibility, and representation among Latino communities. Knowledge of vital issues at hand is important for the Latino community’s own sake, and the site plays the role needed in making this goal achievable.

While EPA.net has certainly fulfilled many roles in the Latino community, there is more that can be done. Mr. Garcia made the point that, as long as there exists a general social gap between cities such as Palo Alto and East Palo Alto, there are still goals that need to be met. According to Mr. Garcia, the youth is the most uninvolved sector among Latinos in East Palo Alto. This could very well be the new target audience for the website and for the EPA.net organization, especially considering the fact that the East Palo Alto demographic is very young as a whole.

Another need in EPA.net’s future is the obvious but difficult task of expanding. More access points are needed, especially with the short limits to internet access at public libraries. While providing internet access and education is EPA.net’s core mission, it still cannot be stressed enough that East Palo Alto has a significant need for more public-accessible technology development. Other concerns that will likely be dealt with in EPA.net’s near future is expansion of its writing team (with journalism classes being offered soon), expanded multicultural representation (such as recruitment of minority writers, translators, and editors), and political mobilization among the Latino community, especially in reaching politically important people in the city.

In conclusion, EPA.net has been especially successful at creating and filling a unique niche for itself in East Palo Alto. The Latino community has been a very fortunate beneficiary of this new medium, being provided with a whole new means of community interaction and exchange. While EPA.net has more goals to fulfill and more audiences to reach, most of these are matters of expansion of current programs and efforts. Overall, EPA.net has been a huge advantage for Latino community activists as well as the many other communities of East Palo Alto.

Nuestra Casa: Giving a hand and opening doors



They say that if you give a man a fish, you feed him for a day. If you teach him how to fish, you feed him for a lifetime. One organization, *Nuestra Casa* is doing just that, feeding the minds of East Palo Alto's Latino population. Through its education initiative, it is working to give a voice to the Latino residents who have been silenced by the language barrier. Its mission is simple; to empower its residents by providing them with the tools they need to be more successful. They undertake this daunting task by strengthening their understanding of the public education system and encouraging them to learn the English language.

In a city with an overwhelming Latino population of 58.8%, not much was being done to meet their specific needs. This all changed in 2002, when a group of residents took it upon themselves to guide the community, and created *Nuestra Casa*. Spanish for "our house," *Nuestra Casa* boasts the only grass roots organization in East Palo Alto, with a board consisting entirely of local Latino leaders. And while the organization is not exclusive, it is primarily tailored towards the political economic and social needs of Latino immigrants. From its humble beginnings, *Nuestra Casa* has now expanded and reached out to over 250 families in East Palo Alto. Director Lizzie Brock can without a doubt declare the project a success and rate its progress as "excellent." Through funding by One East Palo Alto and Peninsula Community Foundation, has been able to hire a staff to better serve the community. *Nuestra Casa* will now be in its second year of running programs and it will continue to offer an ESL program and a Parent Leadership Institute.

ESL

The English as a Second Language courses have become a very important part of *Nuestra Casa's* agenda. Classes are being taught at the Ravenswood Family Resource Center in collaboration with Stanford University's Department of Education and Cañada College. Building English-speaking skills among the residents is very important to a community whose residents are composed mainly of Latino immigrants who know little or no English. Board Member, Julio Garcia emphasizes the fact that, "we're teaching English in a way they [parents] would use in their everyday lives." These lessons will allow Latinos to better communicate with their children, and the world around them. *Nuestra Casa* not only provides these services at no cost, it does so

with a flexibility that takes into account the real-life needs and opinions of the participants. The first “semester” of classes have been conducted, a 10- week, three hours a week course that began on July 6. The program is run by Claire Morgan and is taught by tutors who are working to create a syllabus as well as a hands-on curriculum. The second course is still being developed currently, and will be made available in the near future.

Parent Leadership Institute

This program was sparked by the need for increased parental involvement in the education of children of East Palo Alto. Latino leaders recognized the difficulty with which Latino immigrant parents had in communicating with predominantly English-speaking teachers, and responded through the creation of this program. The Parent Leadership Institute of *Nuestra Casa* gives parents a voice in their child’s education by shining light on their rights, and workings within the school system. In addition, the program strengthens a parents’ bond with his/her children by becoming actively involved and encouraging them in their educational endeavors. Its first installment ran every Monday ending June 21, 2004 and at the EPA library and provided childcare and tutors for the families that attended. A second installment is still in the works for later this year. Garcia also cited the importance of parents participating in the public education system. By encouraging parents to get involved, they perpetuate a cycle that promotes academic excellence for children in the classroom. This year *Nuestra Casa* helped 50 parents' better their skills in the English language, parenting, and leadership.

The future for *Nuestra Casa* is still uncertain, but its success is not. Garcia hopes *Nuestra Casa* continues to grow, he believes “we have created something that is long lasting, and not just something that will be here two to three years.” But there still is room for improvement, Brock acknowledges that they need to spread the word, and create a larger website. Minor obstacles to an organization that arose out of one simple idea, the idea that Latinos should have an equal voice in their community. *Nuestra Casa* is determined to keep making an impact and keep moving Latinos in the right direction. In a city riddled with negative stigmas, one group is offering a helping hand, and opening their house to the Latinos of East Palo Alto.

Nuestra Casa Info:

<http://www.nuestracasa.org/>

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Robert Wilson's exhibit features Cooley Landing

By Richard Larson

An exhibit by local photographer Robert Wilson is on display on the second floor of East Palo Alto City Hall. The subject of Wilson's black and white landscapes is a part of East Palo Alto that many residents might not recognize: a peninsula entering San Francisco Bay named after a former pioneer and owner of the surrounding bay front, Lester Cooley.

Cooley Landing and Ravenswood

What is known today as Cooley Landing is the site of an early bay port, which, beginning in 1849, created the economic force to sustain the settlement of Ravenswood. The port did well for a while, providing a convenient route for travelers to ride from San Francisco to Ravenswood by steamer and continue on to San Jose by stagecoach. The future appeared so promising that early plans for the transcontinental railroad had Ravenswood as the final western stop. The port and city, however, began to founder when, for among other reasons, a San Francisco to San Jose rail line was opened which bypassed Ravenswood. A brief revival occurred in 1874 while Cooley Landing was being used to ship bricks from a local factory to San Francisco for construction of the Palace Hotel, but business fell off after construction had completed.

Cooley Landing today

The land that was once Ravenswood has since been reincorporated into parts of East Palo Alto and Menlo Park and the Peninsula Open Space Trust (POST) now owns Cooley Landing. POST is a charitable organization that purchases wilderness lands for resale to public agencies to be used for public purposes in perpetuity; their purpose is to prevent commercial development. POST has maintained the area as a wilderness preserve.

Cooley Landing today is fenced off and not open to the public. The EPA City Council obtained an agreement of financial support from a local foundation to purchase the land from POST; the only stipulation is that the land must be used as a park dedicated to public recreational use. It has not been decided exactly what amenities this new city park will provide; the direction the council takes will consider heavily the wishes and interest of their constituency. One possibility is to maintain it as a wildlife refuge and perhaps build a concession stand and a comfortable enclosure.

Since Cooley Landing is off limits to most EPA residents, Michael Levin of EPA.net approached Wilson about a year and a half ago to do some creative photography of Cooley Landing to provide an artist's perspective on the land and to catalyze public interest in the future park. Levin had in mind a project of about two weeks to complete but Wilson felt the cause deserved a far more thorough effort. Wilson undertook the project at his own expense and has shown an increasing dedication to this effort, first working with a 2 ¼" camera and then later with a 4"x5".

The exhibit

The exhibit has not been formally launched. Mr. Wilson has completed twelve finished prints and has several more photos in progress as negatives. The second-floor City Hall site currently is too dim and lacks adequate space for the complete exhibit but plans have been made to install improved lighting and relocate some pieces that are not part

of the exhibit before the launch. At the time of the official opening of the gallery show at City Hall, the exhibit will simultaneously be available in digital format on EPA.net.

Wilson's work emphasizes character, well-defined lines, sharp contrast, and detailed shadows. The black-and-white medium he chose, when skillfully used, covers a wide dynamic range and removes the distraction of color which can diminish the character of the subject. Natural patterns are captured that would otherwise elude color photography and possibly be missed by the eye itself. You might even notice a hypnotic effect when viewing some of the photos; possibly you can sense movement in the photographed clouds or be tempted to meditate on patterns in the beach sand you must have seen many times but have always overlooked. Wilson admits that his techniques and artistry are heavily influenced by those of Ansel Adams and Minor White.

Artistic considerations

Wilson has 30 years of professional photographic experience. Previously he had specialized in portraiture; this is his first major landscape project. Wilson explained that he had favored animate subjects over landscapes because he felt that living things had a personality or uniqueness that inanimate structures somewhat lacked.

He carried over his eye for personality to landscapes; he "wanted pictures to show the character of the subject." It is first necessary to select subjects with character; not all subjects have it. He originally had planned to photograph the historic dredge at the site, but he cancelled that plan after the dredge was vandalized and the windows were boarded. In its sealed-up condition, the dredge symbolizes a long-dead way of life; given Wilson's partiality towards the living, he feels that the sealed-up dredge has lost its character.

Wilson explains that even when a subject has character, it is still important to wait until the lighting conditions create just the right mixture of shadows and bright spots to reveal that character. He will often return to the same spot repeatedly at different times of the day and in different weather conditions. When he finds the lighting to be ideal, he uses photographic science and experience to be sure that the fine details and features he sees are all recorded on the film.

Photographic technique

Wilson always uses the smallest aperture, f/64, when working with a 4"x5" camera in order to capture a sharp image over the widest focal range. Since high-quality film has about the same dynamic range from dark to light as does the eye, there is not great room for error when setting exposure time if visible details are not to be lost. He sets his exposure time based on the illumination of the shadows; he wants to expose the film just long enough to accurately capture detail in the shadows but no more than necessary since that would wash out detail in the bright spots. As a further aid to enhance detail at the edge of the dynamic range, Wilson often uses an orange filter to darken the sky; when the sky is the brightest part of the picture, such a filter may add to its visible detail. With his long experience and knowledge of lenses and film he has no need for light meters.

Photographer's thoughts on the site

Immediately upon his first steps onto Cooley Landing, Wilson noticed that the deciduous trees just to the left of the entrance formed a natural umbrella; he could already imagine workers clearing out an area for a prime picnic space. Subsequent exploration left him

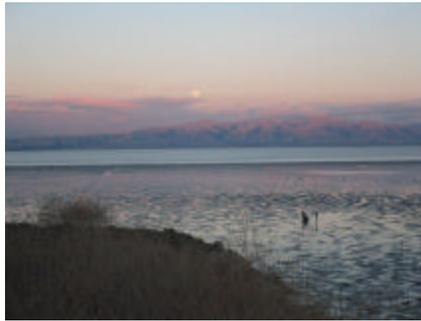
likewise impressed: he discovered and photographed a number of interesting views of the character that can be found there. Mr. Wilson has seen real potential for the site as a future public recreational area and he hopes that his photographs will allow other to see that potential.

Contact writer Richard Larson at rwlanson@stanford.edu.

For more information and exhibit hours call East Palo Alto City Hall at (650) 853-3100.

Dennis J. Parker

Community Advocate



Low tide and moonrise off Cooley Landing
Photo by Dennis J. Parker

Dennis J. Parker, a technical writer for a computer company, has been writing for EPA.net since its launch a little more than two years ago. The interview started off by discussing his writing on one specific article, the Cooley Landing Project ([Link to article](#)), but quickly turned to discussion of his motivation for continued contribution to the site. His motivation arose from his involvement in local politics. He had been attending many city council meetings, and realized that very few other citizens attended. Around the time of the conception of EPA.net, the minutes at these city council meetings were hard to obtain, and also presented in a very inaccessible manner; it was hard to boil them down to something useful. So Mr. Parker decided to begin summarizing the happenings at these meetings and present his findings on the website. This way the people who couldn't attend the meetings would still be able to know what was happening in their city.

Mr. Parker loves that anyone can contribute: "Anyone can post information, whether it be news or opinion, or photograph. It's quite easy." The Cooley Landing Project was just one of many articles Mr. Parker has contributed with the intent to inform the general public about East Palo Alto. Despite this ease of use that EPA.net offers, though, he's expresses disappointment because he believes that community members are not using the site enough. He isn't sure who the word is getting out to. Part of this concern can be attributed to the lack of feedback Mr. Parker says he has received from his articles. He says that it can be an issue if you let it be one. In his words, people might think to themselves, "Why am I wasting my time putting this up there if no one is reading it?"

He answers this time question himself. Even though he's not sure about the effect his articles have, he still takes the time to write and submit them. "People who are community activists and communicators do what they do because it seems like the right thing to do. He compares it to a preacher in a pulpit. "It's in your being to put the message out there. A lot of communicators feel that if you reach one person it's worth it all." Unfortunately, Mr. Parker doesn't know whose reading and using EPA.net, and he remarked that he had nagged the administration in its early days to integrate a more refined hit counter so that they would have more detailed information as to who was visiting the website.

Despite his oft repeated concern that EPA community members don't use the site enough, he still stands firmly in his belief of the importance of allowing community members to voice their opinion on EPA.net. "It is extremely important, because there aren't too many other media for communicating to a mass of people. The fact that they [EPA community members] don't

have a newspaper or radio station, and, for whatever reason, people don't come to city council meetings, there aren't that many opportunities to voice your opinion to a broad audience." And he remarked again on a strength of EPA.net; the supreme ease in which one can contribute, and then the equal simplicity in finding that information. As he puts it: "It's a heck of a lot better than printing on a piece of paper and putting it in people's mailboxes."

A large part of the interview, though, Mr. Parker uses to ponder the reasons why EPA.net is not used to its full extent. He offers an explanation that can be likened to an East Palo Alto inferiority complex. He believes that citizens felt they were mistreated, and thought of a second class because of their lack of news and radio outlets. So they wanted a website. He says that once it was created, though, and access points were made available, that the access points and resource centers weren't being used much more than kids hanging out and doing their homework. He believes the community isn't used to using the internet as a source of information quite yet. "You can lead a horse to the water, but you can't make it drink," is his regret for the community.

For if they were to drink, they would find a wealth of information on EPA.net. He himself uses it to keep up with the news. He says that the automatic rebroadcast, a program which searches out articles mentioning East Palo Alto in other newspapers and automatically posts it on the site, is "an incredible resource" for him, because he doesn't pick up the newspaper. Other very valuable but underused resources include: a Job posting site, a place for non-profit information, and a page for local business where they can get free ads. He also says there are lots of links that are useful that people don't know about such as links to the DMV, local school listings, and city happenings.

Despite his obvious concern that EPA.net is being underused Mr. Parker strongly believes that EPA.net is doing a good job. He thinks they are trying to create a program of journalism, where they would train people to be contributors. He doesn't think there are enough people submitting articles, and would like to see more authors post their writings on the site. He also thinks it would be very interesting to canvas the city and ask people whether they know about EPA.net. To those who say no, Parker suggests follow up questions to gauge whether they use the internet on a regular basis. If they are regular users, then valuable information would be found from asking why they don't know about or use EPA.net.

Finally, to someone considering to write and submit to EPA.net, Dennis would tell them to "go for it." He appreciates that there are no [rules] for contributing information. The content manager, Michael Levin, rarely rejects anything. "It'd have to be some blatant misbehavior." He doesn't believe there would be anything that would discourage people from using or writing for EPA.net. He also hopes and believes that there isn't a view of censorship on the site, as contribution from community members if of the utmost importance.

Conclusion Bullets:

Benefits and Strengths of EPA.net

- Ease of contribution
- Provides an important aspect of community activism
- One of the only methods of information exchange in East Palo Alto

- Contains a wealth of information, available at the click of a button.

Suggestions and Concerns:

- Wishes more people in the community would use the site
- Wants to see quantitatively more authors submitting articles
- Suggests a possible city survey to see if people know about and use the site

Case Studies for EPA.net

Doroteo Garcia:

Doroteo Garcia is a contributing writer to EPA.net whose special focus is work issues that face the Latino immigrant community. He himself is an immigrant from Mexico who came to work in the United States 8 years ago. He came because he was eager to make a better living in the States instead of struggling in Mexico with low wages and few options for economic advancement. The decision to come to the US was a very difficult one because it meant leaving behind his wife and two sons in Mexico. It was especially difficult he said to leave his sons when they were young because he believed they needed a father figure when they were growing up. Though he has often struggled with this choice, he feels that the hardship of leaving his family was worth it because it allowed them to have a better life. His increased salary in the States has enabled his two sons to get an education in Mexico; an opportunity that he feels is crucial for their future. As of now, he is trying to convince his eldest son to go to University either in Mexico or in the US so he will not be stuck working in low skill, low wage work.

Before September 11, Garcia worked at Manpower and another custodian company in the area, both of which contract out their employees to places like Stanford University. After September 11, with the increased security measures, many immigrants without green cards lost their jobs. He was one of these immigrants who was laid off by Manpower. He retained his job at the other company, though, because of the protection offered by the Union he had joined. However, he feels that since September 11 many “illegal” immigrants without union protection have lost their jobs or have been forced to work at lower wages without benefits in order to hold onto their jobs.

Garcia has always been fond of writing. He used to visit the Technology Access Points (TAPs) provided by “Plugged In” to use his email, surf the web, and to write. At one of these TAPs, he met the director of EPA.net, Michael Levin, who helped to convince him to write about the issues that were close to him as an immigrant worker. His first column entitled, “The Voice of the Immigrant Worker,” was submitted to EPA.net last fall both in Spanish and English. The piece addresses the challenges and hopes of the immigrant community in East Palo Alto. He hopes to continue this column using it “as a way to communicate to the entire community about our origins, our problems, and our feelings.” He is currently interested in writing about a pending California law called SD 60 that would greatly help immigrants living in California.

Doroteo Garcia was very interested in writing for EPA.net because he wanted people in his community to understand the issues facing immigrants. He also felt it was important to give a voice to the many immigrants who otherwise had no means of getting their concerns and feelings heard. Since the publication of his first column on EPA.net, many of his neighbors, friends, and fellow workers have approached him to talk about his writing and about EPA.net. He feels that many more people in the Latino community are finding out about EPA.net these days. Yet, at the same time, he acknowledges that there is a general apathy in the Latino community about getting involved in writing for EPA.net, especially about “political issues” like immigrant rights, better benefits, etc...

Nevertheless, Garcia feels that EPA.net is important to the Latino community because Latinos are in need of a medium to articulate their thoughts, feelings, etc... He looks forward to continuing to contribute to EPA.net in the future.

Goro Mitchell



An EPA.net contributor

Goro Mitchell has been the Executive Director of the Community Development Institute, a non-profit organization in East Palo Alto, since July of 2002. The CDI helps with fundraising, creating coalitions, and networking with other organization in the area.

Mr. Mitchell started writing for the site back in December of 2003. He remarked that he wrote about “whatever’s hot.” These contributions included articles about transportation, specifically the “nexus between transportation, environment, and health,” air pollution, and articles describing events that take place at his Community Development Institute.

When asked about a favorite past experience writing for EPA.net, Goro offered that he had been excited about the summary he wrote about the opportunities his CDI had given, and would continue to provide. ([Link to article](#)) Besides being free advertisement, and an informative piece on the workings of the agency, the article was one of the first to be translated into three different languages on the site, and Mr. Mitchell was honored that EPA.net made that extra effort. An article that he was currently writing at the time of the interview concerned alternative electoral systems in East Palo Alto.

Mr. Mitchell would strongly recommend contributing to EPA.net. Besides being a great portal to the community, he found it personally benefiting for a number of reasons. First, just perusing the site, Goro says can be “Very rewarding.” He really appreciates the fact that the content in EPA.net is different. “Issue areas like environmental justice aren’t given much voice in the general media.” Instead of just reporting about nationally known murders, one is able to find uplifting pieces, written by community members, about positive aspects of the community. Even more personal than just an appreciation for tasteful media coverage, in writing his articles, Mr. Mitchell acknowledged pleasure in working with content manager, Michael Levin. “Clearly [he] helps quite a bit with the editorial content of the articles.” Mr. Mitchell admittedly writes more technically, and Michael helped him learn to add “a little life to the writing.”

After writing his articles Mr. Mitchell receives feedback from the leadership in the community. Though he wonders how much penetration into the lay community EPA.net has, he believes that the “movers and shakers” see EPA.net. He wonders who the word gets out to besides the “power network,” though, and he expressed concern that while lots of people use the TAP centers and other community networks, these folk are mostly “kids playing games or doing their homework.” He then noted that these actions, though not utilizing EPA.net’s resources to their fullest, would certainly assist the community in becoming more computer savvy, and would lead, in time, to the full usage of EPA.net’s benefits. Goro writes his articles for more than just providing information to EPA, though. He says EPA.net is also used by lots of people who have left the area and want to stay in touch with the happenings of the community. Old friends from twenty years or more, who had left EPA, had contacted him after reading an article that he himself had contributed to the site. That was enjoyable, certainly, and again regarding feedback, Goro laughed that he “gets strokes from people in [his] circle.”

A great strength of EPA.net, Goro believes, is it’s ability to fill the East Palo Alto’s “big vacuum.” EPA.net has a niche in that it is the only thing out there that covers EPA exclusively. Because citizens have to rely on the Palo Alto Daily, or the San Mateo times for their news source, they don’t have a local outlet. The fact that community members contribute to the site is important because they are able to editorialize their experience and “get it out to the rest of the community.” EPA.net is the only place that allows them to do this. “EPA.net can be a great mechanism for exchange.”

He also included suggestions for improving EPA.net, and they mostly consisted of hopes for the future. First and foremost, Goro wants EPA.net to be used more. He then cited resources, as he wants EPA.net to grow in its capacity as an online news source. He suggested ultimately having reporters to be their own source of information about the area. He also mentioned the fact that EPA.net needed to address critical issue area more, and instead of just objectively reporting, editorialize and present opinion on each side of the issue, to get people thinking about results. He says “to make it [EPA.net] more powerful and influential, it might need to move in this direction.”

Conclusion Bullets:

Benefits and strengths of EPA.net

- Content Manager, Michael Levin, will help you grow as a writer
- A means to keep in touch with the community after leaving it (reuniting with old friends)
- “A great propensity for exchange in the community.”

Suggestions and Concerns:

- Needs to grow in news reporting capacity
- Address critical issues and include editorialization

Lily Lee



Environmental and Economic Coordinator
City of East Palo Alto

Lily Lee works for the US Environmental Protection Agency, and she has been on loan to East Palo Alto for the last 3 ½ years, originally for redevelopment of Brownfield sites, and she ended up doing public outreach for environmental issues.

Her experience with EPA.net specifically regarding her personal submission is limited to one article. She wrote about Cooley Landing, a Brownfield site ([Link to article](#)). Lily said that Michael Levin, the content manager for EPA.net approached her and asked her to put something together. She drafted something, and had Michael “punch it up.” She laughingly remarked that Mr. Levin “made it sound much better.” According to Ms. Lee, he also found a photographer to add photos to it, and helped her in getting permission from the city manager to do the article.

She also remarked about what she had personally learned in contributing content to EPA.net. Similarly to other interviewees, she noted that she had learned about writing from Mr. Levin. Also, through the course of reaching out to other resources in the community, she learned about those resources.

Ms. Lee is unsure who specifically the word of EPA.net gets out to, but she believes that it would have to be “people in-town who use the computer a lot.” She thinks that the folk that regularly check the site are more likely to be well-educated. They’d have a tendency to be city staff, or heads of non-profit organizations. When asked whether she believed she had reached people through her writing she laughed and answered with a list of names. “Dennis Parker. Rosemary Burgess. Michael Levin. Mitch Doran.” Those are the people she said she knew read the article. She knew this, though, because if you scroll down her article, you will find an opportunity to reply and give feedback to the article. Ms. Lee really appreciates this aspect of the community writing, as letting the author know you’ve read and support their submission is helpful in encouraging people to contribute to the site.

Lily believes that EPA.net provides many things to the community. First off, she likes that “just regular people” can contribute. “The city doesn’t have a newspaper or regular forum for exchange. So this gives an opportunity for everyone to do that. It has great potential.” She

is concerned, though, with how many people that regularly use the internet use the site. She wants people to be comfortable and willing to use the site to find out about their area. She wants people to come into work and say, “Oh ok, just got into the office this morning, I need to see what people in town are saying.” And they would immediately go to EPA.net. Finally, even though she doesn’t contribute specifically, outside of her Cooley Landing article, she knows people who have written articles that relate to her area of work. EPA.net is a means of connecting her to these people. She also uses EPA.net when she is talking to funders, as she will email articles posted on the site to these funders and use those links to demonstrate the value of her projects. In this sense, EPA.net can be considered to be bringing in funding for the city.

Other services EPA.net provides according to Ms. Lee: “A great source of public service announcement information. Events like lead poisoning. Air pollution. Asthma. [EPA.net] allows folks to get information about these things, and events that talk about them.” She also was impressed with the work of Michael Levin in his commissioning a local photographer to do a photo exhibit about Cooley Landing. These pictures were printed out and put on display in City Hall. “It’s a way for local artists to have an outlet, to showcase their products.” She personally uses the site for a much more straightforward purpose. “I use EPA.net pretty regularly, to check the news.” She loves the great service that just pulls the relevant news off the press. She also uses it to find phone numbers for local schools. Also if she’s putting a display about East Palo Alto, she’ll search the site for a photograph of cute children. “Oh there’s this great photo archive on EPA.net.”

A major compliment Lily passed on about EPA.net was its wealth of knowledge. “I love that it’s so dynamic, and it’s updated so frequently. New information every time I log in. They’re so flexible and really invite participation from everyone. Feels like a living and breathing institution, which just accumulates knowledge.” Sorting through that accumulated knowledge can sometimes be difficult though, as she expressed trouble in navigating the archives. She remarks that she has “given up” and just uses the search engine which is a clumsier way of finding articles. She wishes there “was some way to more easily look up the archives of old articles. If you don’t know that you’re looking for a particular article, or a particular author, it’s tough to find it.” She suggests that it would be easier if there were some way to list out the articles comprehensively, displayed by items such as subject, author, or key word. She acknowledges that “theoretically” this is already on the site, but in practice it gets stuck and displays error messages.

Despite the minor problem of navigation, though, she highly recommends writing for EPA.net. One of the strongest benefits is working with Mr. Levin, she says, as “Michael is a great editor, so [I would tell future authors] not to feel intimidated. He’ll hold your hand through it.” She admits that she was a little nervous and appreciated Michael’s help. [She made me promise that I would pass this on to Michael: “Three cheers for Michael Levin!]

She says she would encourage all her friends to write, and encourage them to encourage their friends to do the same. She “thinks it neat that anyone can write for it. Regular people like me can use it as a way to get a message out.”

Conclusion Bullets:

Strengths and benefits of EPA.net:

- Regular people can contribute to the site

- Learn about important issues affecting the city (specifically environmental ones)
- Learn to be a better writer through help from the content manager

Concerns and Suggestions:

- A more accessible tool for navigating the archives

“Snapshot”
Reporter Mikaya Strickling

“It’s like putting pieces together,” said Mikaya Strickling when asked to talk about her experiences writing for EPA.net. She discovered these “pieces” of her community and of herself when she began writing about all the good works community members have done. As a resident of East Palo Alto since age 9, Mikaya never expected to see people making such positive changes to the community.

Volunteering was a very new concept to her; prior to writing for EPA.net she had never done any nonprofit work. According to Mikaya, working for EPA helped her gain a new perspective on and appreciation for volunteering. This community website has given her a chance to express her views on events in East Palo Alto. She enjoyed the balance of support and mentorship for improving her writing and editing skills from other community members, as well as the great freedom she receives in creating her own writing style. According to long time friend Dyanne Ladine, “Mikaya's experience of writing for EPA.net has been an important one, primarily [because it reminds her] that what she has to say is valuable to other people. It has given her more confidence in expressing herself” because she has learned how to make her own writing style effective in expressing her views.

The first article that Mikaya wrote was particularly significant to her because it was about a project that she was personally involved with. The project, conceived by two of her friends, aimed to get East Palo Alto women to walk around the Cesar Chavez Academy track together once a week for two hours. Its goals were simply to “exercise, socialize, catch up with old friends and meet new ones” (Strickling). All of Mikaya’s articles are about simple yet meaningful projects like this.

Karen Kepney, president of Project Stay Clean, a nonprofit that works to keep kids on the right path and away from drugs, shared her thoughts about being interviewed by a fellow community member. Karen never thought that anyone noticed the work that she had been doing over the past two years for this project. The acknowledgement was both surprising and gratifying, connecting her and the community in a new way. After the article was posted, Karen received an onslaught of questions, not only from adults who wanted to know more, but from children as well. For those connected to the internet EPA.net has been a great resource for getting informed, allowing community members to make better use of the resources available to them. The article has served as a spring board for getting more involved.

The philosophy that Mikaya has adopted through her experience with EPA.net is best summarized in a quote from an interview she had with Mama Celeste, a woman who cooks for the hungry in East Palo Alto. “I asked her [to] describe the feeling she gets from volunteering... ‘Reward beyond belief.’ Now when I hear the cliché ‘It is better to give than to receive’ I truly know what it means.” If there is one thing Mikaya has learned, she says, it is to give from the heart, without expecting anything back. Mikaya summed up what EPA.net has done for her, by stating “working for EPA.net has opened up many personal doors.”

Snapshot: Ruben Avelar

When Ruben Avelar became a member of the Community Advisory Board (CAB), his hope for EPA.net was that it would serve as a legitimate medium to inform the community about the local happenings. According to Ruben EPA.net has seen success. “It has become the pulse of the community”. The site has only grown in popularity and impact since its creation, receiving more visits by the day. By involving locals in the writing EPA.net “allows community members to shape the voice of the community they represent”.

Ruben was first recruited to CAB by friend Michael Levin, the Content Manager of EPA.net. The two had worked together before, and Ruben was happy to take up the part of representing the community. Overall his role has been to help EPA.net to become a stronger news source, to provide coverage for all significant local happenings and make that information readily available. On CAB Ruben helps to make decisions based on his experiences in the community. As a long time resident Ruben knows what the state of East Palo Alto is and is able to use this knowledge to support and inform CAB. He also helps to select other CAB members to get a more representative board in terms of ethnicity and profession.

According to Ruben, EPA.net authors have produced articles of high quality. The website prides itself on its specialty reporting, which Ruben considers highly successful. He noted the example of Mary Flamer, who has a running column about the churches of the community. This regular column has brought to light some of the grassroots roles the church is playing and has been “very warmly received by all”.

Ruben values EPA.net because it has provided a space for this columnist and other writers that does not exist anywhere else. Local newspapers and newsletters do not reach out to or represent the community in the same way as EPA.net, a news source written by and for the community. Another quality that Ruben sees as specific to EPA.net is the reach of its audience. Because it is an online source even though it is directed at the community its audience is unlimited. People from anywhere can learn about what is going on in East Palo Alto.

After a year of working on CAB he sees that EPA.net is off to a great start. Ruben repeatedly emphasized how well the website has informed East Palo Alto, stating that EPA.net has met its goal of being responsive to community needs and community action. Ruben believes the community is strengthened and encouraged by the resources provided on this information network.

Ruben sees EPA.net as a constant work in progress; improvements will be made naturally, and Ruben has and will continue to facilitate such improvements. His hope is that as EPA.net grows that “the site will become synonymous with East Palo Alto, that all will look to the website as a trusted resource for information”. Ruben feels that EPA.net a wonderful and unique service to the community.

Case Studies for EPA.net

Yolanda Rhodes:

Yolanda Rhodes was one of the first board members to join the Community Advisory Board (CAB) for EPA.net when it was established in April 2003. She has been a resident of East Palo Alto for over 20 years where she raised her now adult son. She was interested in joining the Board because as a critical reader of the news, she realized that there was often more behind the stories about her community and its residents than the negative coverage in the press would lead one to believe. She was interested to understand the issues facing the East Palo Alto community through many different viewpoints.

When she first accepted her role on the Board, she did not know what to expect. She knew though that the first month would be “a birthing process” for the Board. She was committed to seeing CAB through the first year regardless of the obstacles that the board members would face. At first, she felt that the expected contribution of the volunteer CAB members was a little “overwhelming.” At its beginnings the Board met once a month, but reduced the frequency of meetings to every three months to try to better suit the needs of those on the Board.

From the Board’s inception, there was a lot of work done to recruit more board members from a broad and varied mix of backgrounds. Interestingly, this process also yielded many contributing writers, and was pivotal in spreading awareness about EPA.net throughout East Palo Alto. During this time as well, more working relationships with community organizations were forged. Though initially some of these organizations were reluctant about working with EPA.net, many became more open to it as they understood the power of the Internet exposure that EPA.net could provide without impinging on their respective autonomies.

The Board is now comprised of 5 members, each representing different segments of the community. However, Yolanda did note that the Board could be even more representative of the community by bringing in people who may not have a college education or are not even college bound. She feels it critical “for the people on the street to be better heard.” She is also firm in her belief that board member shouldn’t be afraid to “rock the boat” by proposing controversial ideas. One other weakness that Yolanda feels needs addressing, is CAB’s lack of a mission statement. Without concrete goals, she finds it hard for the Board “to know where we’ve been and where we’re going.”

Nevertheless, Yolanda acknowledges that EPA.net has been instrumental in helping to “join like-minded people to work together to better East Palo Alto.” It has also been invaluable in allowing people in the community to combat the one sided perspective from the media by offering their own perspectives on East Palo Alto through their writings. One challenge that EPA.net in general faces is drawing in those from the community who may have never owned or even used a computer. While there are “Technology Access Points” in the community set up by “Plugged In,” many people still do not have the time or desire to get online. This is a serious obstacle for an online service like EPA.net.

As of now, Yolanda feels confident that EPA.net is continuing to grow, as evidenced by the increasing number of contributors and visitors of the site. At the same time, CAB is gaining a

stronger and more experienced base of board members. For Yolanda, her experience with the CAB has helped her to become better connected with the people in her community. Through her work with CAB, she also realized that her community possessed a number of community organizations working in many areas to make East Palo Alto a stronger and better community. Yolanda concluded our interview by commenting that EPA.net can continue to develop to broaden its reach. As she asserted, "It [EPA.net] doesn't have to be just an online newspaper; it can be the voice of the community."