

Final Evaluation Report
**City Heights Community
Technology Network**
and
**Community Technology
Center**

Produced for the U.S. Department of Commerce Technology Opportunities
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and the
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I. Executive Summary

This is the final evaluation report for the City Heights Community Technology Network (CHCTN) and Community Technology Center (CHCTC). It fulfills the requirements of grant number 06-60-01048 from the U.S. Department of Commerce Technology Opportunities Program (TOP).

The goal of this summative evaluation was to examine impact using both qualitative and quantitative approaches. Participants included partnering organizations and community residents. Evaluation questions were based on interviews with stakeholders conducted in 2002, nationally-validated surveys from the Community Technology Centers' Network (CTCNet), preliminary research by the evaluation team, and recommendations from project staff. Twelve people were interviewed in person and via telephone, and 58 surveyed online.

Most interview subjects felt that the project's greatest impact is the sheer number of people served. Staff estimate that an average of 100 people use the Center's public access facilities per day. When classroom instruction and community meetings are included, the number served to date totals more than 6000. As noted in the September 30th CHCTC Quarterly Report, 3,148 people have become registered users and 672 have taken courses in Internet usage and email.

The CHCTC has built up a good track record of repeat visits as well. Two-thirds of the people completing the online survey said they visit 1-3 times per week. Their experience at the CHCTC fuels the desire to learn more. These users are primarily low-income, with 78% having a household income of less than \$20,000 per year. Three-quarters of survey respondents did not have computer access at work, and more than half did not have access at home. They come to the CHCTC because they can accomplish their goals, which include improving computer skills, pursuing an education, increasing self-confidence and improving job skills.

The CHCTN/CHCTC was formed to help rebuild a sense of community in City Heights. Comments from half of the online survey respondents show that progress is being made. Respondents observed that they felt better about the neighborhood and had learned about valuable local resources. Staff's skill at working with multicultural groups is a factor, as people of different ages and ethnicities are interacting in classes and learning about each other.

Overall the project has been most successful in the development of the CHCTC and its services. Other elements did not receive the same attention, and subsequently have not advanced to the same degree. As the CHCTN/CHCTC moves forward, management and staff will need to determine if these elements should be strengthened, reworked, or dropped.

The City Heights project was ambitious, perhaps overly so. The project achieved a great deal with a small staff by leveraging relationships while staying true to its educational roots. The management, staff and funders of this project have every reason to be proud of the good work they've done, and to continue to grow into the future.

II. Methodology

An evaluation plan and literature review were submitted and approved in July 2004. Questions were based on interviews with stakeholders, two national survey models from the Community Technology Centers' Network (CTCNet), preliminary research by the evaluation team, and recommendations from project staff. Between August and September 2004, a total of twelve in-person interviews were conducted, coded and analyzed by Lead Evaluator Susan Myrland of Interactive Media Management. Earlier in the year, preliminary interviews with three partner organizations were conducted by San Diego State University graduate student Laura Bock, while SDSU graduate student Bob Crosby interviewed Lab Managers at two CHCTN satellite sites, Village View Apartments and Village Town Homes. Crosby also administered a written survey to 24 users of these locations and performed onsite observations. Their completed reports were sent to project staff in May 2004.

Complementing this work was an online survey of CHCTC users, held between September and October of 2004. The survey was offered in English, with a print version in Spanish. A total of 72 responses were collected. Unfortunately many users completed only the first three questions (User ID, length of time visiting the CHCTC and frequency of visits). Deleting unreliable data left a total of 58 valid responses.

The evaluation team hoped to collect data from students in the San Diego County Regional Occupational Program (ROP) and Hoover High School in order to identify whether CHCTC involvement had produced any measurable results in test scores. Due to privacy concerns, this was not possible.

Midway through this evaluation, the scope had to be scaled back due to the work required to design, test and launch the online survey. As a result, several secondary interviews were not completed. Those who were interviewed and surveyed did not address the impact of the Home Computer Acquisition Program. This element, a partnership with the San Diego Futures Foundation, has distributed computers to 137 households and generated over 540 hours of volunteer time for the CHCTC. It is an important part of this program and warrants further study.

III. User Survey Results

On September 28, 2004 the CHCTC launched an online survey administered to community members visiting the public access room and attending classes. Paper-based surveys were available in Spanish, and responses keyed in by CHCTC staff. The survey closed on October 15, and a total of 58 valid responses were collected. San Diego State University graduate student Inga Kelly coded and analyzed results under the direction of Lead Evaluator Susan Myrland and Dr. Marcie Bober of SDSU.

Demographics

Thirty-six respondents answered a question regarding education. A little more than half (21 people, or 58%) indicated completing high school or middle school, and 15 (42%) indicated completing at least one year of college.

Thirty-two people answered the question on household income. The majority (25 people, or 78%) reported earning less than \$20,000, with almost half of this group earning less than \$10,000 per year. These figures are consistent with a recent study from the San Diego Regional Technology Alliance, San Diego's Digital Divide Revisited, which found that individuals with household incomes of less than \$20,000 per year were five times more likely to want to increase their computer usage than those with high incomes (Ang, Orion, & Renteria, 2004).

78% of survey respondents earn less than \$20,000 per year

The following chart represents users' income and education:

Highest level completed	less than \$10,000	\$10,000-\$19,999	\$20,000-\$34,999	\$35,000-\$49,999	decline to state
No schooling	3				
Elementary school	2				
Middle school	1	2		1	2
12 th grade, no diploma	1	2	1		
High school graduate or GED	4	1		1	
Some college but less than 1 year		1	1		
1 or more yrs college	2	3		1	1
Associate degree		1	2		
Bachelor's degree					1
Professional or doctorate		1			1
Total	13	11	4	3	5

Usage patterns

Respondents were almost equally split between new users and veterans. Fifty-two percent (52%) have been visiting more than three months, with half of this group (16 people) visiting more than a year. The highest number of respondents (18 people, or 31%) have been coming to the CHCTC for 1-3 months.

Respondents visit often, with 62% coming 1-3 times per week and 21% visiting everyday. The number of daily visitors is considerably higher than the findings from a national study conducted in 1997 by CTCNet, in which 131 users at five sites were interviewed. In that study, only 4% of users reported visiting four or more times per week (Mark, Cornebise, & Wahl, 1997).

Users were asked if their visiting patterns had changed over time. Forty-eight percent (48%) said no, 35% reported visiting more frequently now, and 17% reported visiting less frequently. In a follow-up question, respondents were asked to explain why their visiting habits had changed. Out of 22 answers, 11 indicated their usage decreased because they obtained their own computer, got a job, moved, or had a change in school or personal schedule. Users whose visits increased cited a desire to learn more or the need to use computers for job searches.

User comments

I started going to school and work, so I don't have time to come hear like I use to. I now come hear when ever I have time and work to do.

Lo visito mas que antes porque ay mas clases en my idioma y el personal son muy atentos. (I visit more often because the classes are in my language and the staff is really helpful.)

Access to a fast Internet connection is becoming increasingly necessary to a successful job search strategy.

Access and Motivation

Users were given a list of different places they might have access to computers, and asked how often they might have used computers at those locations over the past year. For the most part, they reported not having access anywhere else. In contrast, the Regional Technology Alliance study found only 19% of low-income San Diegans reporting that they did not have access at home or elsewhere (Ang, Orion, & Renteria, 2004).

Three-quarters of survey respondents do not have computer access at work. More than half do not have access at home.

Of those who did have access, 62% had frequent or occasional access at school, and 57% had frequent or occasional access at a library. Forty-five percent (45%) had frequent or occasional use at home, 34% had frequent or occasional use at another community center. Only 26% had frequent or occasional use at work.

Survey Question: Here is a list of different places you might use computers. Please indicate how often you have used computers at each place during the last 12 months.

N=58	Frequently	Occasionally	Never
Your home	24% (14)	21% (12)	55% (32)
Your workplace	9% (5)	17% (10)	74% (43)
Friend or relative's home or office	9% (5)	40% (23)	52% (30)
Your school or educational program	36% (21)	26% (15)	38% (22)
Library	26% (15)	31% (18)	43% (25)
Church	2% (1)	7% (4)	91% (53)
Other CTC or nonprofit organization	12% (7)	22% (13)	66% (38)
Healthcare facility/clinic	3% (2)	3% (2)	93% (54)
Commercial service (like Kinko's)	3% (2)	9% (5)	88% (51)
Other	5% (3)	23% (13)	71% (40)

The question was then asked, "If you have access to a computer and the Internet somewhere else, why do you come to the CHCTC?" The number one reason is that users can accomplish their goals — listed by 65% of respondents. Also cited were the convenient location, support from the Tech Coaches, high-speed Internet access/computers, and access to training and instruction.

Even people who have computer access elsewhere come to the CHCTC because they feel they can accomplish their goals.

Survey Question: If you have access to a computer and the Internet someplace else, why do you come to the CHCTC? From the list below, please select three reasons that most closely describe why you use this facility, beginning with the reason that is most important to you.

N=58	Most important reason	2nd reason	3rd reason
Can accomplish my goals	65% (11)	18% (3)	18% (3)
Convenient location	47% (7)	33% (5)	20% (3)
Support from Tech Coaches	44% (4)	22% (2)	33% (3)
Other reason not described here	44% (4)	22% (2)	33% (3)
Fast Internet access/fast computers	43% (6)	43% (6)	14% (2)
Access to training and instruction	42% (8)	42% (8)	16% (3)
Greater freedom to explore the Internet	33% (3)	22% (2)	44% (4)
Greater freedom to upgrade job skills or search for a job	25% (3)	33% (4)	42% (5)
Relaxed pace, more time to work	25% (3)	25% (3)	50% (6)
Support and training in my primary language	21% (3)	21% (3)	57% (8)
Free/low-cost use of equipment	20% (3)	53% (8)	27% (4)
Supportive atmosphere; beginners are welcome	10% (1)	30% (3)	60% (6)
Access to specific equipment (scanner, printer) or specific software	9% (1)	45% (5)	45% (5)

What are the goals bringing users to the CHCTC? A high majority (89%) want to improve their computer skills, with 21 people reporting that they are “a lot closer” to reaching the goal. Eighty percent (80%) are pursuing educational goals, with 57% reporting that they are a lot closer or had reached their goal. This is higher than the national results in which only 44% felt that they had reached their educational goals (Chow, Ellis, Mark, & Wise, 1998).

Sixty-seven percent (67%) of CHCTC survey respondents want to increase their self-confidence and 66% want to improve job skills. Respondents were able to choose more than one answer, so figures add up to more than 100%.

Improve computer skills	89% (41)
Pursue educational goals	80% (33)
Increase self-confidence	67% (28)
Improve job skills	66% (27)
Find a job.....	59% (24)
Pursue new computer-related technical jobs	51% (21)
Overcome computer fear/anxiety	41% (17)

In the 1997 CTCNet study, 92% of respondents said they’d increased or improved their technological literacy, but only 27% reported educational advancement and 23% reported increased feelings of pride, achievement and competence (Mark, Cornebise, & Wahl, 1997).

Respondents were given the opportunity to identify other goals that brought them to the CHCTC. Fourteen users answered. Eleven wanted to increase their knowledge, particularly about computers, and in turn teach others. Two reported their need to increase their English skills and one wanted to start an Internet business.

User comments

My goal is to learn more so I can help my son in his homework. And is very close to get that goal.

I want to learn how to use the computer well and with time, be able to look for a new job.

Be able to speak English 100% and I am a lot closer.

Changes produced by the project

CHCTC stakeholders wanted to know what changes the program made in users and the surrounding community, so questions along this theme were woven into the interviews and online survey. One asked if respondents' interests had changed as a result of coming to the Center. The majority (62%) said no, but those who said yes reported that they have new skills and knowledge, as well as a desire to continue learning.

User comments

I don't have the fears of computers anymore. But I want to get knowledgeable about microsoft office, very well so eventually I will be able to get a job if a job calls for these computer skills.

I started with the idea of learning english and the results were better when I took the alternative opportunities like internet and computer classes.

I used to come here a lot for cartoon/toy related websites, now I come here for other websites like e-mail and homework related websites as a result from looking at other websites with links to here. If I wouldn't have come here I wouldn't have found out about those websites.

With broadening knowledge the "i can do window" keeps growing in leaps and bounds.

Changing interests appears to have an effect on changing behavior. One-third of users whose interests changed also reported an increase in visitation.

Another question asked if the CHCTC had changed the way community members thought about City Heights or the San Diego region. Forty-four people answered and their responses were split equally. The affirmative responses show an alignment with CHCTC goals and stakeholder interests. Nine people felt more positively about City Heights and San Diego, and four indicated increased awareness about community resources. The remaining comments dealt with general support for the CHCTC and/or computer technology.

User comments

By walking around the community and meeting other students here, my previous opinion of City Heights has much improved from thinking it was a relatively dangerous area to one that I feel very safe and comfortable in.

Because I was wrong, I was thinking that in the City Heights it was nothing here to do in the positive way.

I feel much more positive about City Heights in particular because, thru this center, City Heights has shown its dedication to lifting all its citizens thru increased computer & job skills.

I realized that City Heights worries about the society and wants to ensure that the opportunity to prepare professionally and personally is given free or at low-cost.

There are a lot of programs to help the community and one does not know to take advantage of them.

It has changed because I used to think that San Diego was a boring city and now that I come here I actually think it is OK because I have found a lot of cool places to go to in the internet.

I became aware of facilities and centers within the community I did not know existed. I feel this community is much more open to all and less dangerous or forbidding.

Because people here can actually succeed in technology and get a qualifying degree for a very good career.

I had know idea these services were available lestwise i,d have been on it much sooner!

It shows people that the community cares about the people and the children in the schools

Impact on individual's lives

Another key area for stakeholders centered around the impact that the CHCTC had on individuals' lives. Thirty-eight people answered this question. Forty-five percent (45%) felt it had made a significant difference in their lives, and 47% felt it had made "some difference." Only three people (8%) felt it had not made a difference.

92% of survey respondents felt the CHCTC had made a difference in their lives.

As seen below, the CHCTC is having a positive impact in a wide variety of areas. The largest number of respondents report an increased interest in education and increased comfort with computers. A few noted positive differences in the area of job advancement. An area for future growth may be in translating increased skills and education into improved earning power, as no respondents showed gains in this area.

Survey Question: If the CHCTC has made a positive difference in your life, please tell us how.

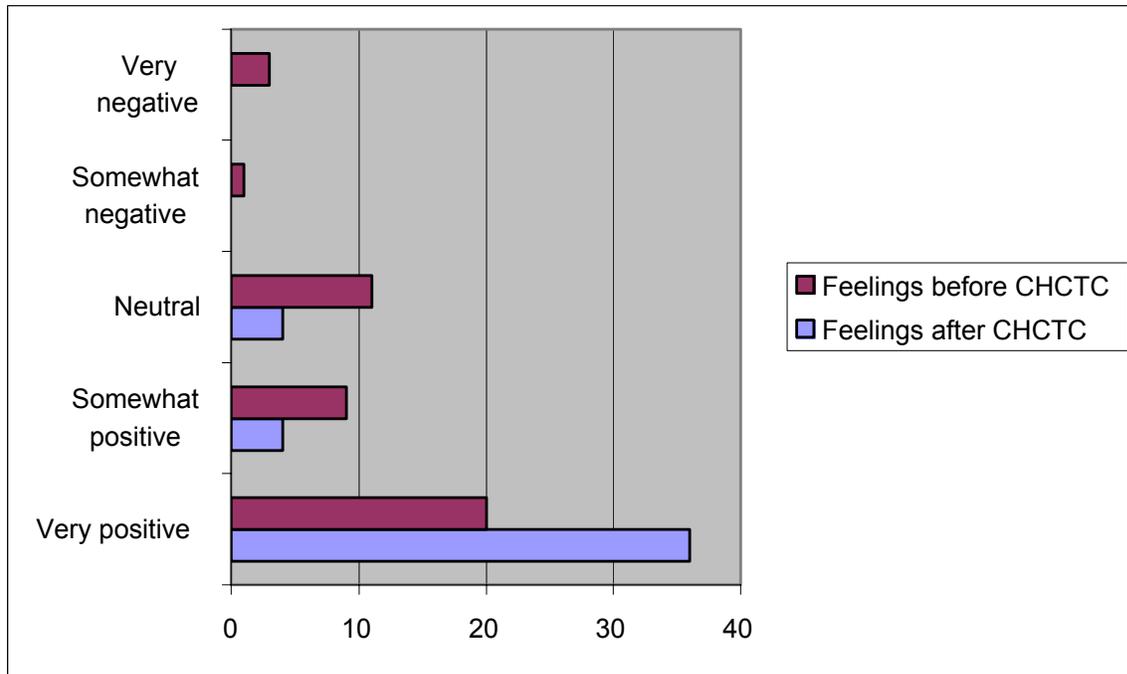
N=36	Top (#1) choice	2nd choice	3rd choice	Total Responses
Increased interest in education	47% (8)	35% (6)	18% (3)	17
Become more comfortable with computers/overcome fear	43% (6)	21% (3)	36% (5)	14
Better goal-setting	33% (4)	42% (5)	25% (3)	12
Learned specific skills	30% (3)	20% (2)	50% (5)	10
Increased interest in investigating and learning new things	29% (2)	29% (2)	43% (3)	7
Increased self-sufficiency	14% (1)	71% (5)	14% (1)	7
Improved ability to read/write English	33% (2)	17% (1)	50% (3)	6
Greater participation in community events	40% (2)	60% (3)	0% (0)	5
Increased curiosity about math, science or technology	40% (2)	40% (2)	20% (1)	5
Improved grades at school/better feeling about school	50% (2)	0% (0)	50% (2)	4
Greater sense of connection to the community	0% (0)	0% (0)	100% (4)	4
Able to find a job	33% (1)	0% (0)	67% (2)	3
Increased self-esteem	0% (0)	100% (2)	0% (0)	2
Greater sense of connection to friends and family	0% (0)	100% (2)	0% (0)	2
Able to progress at current job	100% (2)	0% (0)	0% (0)	2

Other reason not shown here	0% (0)	0% (0)	100% (1)	1
Able to generate more income	0% (0)	0% (0)	0% (0)	0

The conventional wisdom is that community technology center users might be computer-phobic late adopters — but that did not seem to be the case with survey respondents. Two-thirds felt very positive or somewhat positive about computers and related technologies before coming to the CHCTC. Eleven people (25%) were neutral, and four (9%) felt somewhat negative or very negative.

Their experience at the Center only increased positive feelings. Eighty-two percent (82%) said they felt “much more positive now,” and 9% said they felt “somewhat more positive.” Negativity disappeared from responders’ choices.

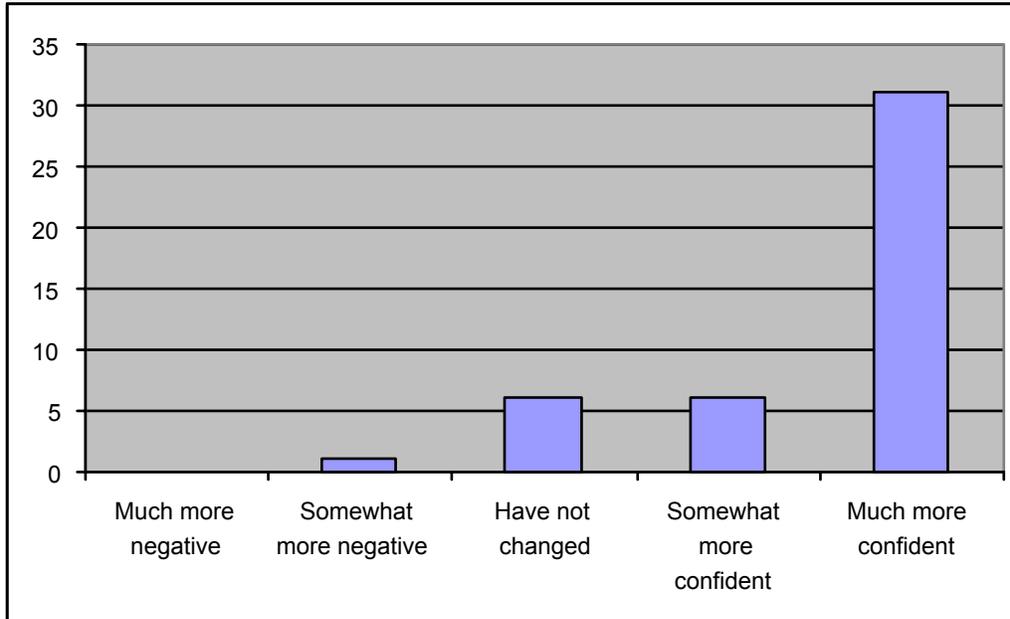
Survey questions: What were your feelings about computers and related technologies BEFORE you started coming to this Center? What are your feelings about computers and related technologies NOW?



A question adapted from the CTCNet surveys asked for users’ feelings about themselves as learners. Forty-four people responded, with 71% reporting that they felt “much more confident.” This figure is higher than the national average, in which only 51% felt much more confident about themselves (Chow, Ellis, Mark & Wise, 1998).

Equal numbers (14%, or 6 people) said that they felt “somewhat more confident” or their feelings had not changed. One person reported feeling somewhat more negative about his or her learning abilities.

Survey question: Have your feelings about yourself as a learner changed as a result of coming to this Center?



Awareness of Community Resources

A key theme in CHCTC program design was to educate the community about online and physical resources. To that end, users were given a list with selections presented in random order, and asked to indicate which informational resources were most helpful. “Materials given to me at CHCTC classes” received the most votes, followed by “materials in my own language available in the computer lab” and the CHCTC website.

It is important to note that many respondents indicated they weren’t aware of the variety of resources — particularly the materials available from CHCTC partners — showing that more promotion is needed.

Survey Question: What informational resources were most helpful to you? Please choose the top 3.

N=39	Most helpful (#1 choice)	2nd choice	3rd choice	Wasn't aware of this resource
Materials given to me at CHCTC classes	54% (14)	15% (4)	4% (1)	27% (7)
Materials in my own language available in computer lab	32% (8)	20% (5)	16% (4)	32% (8)
CHCTC website http://www.chctc.org	37% (7)	26% (5)	5% (1)	32% (6)

Various resource links in the CHCTC Favorites folder	27% (7)	23% (6)	15% (4)	35% (9)
Materials available in the CHCTC lobby	25% (7)	21% (6)	29% (8)	25% (7)
Materials available from other CHCTC partners	25% (6)	8% (2)	8% (2)	58% (14)
Materials given to me at other training events	24% (5)	10% (2)	14% (3)	52% (11)
San Diego Communities http://www.sdcommunities.net	15% (3)	10% (2)	25% (5)	50% (10)

CHCTC Instruction, Facility and Staff

Twenty-seven respondents had taken classes at the CHCTC, with Internet/Email Level 1 taken by 20 of those people. Respondents gave high marks to the quality of instruction, with 56% rating it "excellent."

Users were asked to give opinions on the CHCTC facility (Suite 220), building and grounds. A majority of respondents (average 87% of 40 people) felt that all three are clean, convenient, accessible, well-designed, and safe. Respondents felt most strongly that Suite 220 is safe, but a few have mixed feelings about whether it is well-designed or clean. Building maintenance issues also surfaced during the partner interviews. Similar mixed feelings show up when thinking about whether the building and grounds are well-designed or conveniently located.

When asked about Tech Center staff, a large majority of users (82-100%) felt the staff are friendly, helpful/supportive, knowledgeable, easy to reach and creative/visionary. Highest marks given were for accessibility.

Survey Question: The Tech Center staff are....

N=40	Agree	Mixed Feelings	Disagree	Don't know/not applicable
Friendly	98% (39)	2% (1)	0% (0)	0% (0)
Helpful/Supportive	92% (37)	8% (3)	0% (0)	0% (0)
Knowledgeable	90% (36)	2% (1)	0% (0)	8% (3)
Easy to reach	100% (40)	0% (0)	0% (0)	0% (0)
Creative/Visionary	82% (33)	10% (4)	0% (0)	8% (3)

Areas for improvement

Thirty-five people answered the question, "Are there things you don't like about the CHCTC, or think could be better?" Respondents were given a randomized list of choices and allowed to select all that applied. Fifty-four percent (54%) want more public access hours, 43% want a separate space for kids and adults, and 34% want more computers.

54% of survey respondents want more public access hours.

Respondents could add their own suggestions and details. Eleven people answered. Two addressed the need for more parking and two wanted more time for personal computer use during slow periods. Other comments included the desire for faster computers and the ability to learn other languages, greater variety of operating systems, and increased user storage capacity (CD or DVD burner, also requested by Hoover High School). One person commented on the stained carpet inside and outside the facility, one wanted resume assistance, and one gave more specifics on the need for separating kids and adults.

User comment

Keep the computer room quiet. Adults often cannot use the facility because the children are noisy and rowdy, and the staff makes no effort either directly or when prompted to calm them down. Some adults have had to abandon their use of the facility because of the noise and upset.

Bob Crosby's examination of the satellite sites also found that users wanted more hours and more equipment. Specifically they requested a scanner, Adobe Photoshop and Macromedia Dreamweaver for Village Town homes, and English/math educational software at Village View. Bob added that it appeared the Internet filters were interfering with user research and should be revised.

Progress Toward Program Goals

Progress toward program goals was assessed through both interviews and the user survey. The team discussed at length whether facility users could make a valid judgement about Goal #3, progress on nonprofit improvement. Ultimately we decided

not to second-guess users — if they had an opinion, they could voice it. If they felt they didn't know, they could choose that option.

Forty people answered, and the results show that these community members feel very positively about the project's progress on all four goals, with the highest ratings directed towards that which they have the most experience with — increased access to computers and the Internet.

Survey Question: Here are the goals for this program. Overall, how would you rate the CHCTC's progress on each of these goals?

N=40	Very effective	Somewhat effective	Not effective	Don't know
Help the residents of City Heights achieve their vision: "The re-establishment of a deep-rooted community.... That attracts new residents and whose inhabitants are planning to stay... a stable community that offers a high quality of life."	68% (27)	8% (3)	2% (1)	22% (9)
Increase access to computers and the Internet, provide training and technical support, increase life-long learning skills, and enhance participants' understanding of the Internet and other computer technologies.	78% (31)	10% (4)	2% (1)	10% (4)
Improve the organizational and political effectiveness of San Diego's nonprofits.	52% (21)	12% (5)	5% (2)	30% (12)
Create community technology centers and a community network that are viable, significant assets.	65% (26)	15% (6)	0% (0)	20% (8)

IV. Interview Results

In addition to the User Survey, community impact was assessed through interviews with CHCTC Tech Coaches and community partners. Between August 23 and September 28 2004, in-person interviews were conducted with three Tech Coaches: Thong Phan, Daniel Assefa and Roxana Flores. In-person and telephone interviews were conducted with representatives from seven community organizations:

City Heights Community Development Corporation	Jay Powell, Executive Director Wendy Hope, Program Manager
Hoover High School/ Academy of Information Technology	Ellen Towers, Director
San Diego Community Technology Coalition	Anne Neville, Chair
San Diego County Regional Occupational Training Program	Marybell Coratti, Instructor Mike Fuller, Program Specialist
San Diego Futures Foundation	Jeff Hancock, Technical Director
SeniorNet	Clifford Dudley, Learning Center Coordinator
Youth4orce	Rafael Monroy, Executive Director

As discussed in Methodology (Section II), the evaluation plan called for interviews with Doug Williams of Hoover High School and representatives from the City Heights Recreational Center, Sister Schools, and La Maestra, along with a mail survey of groups that occasionally used CHCTC services. Unfortunately these elements had to be cut from the final budget. Based on the recommendations in this report, staff may want to follow up with these organizations separately.

Early in these interviews, it became obvious that partners clearly understood what the CHCTC provides, but had little or no understanding about the CHCTN. One bluntly said, "What is the CHCTN? The entire project appears to be the Tech Center." Another admitted, "I'm confused about what the CHCTN is." None of the interviewees could describe any benefits from involvement in the CHCTN, so questions were changed to ask about the relationship with the CHCTC.

Impact on Individuals, Organizations and the Community

For the Tech Coaches, the greatest impact was seen in their increased self-confidence and skill level. All three had a prior interest in technology and a past history of community involvement, but their experience at the CHCTC made them more self-assured, broadened their awareness of job opportunities in the field, and produced a sense of satisfaction from helping others. Coaches also felt their experience helped them get an advantage in school and in preparing for the workplace.

Daniel Assefa, a native of Ethiopia, spoke with pride of the role that the CHCTC plays in his family.

Daniel Assefa, Tech Coach

I knew the use for the Center when I started paying all my bills online, and doing all my research for school — I thought the Technology Center would help me, and it did. Actually all the classes I'm taking right now are on the computer. And now all my family wants to come here and use the computer. My dad used to pay for stamps, now he's paying online. He comes here everyday to do research. He wants to be a truck driver and he got the job online.

That's the thing that I like about it. There was a time that I needed help from people to complete all my stuff for senior admissions. I got help from a lot of (people), from the Collaborative. So the same thing I want to do. I've got two brothers, and my cousin, and they're all seniors, and they're all coming over here saying "Can you help me? Can you help me?" And I gotta help these guys! (laughs) It's better to do it at the Technology Center than at the school, because we have more time here. It really helps.

I didn't know anything about computers before coming here. I used to go to private school in my country. They had a computer but we could do only keyboarding. And we were excited to do that! I didn't know computers could be used for school, emailing, research, find information, all the things you can do.

Roxana Flores said, "I'm able to do more than other students, and I'm happy to not be flipping burgers... When I came here I was like, 'I want to be the one to fix it.' I'm not scared to touch (the computer) now. And I'm able to help my family more."

Thong Phan talked about the mentoring that he'd received from Youngho Jang and Tech Coach Jose Cerna, and how that honed his skills and helped focus his career goals.

In looking towards the future, all three Coaches expressed the desire that the CHCTC expand services and market itself more.

Expansion and marketing were key themes discussed by the community partners as well. When asked how the CHCTC could help them achieve their goals, almost all brought up the need for greater marketing and promotion. A few felt that the impact of the CHCTC would be much stronger if more effort had been put into promotion.

In general, community partner comments skewed more negatively than expected. Several focused on the disparity between what they expected from the program and what was actually delivered. This sense of disappointment overshadowed the benefits gained, to the point where it was necessary in some interviews to probe repeatedly for an upside. The most positive comments came from Rafael Monroy and Marybell Coratti who have a vested interest due to their dual roles as partners but also employees of the CHCTC or the Educational Collaborative. Section V contains recommendations to address the problem of expectations as the project moves forward.

The benefit to partners is that the CHCTC increased their ability to reach more constituents. This was cited by every organization interviewed. In the case of City Heights CDC, people coming in for computer training were able to learn about CDC housing and employment services. SeniorNet obtained paying customers who needed specialized training at a slower pace. ROP expanded services to the Hispanic community and offered more classes. Futures Foundation built relationships with Hoover High School and other nonprofits.

**The CHCTC
increases the
reach of its
partners.**

This benefit is significant, because it goes to the heart of one of the project's main goals: to extend impact outside the four walls of the Technology Center. The TOP grant proposal depicted a spiral beginning in City Heights and extending outward to the entire region. The CHCTC is achieving this goal by helping its partners leverage their resources to touch the lives of more people. When planning for the future, this fundamental benefit can become even more powerful if refined and strategically deployed.

Partners also felt that the relationship had improved their ability to communicate internally or with other organizations (6 respondents), and had increased their use of technology tools (5 respondents). For CDC, this progress came at a price.

Wendy Hope, CDC

Were we not here, and had we not experienced what we did with the labs, I don't think our organization would be as advanced in terms of being comfortable with technology as we are now. That's the good part about it. The bad part is that we had to go through pain and suffering and being disappointed about not having the support that we thought we were going to get.

Four organizations felt that the partnership gave their organization "a better presence to the world at large" through the use of meeting space and/or office space. Being housed at the CHCTC was critical for Youth4orce, as it gave the fledgling organization stability and support. Rafael Monroy was emphatic about the economic benefits that the partnership brought to his students.

Rafael Monroy, Youth4orce

We were working with very limited funds and hand-me-down equipment. This was the first opportunity we had to bring the kids industry-standard hardware and software. That was the one thing out of this whole relationship, the whole grant, that I saw was a huge success — because that made the difference between them just learning how to operate a standard camcorder and create home movies. For them to be able to begin to learn the basics of a craft that they can take with them and do weddings, quinceañeras, bar mitzvahs. They can earn money with this.

Ellen Towers of Hoover's Academy of Information Technology also spoke of the gains her students are receiving from working side-by-side with professionals. Hoover classes are held at the Tech Center, interns are employed there, and students are participating in computer lab set-up and technical support for the Home Computer Acquisition program. These activities enable them to obtain practical experience while helping the community. Teachers also benefit from CHCTC's equipment and support.

Ellen Towers, AOIT

Having my students exposed to different organizations and different professionals in a non-school-like setting has always been one of the ideas of this Academy. It has given them great independence to go over there. There are a lot of professionals, there are San Diego State professors, there's Futures Foundation — so (students) are given a lot more exposure to the real world.

Minah and Young have created a tremendous amount of change in a positive direction as far as support and ability to work for Hoover. They've been at our disposal since they've been on board. Those two individuals are impressive.

(The teachers) have been very happy to go over there. And that's a big item to ask a teacher ... to walk a 10 minute walk, get all your students over there. They have to see a huge benefit to not come back and say 'I don't care how many computers they have.' At this current time, my teachers are saying that they're benefiting in meaningful way from having access to technology. Having the computers accessible, with the programs that we need and the support from the tech staff, my teachers are saying 'I'll make the sacrifice to do that, because it helps out my students.' ... If something breaks or has to be repaired, it's not our responsibility. The Tech Center will maintain the equipment. That's a huge advantage because we often go someplace and don't have any tech support.

All of (the students) have said, 'American literature and U.S. History are much better now that it's in a computer lab than it was before.' If I could change education I'd make everyone have a computer lab, because you find it comes alive a lot more.

The impact of the CHCTC is not limited to students. From the outset, the program emphasized cross-generational learning and support to families. Rafael Monroy, Marybell Coratti, and Ellen Towers all volunteered stories of parents being able to keep up with their children's progress in school and improve their own lives as a result of help from the CHCTC.

Rafael Monroy, Youth4orce

Parents were getting computers that normally they would not have the ability to do. Parents were learning the technology that their children know, so they can relate now with their kids. They can use that same technology to gain access to information that they need in their daily lives.

Someone asked me, 'why would a mother of 4 or 5 kids, on welfare or AFDC, need a wireless or high-speed Internet connection?' For someone who doesn't understand the dynamics of poor people— I mean, they're not in business,

they're not educated — doesn't understand that this woman with 4 kids, she's looking for some kind of support. She either needs to find daycare for her kids, which is going to cost her money. Or pack up those kids on a stroller, get that stroller onto a crowded bus, and travel all the way downtown into some agency to get that support. It's going to take her half the day just to get downtown to fill out a form. And hopefully no-one calls her back to re-do it. And then have to trek all the way back home. But instead, someone like this can just go online and in a matter of 10-15 minutes at most, they're done. Everything from DMV to paying bills — it can really improve someone's life.

Empowerment was a fundamental value for the CHCTC. Joy Marquez, the first Center Director, was a staunch advocate, and her philosophy still resonates. Roxana Flores, Tech Coach, said, "We try to help people to get ahead. I want today's generation to be more productive. We don't want to go backwards. It feels like you can do things here."

Progress on Program Goals

Partners were asked to rate whether the CHCTC had been effective in achieving the four goals outlined in the TOP proposal. On a scale 1 to 5, with 5 being "extremely effective" and 1 being "extremely ineffective," the highest scores (average 4.14, N=6) were given for Goal #2, creating more technology-related economic opportunities by increasing access, knowledge, skills and utilization of information technology. The lowest (average 2.33, N=3) were given for Goal #3, improving the organizational and political effectiveness of San Diego's nonprofits. Partners felt that this goal had not been planned for or implemented to the extent necessary to achieve impact.

When asked to rate whether the CHCTC had made a difference in the community, again using a scale of 1 to 5 with 5 being "significant difference" and 1 being "no difference," the score was an average of 3.86 (N=7). All partners noted the sheer number of people served, and this may be the CHCTC's most visible success. Thousands of people have had their "I can do" window opened. They have learned about resources available in the community, built their self-confidence, deepened their knowledge, and embarked on a journey to learn more.

Anne Neville, San Diego Community Technology Coalition

More than any other center around, they've really reached out to cross cultural and language barriers.

It's my impression when I've been in the Tech Center, and seen how many people come in and the variety of people and the excitement of people always wanting to be there to learn. I don't know if they've been effective enough to create mass change. But I don't know if that's a goal that's reasonable in a short period.

I consistently tell people — when I'm talking nationally — that I think the City Heights CTC is a model CTC. When talking about serving multi-ethnic communities, I immediately think of Joy. It appears to me that they've been very successful. There was a lot of good planning... and it seems like they're doing really good work.

The degree of repeat visits and the CHCTC's skill at working with multicultural populations was cited by several interviewees and all three Tech Coaches. Comments centered around the CHCTC's ability to bring together people who would not otherwise interact.

Marybell Coratti, ROP

Another barrier that gets broken down is between ages. You see a 60-year-old woman talking to a 17, 18-year-old young man. The first time that happened in my class I was just watching them and it made me feel really good. On the street they probably would not talk to each other because of the age difference and maybe they don't have anything in common. But here they're working on the same lesson and that gave them a reason to come together and help each other.

Marybell described the "small joys, small wonders" of a class member receiving photos from her granddaughter and being able to send a response back. Another student was able to get a much-needed copy of an out-of-state birth certificate. In the busy environment of a library, or the work-oriented focus of a job training program, residents might not be able to realize these small, life-enriching achievements. It is the patient, friendly, one-on-one assistance at the CHCTC that makes the difference.

Use of CHCTC resources

Laura Bock's preliminary research revealed that partners were not availing themselves of all the CHCTC resources, and that usage was more in line with logistic or tactical goals rather than strategic purposes. This evaluation went further to uncover the reasons why. Meeting space is the only resource that all partners need. Wi-Fi was used by four out of seven. Few have used CHCTC training or technical support, feeling that it was suitable for community members but not nonprofit staff. "No need/not appropriate" was the reason given by five organizations for not using all resources, with "not aware of this service" given by the other two.

V. RECOMMENDATIONS

1. The intertwined issues of partner expectations and communication have to be addressed. At the root of the problem is the use of the term “partner” itself. Some of the organizations interviewed were surprised to be considered partners, believing that it overstated the relationship. Others felt that they were partners in name only since they were not involved in joint decision-making. Only one (Futures Foundation) spoke of working towards shared goals with the CHCTC.

Jay Powell, CDC

Our expectation (as a partner) was that we would have all the resources necessary to solve our technology needs, and it just didn't happen.

Since the majority of interviewees did not feel the term accurately represented their relationship, the concept should be revisited. It might be more appropriate to view these nonprofit organizations as clients, and clearly outline what services are to be expected. Particularly with mission-critical organizations such as Hoover High School, CHCTC would do well to ensure that there are no misunderstandings about responsibilities and deliverables. Laura Bock's report advised, “A needs analysis should be conducted prior to the establishment of a partnering relationship, including documenting each potential partner's goals and target audience or constituents, determining their current and expected use(s) of technology, and relating CHCTC resources to the partner's needs. Similar analyses should be conducted for existing partners.”

2. More regular communication (weekly or monthly) would help. Several interviewees expressed frustration at being left out of the CHCTC's plans for the future and not knowing whether equipment would remain accessible. CDC in particular felt that their requests for information had not been acknowledged. A few interviewees are affected by maintenance schedules and wanted to be kept informed. Conversely, partners praised staff, especially Minah Oh, Youngho Jang, and Evelyn Tirado for their responsiveness. Jeff Hancock and the staff of SDFF also received high marks for their communication and problem-solving skills. It appears that day-to-day communications are working well for the most part, but partners are frustrated by their lack of involvement in joint planning for bigger issues.

3. Clarify what the CHCTC can provide in terms of tech support. Some partners are informally relying on CHCTC staff to answer questions or solve problems. While they appreciate this assistance, it's unclear whether it was an expected benefit. If CHCTC staff are spending time trouble-shooting for partners, this service should be better documented.
4. There are several lessons to be learned from the implementation problems experienced with the satellite sites. Unmet expectations eroded the relationship with CDC, and that sense of disappointment is still strong. If the CHCTC attempts similar large-scale ventures with other organizations, it is critical to under-promise and over-deliver. Greater clarity in communication is needed when laying out accountability for tasks and deadlines.

Wendy Hope, CDC

It's the dynamic of technology — every techie person approaches things a different way. And we didn't really understand that, so we were relying on 'if you tell me you can do this, of course it's going to work.' At that point we were in the technological Dark Ages, so that was our expectation. I think that they were thinking this would be a great experiment. And didn't understand that for us it's not an experiment. You promised — and we need it. Because we promised! And now we've got people who come and tell us all the time that we didn't keep our promise.

5. The mismatch between partner needs and CHCTC resources should be addressed, either by seeking out partners/clients who require your services, or holding joint planning sessions with current partners to find areas of common ground. Much of their work entails face-to-face interaction with community members, and online tools do not fit. Focusing on internal effectiveness or packaging the CHCTC's expertise in data collection may be the answer. CDC agrees that proximity increased their internal and external effectiveness and awareness of what's technologically possible. CHCTC could possibly replicate this experience with other nonprofits housed in the building.

Wendy Hope, CDC

In other nonprofits, you get your set of computers and there you go... that's what you got and that's what you work with. And you work with

other organizations and either you can either communicate with them easily or you can't. Here, stuff is happening. There's always something, even if it's just learning about how the CTC tracking something or monitoring usage on a computer. We see the new stuff that's happening - and it's always in the back of your mind, I bet there's a way we could do this if we really wanted to. So we see more going on and it keeps us aware of what's possible.

6. A theme in the program's original design was that of community engagement and political involvement, either for nonprofit organizations or residents. Some activity has started with Hoover High students working with Futures Foundation, along with the grant from the Community Technology Foundation for the Culture Portal Project, and with Rafael Monroy's students becoming involved in Californians for Justice, a youth advocacy group. Rafael observed that "it empowered them to see they had a voice." Another option might be community training in e-advocacy or technology training for local community organizers, both of which were suggested by Anne Neville of the Community Technology Coalition.
7. The CHCTC's core capacity is in working with community members at a very basic level. This produces a cost savings for ROP, enabling them to focus on higher-level instruction. It is possible that the CHCTC curriculum could be retooled for other providers, such as community colleges or workforce preparation programs, who do not have the resources to offer in-depth remedial training. CHCTC may want to investigate whether the curriculum could be branded, packaged and distributed through multiple sites as a way of increasing the Center's visibility and reach.
8. Overall there is a sense that the CHCTC can and should be more purposeful about future activities. When discussing progress towards goals, several respondents noted that some elements of the program design — specifically the development of the network and increasing nonprofit effectiveness — had not received the same strategic thought as the Center's technology training services. This produced a sense of work left undone. One interviewee believes that the project has "fallen far short in terms of the synergy needed for sustainability." Others felt that it is "right on the edge of making a big difference." The fact remains: program elements require time and attention to grow. The CHCTC staff have shown that they can accomplish great things when they are focused. Such specific, strategic thinking should guide future endeavors.

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VII. SURVEY TOOLS

Partner Interview Protocol

INTRODUCE SURVEY:

- final evaluation for TOP grant
- confidentiality
- OK to record

Person interviewed: _____
Organization: _____
Title: _____
Date of interview: _____

- 1) Briefly describe services:

- 2) What is your service area? (Geographic or social definition?)

- 3) How long have you been working with the City Heights Community Technology Center (CHCTC)?

- 4) I'm going to read you a list of services that the CHCTC offers. Please tell me which ones you've used.
 - a) Meeting space
 - b) Wireless Internet access
 - c) Computers by themselves (no wireless)
 - d) Computer instruction in multiple languages
 - e) Technology consulting and planning

- 4a) Were there any other services that you used at the CHCTC?

- 5) If you do NOT use all the services, what is the reason?
 - a) Wasn't aware that they had this service
 - b) No need
Do you have comparable resources in-house?
 - c) Doesn't meet our needs
How could the services be improved?
 - d) Other reason:

6) I'm going to read you a list of possible effects that the relationship with the CHCTC might have had on your organization. For each one, please tell me if this applies to you.

a) Has it improved communication within your organization? (Faster? Clearer? Both?)
What tools are you using to communicate? (email/web/other: _____)

b) Improved communication with other organizations (Faster? Clearer? Both?)
What tools are you using to communicate? (email/web/other: _____)

c) Improved ability to document results

d) Has it increased your use of technology as a result of exposure

e) Increased ability to access information

f) Increased use of technology tools (GroupMind, other)

g) Greater ability to get funding for technology

h) Other reason:

7) Now I'm going to ask you about any impact the relationship with the CHCTC has had on your ability to serve your constituents.

a) Has it led to faster communication
What tools are you using to communicate? (email/web/other: _____)

b) More efficient communication

c) Wider variety of methods to communicate

d) Able to reach more constituents

e) Able to improve the quality or quantity of services provided

Other reason:

Explain:

8) Has your participation with the CHCTC increased your involvement in community planning or other political efforts? Yes/No

Explain:

9) Has your participation with the CHCTC increased your ability to work with different types of organizations (different mission, different focus)? Yes/No

Explain:

- 10)What has been the greatest benefit of your partnership with the CHCTC?
- 11)Are there any other ways that the CHCTC has changed your organization or the people that you serve?
- 12)How often do you feel that you need to communicate with CHCTC staff?
 (1) Multiple times per day
 (2) Once a day
 (3) Weekly
 (4) Monthly
 (5) Varies with projects
- 13)How can communication with the CHCTC staff be improved?
- 14)Is there anything that is particularly effective about the way the CHCTC staff communicates with you?
- 15)Is there anything that is particularly effective about the way the CHCTC staff works with your organization overall?
- 16)Do you have a strategic plan for your organization? If so, what are your goals for the future?
- 17)Has the CHCTC influenced those goals in any way?
- 18)How can the CHCTC help you reach your goals?
- 19)(If not specifically mentioned) Is technology a part of your strategic goals or planning documents? Why or why not?
- 20)Was technology a part of your strategic goals before you began working with the CHCTC?
- 21)I'm going to read you a list of goals that were established for this project. On a scale of 1 to 5, with 5 being "extremely effective" and 1 being "extremely ineffective," how would you rate the CHCTC in achieving its goals? If you don't know, you can say that. They are:

Help the residents of City Heights achieve their vision: "The re-establishment of a deep-rooted community... That attracts new residents and whose inhabitants are planning to stay... a stable community that offers a high quality of life."	Score
Create more technology-related economic opportunities for low-	

income residents throughout San Diego County by increasing their access, knowledge, skills and utilization of information technology.	
Improve the organizational and political effectiveness of San Diego's nonprofits.	
Create community technology centers and a community network that are viable, significant assets.	

Why do you feel this is the case?

22) (If rated 3 or less) What can the CHCTC do to improve?

23) On a scale of 1 to 5, with 5 being "significant difference" and 1 being "no difference," would you say the CHCTC has made a difference in the City Heights community?

Please describe some of the differences you've observed.

24) (If rated 3 or less) What can the CHCTC do to improve?

25) Is there anything else you'd like to add that we haven't covered?

Tech Coach Interview Protocol

Proposed interviews:

- Jose Cerna
- Daniel Assefa
- Thong Phan
- Roxana Flores

INTRODUCE SURVEY:

- final evaluation for TOP grant
- confidentiality
- OK to record

Person interviewed: _____

Date of interview: _____

1. How long have you been working at the CHCTC?
2. What do you do here?
3. What are your educational or career goals?
4. Were those your goals before you started working here? Has working at the CHCTC changed or influenced those goals in any way?
5. Has working at the CHCTC helped you achieve your goals?
6. Has your job here had any effect (positive or negative) on your grades at school?
7. What were your feelings about computers and related technologies BEFORE you started coming to this center?

Very Positive Somewhat Positive Neutral Somewhat Negative Very Negative

8. What are your feelings about computers and related technologies NOW?

Much More Positive Somewhat More Positive Have Not Changed Somewhat More Negative Much More Negative

9. Have your feelings about yourself as a learner changed as a result of working here?

Much More
Positive

Somewhat More
Positive

Have Not
Changed

Somewhat More
Negative

Much More
Negative

10. Has your awareness of job opportunities changed as a result of working here?
11. Has your awareness of what's going on in the City Heights community changed as a result of working here?
12. Have you done volunteer, community or nonprofit work before?

Has your involvement in volunteer or community activities changed as a result of working here?
13. Has the CHCTC had any other influences on you personally, your goals or your interactions with others?
14. On a scale of 1 to 5, with 5 being "significant difference" and 1 being "no difference," would you say the CHCTC has made a difference in the City Heights community?
 - a. Please describe some of the differences you've observed.
15. (If rated 3 or less) What can the CHCTC to do improve?
16. Is there anything else you'd like to add?

City Heights Community Tech Center Client Survey

The CHCTC is able to offer our facility at no cost because we are supported by grants. In return, we need to tell our funders a little bit about why people use this center and how we can best serve you. Each survey is coded by your ID number to avoid duplicates, but your anonymity will be maintained, so please be totally honest and frank.

This survey consists of 31 questions and should take approximately 25 minutes of your time. If you need help, please ask one of the Tech Coaches for assistance.

If you have already taken this survey, you do not need to do so again. Just click "Exit" at the top of the page, or close the window.

Thank you!

Si prefiere hacer esta encuesta en español, por favor dirijase con el Entrenador Tecnico. Gracias.

1. What is your User ID number?

2. How long have you been coming to the CHCTC?

- First visit
- One week
- 1-3 months
- 3-6 months
- 6 months to 1 year
- More than 1 year

3. How often do you visit?

- Everyday
- 1-3 times a week
- 1-3 times a month
- 1-3 times a year

4. Has this changed over time?

- I visit more frequently now
- I visit the same amount of times as I always have
- I visit less frequently than I used to

5. If your visiting habits have changed, can you tell us why?

6. Here is a list of different places you might use computers. Please indicate how often you have used computers at each place during the last 12 months. (CHECK ONE BOX FOR EACH PLACE.)

	Frequently	Occasionally	Never
Your home			
Your workplace			

Friend or relative's home or office			
Your school or educational program			
Library			
Church			
Other CTC or nonprofit organization			
Healthcare facility/clinic			
Commercial service (like Kinko's)			
Other			

7. If you have access to a computer and the Internet someplace else, why do you come to the CHCTC?

8. From the list below, please select three reasons that most closely describe why you use this facility, beginning with the reason that is most important to you.

	Most important reason	2nd reason	3rd reason
Convenient location			
Access to specific equipment (scanner, printer) or specific software			
Can accomplish my goals			
Fast Internet access/fast computers			
Free/low-cost use of equipment			
Relaxed pace, more time to work			
Support from Tech Coaches			
Access to training and instruction			
Greater freedom to explore the Internet			
Greater freedom to upgrade job skills or search for a job			
Supportive atmosphere; beginners are welcome			
Support and training in my primary language			
Other reason not described here			

9. Here is a list of goals that may have brought you to the CHCTC. For each goal, select "NO" if this is not one of your goals and "YES" if the goal applies to you. For each YES selected, please show how close you are to reaching the goal.

	Is this your goal?	How close are you now to this goal?
Pursue educational goals		
Overcome computer		

fear/anxiety		
Improve computer skills		
Find a job		
Increase self-confidence		
Pursue new computer-related technical jobs		
Improve job skills		

10. If you had other goals that brought you to the CHCTC, please tell us about them and how close you are to reaching them.

11. Have your interests changed as a result of coming to the CHCTC?

- No
- Yes

12. If you selected "YES" please tell us how your interests have changed as a result of coming to the CHCTC.

13. What were your feelings about computers and related technologies BEFORE you started coming to this center?

- Very positive
- Somewhat positive
- Neutral
- Somewhat negative
- Very negative

14. What are your feelings about computers and related technologies NOW?

- Much more positive
- Somewhat more positive
- Have not changed
- Somewhat more negative
- Much more negative

15. Have your feelings about yourself as a learner changed as a result of coming to this center?

- Much more confident
- Somewhat more confident
- Have not changed
- Somewhat more negative
- Much more negative

16. Has your experience with the CHCTC changed the way you think about City Heights, or the San Diego region?

- Yes
- No

17. If you selected "YES," please explain how the CHCTC has changed the way you think about City Heights or the San Diego region.

18. Have you taken any of the classes the CHCTC offers? (Check all that apply)

- Orientation
- Internet/Email Level 1
- Internet/Email Level 2
- ROP Business Computer Application
- Internet Safety & Awareness
- Shop & Buy Online
- How to Buy a Computer
- Online Banking, eBills, PayDirect and PayPal
- Resume Building
- Job & Career Search
- Financial Literacy
- NeoPets for Fun and Safe Internet Play
- Have not taken any classes

19. How would you rate the instruction you received in the CHCTC classes?

- Excellent
- Very good
- Neutral/OK
- Not Good
- Poor
- Not applicable/did not take CHCTC courses
- Varies with different instructors

20. What informational resources were most helpful to you? Please choose the top 3.

	Most helpful (#1 choice)	2nd choice	3rd choice	Wasn't aware of this resource
Materials given to me at CHCTC classes				
San Diego Communities http://www.sdcommunities.net				
Materials given to me at other training events				
Various resource links in the CHCTC Favorites folder				
Materials available from other CHCTC partners				
Materials available in the CHCTC lobby				
Materials in my own language available in computer lab				
CHCTC website http://www.chctc.org				

21. Here are the goals for this program. Overall, how would you rate the CHCTC's progress on each of these goals?

	Very effective	Somewhat effective	Not effective	Don't know
Increase access to computers and the Internet, provide training and technical support, increase life-long learning skills, and enhance participants' understanding of the Internet and other computer technologies.				
Help the residents of City Heights achieve their vision: "The re-establishment of a deep-rooted community.... That attracts new residents and whose inhabitants are planning to stay... a stable community that offers a high quality of life."				
Create community technology centers and a community network that are viable, significant assets.				
Improve the organizational and political effectiveness of San Diego's nonprofits.				

22. The Tech Center facilities (Suite 220) are....

	Agree	Mixed Feelings	Disagree
Clean			
Conveniently located			
Accessible			
Well-designed/functional			
Safe			

23. The Tech Center building and grounds are....

	Agree	Mixed Feelings	Disagree
Clean			
Conveniently located			
Accessible			
Well-designed/functional			
Safe			

24. The Tech Center staff are....

	Agree	Mixed	Disagree	Don't

		Feelings		know/Not applicable
Easy to reach				
Knowledgeable				
Creative/Visionary				
Helpful/Supportive				
Friendly				

25. Are there things you don't like about the CHCTC, or think could be better? (Check all that apply)

- More public access hours
- More computers
- More printers
- Color printers
- Scanners
- Better/quicker maintenance
- Different software
- Separate space for kids and adults
- More classes
- Different classes
- More staff
- Other (please specify)

26. If you'd like to add any detail about how you think the CHCTC could be improved, please use this space.

27. Has coming to this center made a positive difference in your life?

- No
- Some difference
- Significant difference

28. If the CHCTC has made a positive difference in your life, please tell us how.

	Top (#1) choice	2nd choice	3rd choice
Increased interest in education			
Better goal-setting			
Improved grades at school/better feeling about school			
Greater sense of connection to the community			
Greater sense of connection to friends and family			
Greater participation in community events			
Increased self-sufficiency			
Become more comfortable with computers/overcome fear			

Learned specific skills			
Improved ability to read/write English			
Able to find a job			
Able to progress at current job			
Able to generate more income			
Increased self-esteem			
Increased interest in investigating and learning new things			
Increased curiosity about math, science or technology			
Other			

29. If you selected "Other" as one of your choices, please tell us how the CHCTC made a positive difference in your life.

30. What is the highest degree or level of school you have completed?

- No schooling completed
- Elementary school
- Middle school
- 12th grade, no diploma
- High school graduate- high school diploma or the equivalent (GED)
- Some college credit, but less than 1 year
- 1 or more years of college, no degree
- Associate degree
- Bachelor's degree
- Professional degree
- Doctorate degree

31. What is your approximate household income?

- Under \$10,000
- \$10,000 - \$19,999
- \$20,000 - \$34,999
- \$35,000 - \$49,999
- \$50,000 - \$74,999
- \$75,000 or higher
- Decline to state