

The Inland Northwest Access

1. Project Purpose

The Problem: Every community needs to create the next generation of innovators who understand the issues of the underserved and have the leadership skills to address them. Yet only a few teens step forward to take part in formal leadership development activities. More frequently, even when they perceive an injustice or a community problem, teens feel powerless to address it. If no one will listen to them, why should they care?

In fact, many of Spokane County's teens are apt to engage in activities that lead to problems in their lives rather than be engaged in productive activities. According to a 2001 Spokane Youth Risk Behavior Survey, 39% of teens age 13-18 did not participate in any supervised after school activities either at school or away from school. Their time is "unstructured, unsupervised, and unproductive." Teens in 9th and 10th grade are too old for many enrichment programs focused on elementary and junior high school kids, but too young to drive or to work. These are the teens that complain of having nothing to do and no place of their own to hang out. They often appear disaffected from both their school and the larger community. Their lack of engagement often translates into risky behavior, from minor vandalism to just loitering where they are not welcome. This is particularly true of teens from low-income families.

Spokane has both a higher poverty rate (13.7%) than Washington State (11.9%) and a higher juvenile arrest rate than the four other most populous counties in the state.

	Median Hsehold Income	Juvenile Arrest Rate/1000	Juvenile Violent Arrest Rate/1000	Juvenile Property Arrest Rate/1000
King County	\$52,679	46.3	2.3	22.5
Pierce County	\$43,552	59.8	3.7	32
Snohomish Co.	\$54,022	63.8	2.9	29
Spokane County	\$38,497	88.3	3.3	41.5
Clark County	\$46,118	68.5	3.1	27.3
Washington St.	\$45,296	72.4	2.9	32.3

There were 536 cases of youth felony property crime. This does not include the many cases of vandalism and other minor crimes attributed to the teen population. According to local law enforcement, youth from low-income families make up a large percentage of those involved in property crimes, and the number of younger teens involved in all types of crime is increasing.

In all aspects of economic poverty indicators, Spokane County is doing worse than the nation and Washington State. 18.7% of children 5- 18 lived below 100% FPL, higher than state or national rates. 36% of children in the county qualify for free and reduced lunch; 44% in the city of Spokane itself. There are 353 homeless youth under age 18 living independently. In the 17 central census tracts that make up the core of the city of Spokane 28.3% of the population live below the federal poverty level. In these neighborhoods, one-third of households have no working vehicle, one-fourth of individuals over 25 have not completed high school. Ten percent of these have less than a ninth grade education.

Being poor is often a deterrent to civic activity for teens and adults alike. A 2001 Civic Engagement Survey indicated that civic engagement declined with annual household income:

	< \$15,000	\$15,001-\$30,000	>\$30,000
Feel local government will give attention to a complaint	47%	79%	81%
Got information from local officials	56%	74%	72%
Got information from local government.	51%	64%	80%
Feel have influence on govt. decisions	49%	72%	75%
Involved with community issues	56%	62%	75%
Feel informed about community issues	58%	84%	86%

This is particularly true of low income and/or at risk teens, who are the least likely to volunteer to take part in the 20-30 slots available each year in the community for formal youth leadership development

activities. Yet the very elements of risk taking and the desire for independence that characterize these teens are the characteristics of innovators and entrepreneurs. And while teens appear disaffected, they are often keenly aware of their neighborhood and can articulate what needs to change to make their community a place they want to live. They lack the confidence to present their case to the community and the skills to make themselves heard.

Among these skills are not only the ability to organize and act, but also to use information and telecommunications technology to gather significant data, communicate effectively, create allies, and present compelling stories that lead others to action. The World Computer Congress 2002 Youth Declaration states that access to information and knowledge sources for young people is a prerequisite for competent social choice, behavior and participation, and for disseminating information about issues having a practical impact on the every day life of young people. Yet a 2002 regional Youth Summit in Spokane revealed that more than half of the teens present did not use the Internet outside of the school/homework context, and did not perceive the Internet to be a significant source of information or interactivity with application to their lives.

The effective use of computer technology and telecommunications is directly linked to Spokane's high level of poverty. The Children's Partnership reports that 57% of households in Washington State earning less than \$15,000 per year do not own a computer and 66% do not use the Internet at home (the national average is 77% and 82%, respectively). We need to not only engage teens in civic action having an impact on their lives, but empower them by giving them the technological tools to take action for change.

Proposed Solution In order to involve teens in their community, TINCAN will set up a virtual online teen center (VOTC). According to Spokane's Mayor, John Powers, "...having adequate safe places...where youth can interact, learn, access caring adults, and participate in civic or volunteer activities has long been a need for our community," but the community lacks resources for dedicated facilities. Many private attempts at establishing teen centers in Spokane have failed because they were places to just hang out rather than places for productive activity. VOTC will have specific goals and activities, including (opportunities for teens to engage in their own) community action projects. It will combine in-person clubs and camps with a rich mix of online activities that can be used both to tie teens together in a meaningful virtual community and to produce interactive media productions that can be used for community action. An effective virtual community is an interactive space that has a clear purpose that meets members' needs, integrates content and communication, and incorporates member-generated content. The compelling feature of virtual community is the potential for members to contribute their ideas.

The target audience of low-income 8th through 10th grade teens, however, is not likely to answer a direct call to leadership. So we will call them with e-commerce and entrepreneurship, with the arts, with community stories, with video and performance. Imagine groups of 6-10 teens gathering stories from neighborhood elders, videotaping their remembered places, putting stories and video online, and creating dramatic performances from the stories that are streamed around the community providing the basis for online discussions of current events. Other groups of teens become skilled in e-commerce, and help with marketing and funding. These are transformational activities.

We will also target teens with disabilities who, according to a recent survey, lack opportunities to participate in recreational programs and often do not have the social skills to engage in civic activities. According to one teacher, VOTC provides the possibility of teens with disabilities interacting online with other teens to develop these skills, becoming involved in art or e-commerce, and helping others see the world from their perspective.

During the planning for this project, teens emphasized three things: First **the Center must be fun**. Adult goals such as technical skills and job readiness emerge from a sense of involvement and self-

efficacy, not vice versa. VOTC will create a safe online environment where experimentation and dialogue is encouraged, and there are many doors to getting involved. Teens interested in drama will work with experienced actors to develop their skills, and use a professional media center to put them online. Drama provides training in using the voice and mind to increase self-expression, to create believability out of nothing. Once teens can play a role they can translate that skill to community action, and learn online interactive skills to present a case for a cause they are passionate about. Teens

“I would really like to see more kids get involved with developing websites, because it provides real opportunities to make good money no matter where you live. I like to make bracelets and jewelry and stuff, and now I can see how I could use the Internet to help me and my friends sell things we create.” Teen participant in recent TINCAN rural e-commerce program

interested in visual art will have access to tools for creating their work, for digital production, online galleries and real-time exhibits. Both drama and visual art can incorporate community stories, such as oral histories, or multi-media presentation of community issues. Budding entrepreneurs can set up businesses in TINCAN’s existing Young Entrepreneur Center. Teens will have access to Thin Air Radio, a low power community radio station that will allow them to report news from a teen point of view, and tie their broadcasts to interactive online sites.

To facilitate these activities, focused clubs of 6-10 teens will meet weekly throughout the community. They will use existing computer labs in community centers. The project will set up its mobile labs (laptops and peripherals) throughout the community to reach underserved areas. Teens have suggested some alternative sites – for example, “all-ages venues” can allow them to meet during the day when no performances are scheduled; the venues can set aside nights for performances by project participants, including media presentations. We can also use the performance/gallery space adjacent to TINCAN’s offices in the regenerating Arts District, or the Media Center next door at CenterStage. The clubs will run for three months at a time; we anticipate being able to have 8 club groups in various locations each quarter, year round. Teens can participate sequentially in the clubs, and we anticipate that many will want to pursue their projects to completion as they develop the technological and personal tools to achieve their goals. We will also have at least three summer camps for 20 students each on different topics each summer. These are all day camps that run for a full week.

Teens suggested that we use interns and volunteers in their teens and in college to be the team leaders for the clubs and camps. Their vision is that as kids complete projects and move into their junior/senior year of high school, they will become mentors to younger teens. Our experience with a rural TINCAN young entrepreneur project is that teens are more likely to listen to and emulate role models close to their own age group. They loved the video-downlink we had with two teens from Denver who made a fortune selling cow-shaped chocolates online. They had a million questions for a rural teen who had helped motivate his town into building a skate park. We have taken their advice and are using teen interns – trained and supervised by project staff – to lead the clubs. Teens also suggested that we have a few community-wide events, possibly in conjunction with teen-oriented activities like BoBFest (Battle of the Bands) where the project can set up the mobile computers and show what participating teens are doing.

“If the technology center allowed 11th and 12th graders too, the work produced would get better with time, and the older kids can help younger ones learn the ropes...if kids get their first jobs/intern positions/volunteer experience from this sort of center, they are more likely to contribute back to it or their community in the future.”
Teen helping TINCAN plan

Secondly, teens said that kids should create the space they can call their own. Teens have been emphatic that they need to design this space. If they had a physical space, they would be picking the colors for the walls and painting them, choosing couches from Goodwill, and deciding what furniture goes where. Why, they asked, couldn’t they do this with the virtual space? The walls and furniture of

VOTC, we decided, are the software and tools that are in the space, and how it is put together. Teens have already decided on a few items they want in their space: a place to list all the local activities that are going on for teens, both in the project and outside of it; a place to recruit other teens to your project; a “bulletin board” where they can swap items or put them up for sale; ways to hold meetings

“Let the kids establish the place. In order to feel ownership, they need to be a part of the group that sets the place in motion... get a group of kids that embodies your target age and socioeconomic status together, talk to them about what exactly they would want. What kind of technology? opportunities? etc. They should also help come up with the center’s rules. We think their input should steer your efforts. Once it is established] let the kids (at least partially) run the place.”
Teen helping TINCAN plan

online so that kids can attend in bad weather; an effective way to communicate with other kids in the project. They suggested using incentives to encourage participation, and wondered if there was a way to track activities online. To assist teens in “furnishing” VOTC, programmer Carol Bjork will donate one day a month to help teens review online tools and select the ones they want to use. TINCAN’s system administrator will also help them find alternatives for their online activities, and teach them how to use them.

Finally, leadership development shouldn’t be “a bunch of dull stuff.” Teens complained that much of the formal leadership development they have encountered is a turn-off, with too much talking about what it is, and not enough direction in how to do it. Teens reported being told to “go find community service to do”,

rather than learning how to develop projects, recruit adult allies, and organize activities. We anticipate that experience with the arts, e-commerce, and other activities will energize participants. We will use informal discussions generated during these activities as “doors” to action. Team facilitators will be trained to guide the discussion toward what teens want to see happen in their community. We think that in our rural school project – with students ranging from alternative school and special education classrooms to high achievers – we discovered a way to get leadership development right:

In November, we held our second “Dayshop” in which 160 participating teens converged to learn how youth can make a difference in their community. Each team was asked to come to the workshop with the answer to the question: “If you could change one thing in your community, what would it be?” Teams then alternated between looking online for solutions to their community problem and meeting with volunteer consultants who could assist them with their project. The consultants were community leaders in economic development, banking, and other business areas. Several of the teams are implementing their projects at home, using e-mail to communicate, and new technology skills to research and prepare presentations for community leaders and government bodies.

In addition to technology resources for research and presentation, the two critical elements we discovered were a clear template for organizing for action (see Appendix C), and adult allies. Adults will be consultants to the teens on the community action projects. We are unashamedly borrowing mentoring strategies from the TOP-funded Vermont Millennium Arts Project, where artist-mentors were recruited to answer student inquiries via e-mail. Our consultant mentors won’t be artists, however, but government officials, and other community leaders able to provide information that teens need to implement their community action projects. The teens will finally have someone to listen to them. As in the Vermont project, teens will carefully craft specific questions, often with the aid of team facilitators, to e-mail to consultants, (A list of consultants and their expertise will be online). The City of Spokane, Bethel A.M.E. Church, and a number of other organizations are already recruiting consultants for the project.

“What we liked about the community activity:

- that we got to work as a group and do our projects on something that we wanted in our community
- having the consultants there
- being able to voice your opinion
- the people we discussed our ideas with and the help we got
- learning what you could do and how
- I’m afraid to get in front of people and talk but I did.”

Teens in rural e-commerce program

Anticipated Outcomes: The Virtual Online Teen Center will affect our community in a number of ways. First, Spokane will finally have a place for teens to call their own, despite the lack of resources to build physical centers around the community. Secondly, teens who might not normally be able to access technology outside of the classroom will have the opportunity to learn to use cutting edge-technology to pursue their interests in the arts, e-commerce, and community stories. Using this technology, teens will begin to share the community issues they are passionate about. Third, rather than engage in unproductive behavior, teens will develop the social and technological skills to identify and address community needs. This will strengthen the positive relationship between teens and community adults, as stated in the city's Comprehensive Plan (Appendix D). Ultimately, this will create the next generation of innovators who understand the issues of the underserved and have the leadership skills to address them. Each team will leave a legacy of their activity as they create a library of online tools and document their processes of organizing for action in web logs, video, and other publicly accessible media. More importantly, each time they act effectively, each time someone listens, each time they are taken seriously, they take the small steps toward self-efficacy that create the next generation of community leaders. Our community's goals for this project are to: 1) reduce the number of teens engaged in unproductive activities during out-of-school hours; 2) increase effective use of technology by at-risk and low-income teens; 3) enhance positive adult-teen interaction around community issues; and 4) increase the number of teens who understand the issues of the underserved and have the leadership skills to address them. More details on anticipated project outcomes appear in our logic model for evaluation in Appendix B.

2. Innovation:

The innovation of VOTC lies not in the technology itself – although we use wireless solutions in most of our activities – but in new ways of using it. The project builds on and integrates existing TINCAN teen projects: a TOP-funded Virtual Incubator and a Young Entrepreneur Center, an online archive of historical materials including oral histories based on the Maine Memory project; a mobile lab to expand access and training. It adds to that mix innovative partnerships to create a technology-rich environment that enables teens to interact while needing only limited facilities and infrastructure. It uses technology as the solution to an intractable problem faced by many communities – scarce resources for bricks-and-mortar teen sites – while providing teens with a place of their own. VOTC capitalizes on existing community resources—including technology, existing and alternative sites, and people— and builds upon them to produce outcomes.

There are, in fact, teen programs online that do some part of what we are proposing. Many existing programs, such as YouthLearn and TutorMentor are oriented toward strengthening academic skills and broadening life goals. The TOP-funded City Scan project employs local high school students to collect data for each neighborhood using mobile computing technology, while Indiana Youth Services Association designed a web site as a tool for youth to use to inform government of their views on issues. Even many digital arts projects have a skills orientation. The Bay Area Youthlink program teaches teens video production and web page design for career opportunities.

There are some programs that explicitly use the arts to engage teens. In addition to the Vermont Millennium Project, the TOP-funded CalArts provides participants with arts, communication, and digital technology skills. They emphasize the need for teens to develop constructive working relationships, while at the same time acquiring skills they will need for higher education and employment. Also TOP funded, zeum puts digital multimedia production equipment into the hands of young people in participating schools. The goal is to allow young people to become content creators and to use the tools of digital media as vehicles for self-expression.

One of the most exciting projects is Harlem Live. We want to achieve the edginess of Harlem Live, which acknowledges community history as well as the arts, but with a more direct link to civic activism. The project that most excites us is Chicago's Street-Level Youth Media, which educates

inner-city youth in media arts and emerging technologies for use in self-expression, communication, and social change. Using video production, computer art and the Internet, young people address community issues and access advanced technology. Like Street-Level, we want to show how art and technology empowers youth. We want, however, to add to these visions a more integrated project with other ways to reach teens, such as e-commerce, and with a more intentional focus on community action with explicit tools and technologies for leadership. We will borrow elements of these programs as we implement VOTC. Teens will review these and other web sites and projects as part of their “furnishing” the VOTC, and adapt the best of them to the needs of our project.

3. Community Involvement

Partnerships: TINCAN is relying on long-term partners for implementation of this grant, but has also used the planning process to develop new partnerships. A chart of partners and their roles appears as Appendix F. Spokane has long-discussed strengthening partnerships among organizations that work with youth. This project has provided an opportunity to realize that goal. The City of Spokane will transfer its YouthLinkSpokane web site to TINCAN to develop an online resource site for organizations to share information. TINCAN will provide the technical help; teens will design and manage the site. Partner relationships will be maintained through their inclusion in an Advisory Board that will meet monthly. A Teen Advisory Board will also provide project management assistance.

Community Involvement: In Fall 2002, Spokane hosted a regional youth summit that revealed the fragmentation of youth programs and the dearth of leadership opportunities for teens. It also revealed that many teens did not access the Internet other than for school purposes. To plan this project, we met repeatedly with youth service providers to discuss the broad idea of an online teen center as a focus for integration of youth activities. Providers focused on skills, jobs, and self-esteem. As we put a rough concept together, we circulated it among teens from various backgrounds. But teens did not talk about skills – they talked about fun, involvement, and powerlessness. Virtually every teen we spoke with talked about nothing to do. We tossed out a lot of our original ideas, and a teen-led VOTC emerged.

Support for End Users: Traditionally, outreach to teens is through schools and youth groups. But teens told us that at-risk kids do not necessarily relate to school or church entreaties for participation. While we will publicize VOTC in these venues, we will reach our target audience through popular radio, and have alternative coffeehouses and other teen venues promote the activities to their customers. We have begun making the contacts needed to publicize the project in this way. As described above, training and other activities will take place in locations throughout Spokane to maximize outreach to the community. TINCAN’s system administrator will provide ongoing technical support.

A SCENARIO.

Jess is in 9th grade at Chase Middle School, one of those kids who is always on the edge of trouble. He misses school frequently and loiters at the Lincoln Heights Plaza where he has been picked up for minor shoplifting. He has been seen sharing a cigarette with some older kids under the plaza’s tattered overhang. Jess sometimes hangs out at Bethel A.M.E church, and uses the computer lab to play games. But he doesn’t stay long because he says that the programs are for little kids, and besides, he doesn’t want them to start pushing that academic crap on him. Riding his bike to Lincoln Heights, he dodges traffic on the busy street and hears THE PEAK radio about some kind of techno deal at Real Soda’s all ages club on Saturday night. He rides down there to see what’s up and bum a smoke or two. At the TeenTech Fest, he sees a couple of older kids he knows fooling with computers and video equipment streaming a play called “Plaza Days” He thinks it’s funny, and says it needs music. The other kids say – so make some. He finds out there is a VOTC club at Bethel on Tuesday afternoons where he can use a synthesizer and put music online for the world to hear. Other kids work on videos to stream to clubs across town. Jess is starting to accumulate points for his work, and he has his eyes on a refurbished computer, which will take a lot of time commitment. At Bethel, the teens joke about dodging traffic on Hamm Street. The club facilitator guides the discussion over several weeks to the traffic issue. They research what is necessary to get a traffic light. One kid starts an irreverent but to the point weblog which attracts a lot of comment. The kids want city officials to read and respond to the blog. They create a news show for Thin Air Radio, and ask everyone to respond to the blog, and to view Plaza Days online. Jess composes an e-mail to someone in the county traffic department and requests information on getting a traffic count done. The facilitator suggests he tone down some inflammatory language, but otherwise leaves the e-mail in Jess’s own words. Progress toward a traffic solution is slow – and very political. The kids learn the realities, and work to gain allies in the adult community. Jess approaches some storeowners at the Plaza, who are at first leery of him. But he has gained some social skills, and offers to show Plaza Days to their business association. Alliances are formed.

Jess's confidence grows. This is the first time that adults have listened to him. He misses school less. In fact, he uses it as a recruiting ground to get other at-risk kids to take up the traffic light cause and to join VOTC.

4. Evaluation and Dissemination

Evaluation: The complex nature of an online project that includes face-to-face interaction as well as community impacts requires a variety of evaluation modalities. Implementation evaluation consists of whether or not the program is planned appropriately, resources spent as planned, personnel in place, and program components operating as planned. We will conduct implementation evaluation by reviewing program activity data and activity through ongoing meetings with appropriate project staff and the Advisory Boards (Teen and Provider).

Evaluation information will utilize a “logic model” format that looks at goals, strategies, outputs, and short and long-term outcomes. Formative evaluation will consist of both quantitative and qualitative measures, and will be used for continuous quality improvement of project processes. This project will gather quantitative data prospectively through an online project management tool recording number of participants, number of hours online, etc. for each project activity. Data from trainings and workshops will be gathered through evaluation forms using a Likert-type scale that assesses the value of the workshop from the participant’s point of view. Because such quantitative data tell you what happened to participants in a program, but not what participation means on a personal level, the project’s external evaluator, Dr. Helen Jones, will hold focus groups of participants to help us understand the personal development process. Dr. Jones has evaluated youth programs and has expertise in leadership development. Her resume appears in Appendix E. The qualitative data will be analyzed in the context of quantitative data, will be reviewed quarterly by the staff and Advisory Boards, and used to modify programs to better meet participant needs.

The summative evaluation will focus on whether project goals and outcomes were met and whether unintended outcomes occurred. Teens will take an online pre and post assessment of familiarity with information technology and leadership skills to assess program impact. Teens will have exit interviews to discuss their participation and the impact of participation on their broader social context and involvement in unproductive behavior. Teens will post their own assessment of the success of their projects and lessons learned. This information will be compiled and analyzed in terms of anticipated outcomes. The logic model for evaluation in Appendix B provides evaluation details.

Dissemination: Our initial dissemination will be to the three rural counties north of Spokane that TINCAN also serves. We will link with a TOP-funded program operated by the Kalispel Tribe of Indians as well as our other partners in the area. We have already contacted the tribe to discuss sharing of resources, and are examining new partnerships in these counties to support expansion.

The project has great potential for dissemination, as almost every community faces the issue of finding constructive activities for teens with too few resources for developing physical sites. It is a flexible model that can be modified to suit a wide variety of communities. To that end, project staff will present information at national meetings, such as CTCNet and youth development organizations. The project director regularly posts project information to lists on community technology and technology and education. In addition, our partner, Goodwill, is interested in sharing project results throughout the national Goodwill network. We will have a project web site detailing lessons learned as well as teen work, and make the toolkit we develop available to others. We will encourage teens to disseminate information about the project to audiences of their age group.

5. Project Feasibility

Technical approach TINCAN runs two secure Linux servers, one of which is used as a development server. This allows our partners and programmers to play with an idea without compromising existing applications. We also have an NT server that houses the history database, and project management applications for scheduling and recording activities. Our servers are co-located as a donation at 180 Networks, a provider of broadband (fiber and wireless) in downtown Spokane. TINCAN has its own

wireless antenna on top of the Old Music City Building that houses our offices. We feed wireless broadband to our building and CenterStage next door, operating a wireless access space for those using the gallery/performance space next to our office. Our technical infrastructure is highly scaleable, and we can accommodate project expansion.

We currently have an 11 computer mobile lab with peripherals that can be transported to any location. Once at a location, we use a wireless access point to allow the computers to be used anywhere in the area. This has worked successfully with our current lab, and we anticipate it will work well with the two smaller labs. We have found that most locations have a broadband connection, so that the wireless network provides a high level access. Our system administrator installs software on the laptops that allow them to be reset automatically by “taking a picture” of the base configuration. This eliminates the need for complicated restoring of the configuration when it is accidentally changed off-site. Our full-time system administrator manages our office network, our servers, and the mobile labs, and serves as a circuit rider assisting other coalition members and community partners.

Applicant Qualifications: TINCAN’s project team includes staff with diverse backgrounds and skills. We are not all “techies”, but we appreciate and are comfortable with the application of technology in community settings. Abbreviated resumes for project staff appear in Appendix E. We will also use interns and volunteers who will receive training from staff.

Project Implementation and Completion: We will implement the project over 3 years. This will allow us to evaluate effects over time as first year participants have the opportunity to “graduate” into positions as interns and volunteers. A complete timeline appears as Appendix A.

Privacy and Security: TINCAN operates two secure servers that permit us to develop password-protected online activities. For projects involving individuals under age 18, we use a hierarchical user registration system, which allows youth to create a user name only under the last name of an authorized individual (teacher, staff, etc). This prevents registration of unauthorized users in youth projects. Individuals under age 18 also do not use their full names, only their first names or another identifier. Access to the administrative backend of all projects is password protected and accessible only to appropriate staff who have training in security issues. Images of students placed online require a release, either from the appropriate adult family member or a guardian.

Sustainability: TINCAN has hard evidence of sustainability. We began with a 1994 TOP (TIAP) grant, and we’re still here, not only surviving but growing and developing new programs and partners. We have changed our business model to a social venture model based, in part, on earned income for hard work and quality programs. The income from these efforts is beginning to be able to support programs that we wish to offer at no cost to low income residents of our area. Additionally, we are already talking to local organizations and governments about potential funding streams once the project proves effective. These include the juvenile justice system and parks and recreation departments. We have found that if we add value with a project, others will contract with us for those services. We also have developed a strong board capable of asking the corporate sector for resources for our projects. They have pledged to assist us in identifying resources for the project, such as scholarships for the summer camps that can be used after the grant period is over.