

Bill Wright Technology Matching Fund 2011
Application Preparation Worksheet
Online Application Question List

Here is the list of questions on the 2011 Bill Wright Technology Matching Fund application to guide you in preparing your proposal. You must submit your application online at <http://webgrants.seattle.gov> by May 18th, 2011.

Organizational Information

1. *Give a brief description of your organization and its mission. [Organizational Description*]*

Casa Latina was founded in 1994 to empower Seattle's Latino immigrants by providing them educational and economic opportunities, giving people the tools they need to work, live, support their families, and contribute to the Seattle community.

- Casa Latina's **mission** is to empower Latino immigrants through educational and economic opportunities.
- Our **vision** is of a Latino community that fully participates in the economy and democracy of this country.
- Our **values** are social justice, community, respect, democracy, integrity, and learning.

Casa Latina is dedicated to providing immigrants with educational opportunities critical to their integration as well as the labor skills that help to support them and their families. Every year, more than 750 immigrants enroll in our programs. In addition to our well-known work with day laborers, we offer a range of programs for immigrant women and families with children.

Casa Latina's primary stakeholders, referred to throughout the Application document, include:

Members/Workers: In order to become members (also called "workers"), those interested in membership must complete an orientation session and a total of 20 hours of participation in Casa Latina's programs. The 20 hours may consist of job skills training (green gardening, green cleaning, etc.), workplace safety workshops, ESL (English as a Second Language) classes, or volunteer hours. Once completed, workers are eligible for membership and are issued an ID card, which is renewed annually by taking a renewal course on a particular subject.

Worker Leaders: Worker leaders are members of Casa Latina who have expressed an interest in taking on additional leadership within the organization on a volunteer basis. Worker leaders receive special leadership training opportunities throughout the year and volunteer to assist with a variety of tasks and projects involved in the operation of the Day Workers' Center. Worker leaders often serve as peer leaders and assist with facilitating meetings and trainings, and some have also become part-time staff.

Employers: Community members, typically homeowners, who contact Casa Latina in search of temporary help/day labor for their home, yard/garden, or other tasks.

Staff: Casa Latina employs paid/salaried employees, who are responsible for carrying out the mission and programs of the organization.

2. *What programs do you currently offer? Do these programs provide information technology access and training or support civic engagement? [Information about Existing Program(s):*]*

Overview and Training Model

Our Day Workers' Center, ESL classes, Women's Leadership Program, Household Helpers Project, and Workers' Defense Committee are all focused on providing the training, knowledge, and support needed for our constituents to move toward greater self-sufficiency.

For 16 years, Casa Latina has taught ESL classes to day laborers and is nationally recognized for its contextualized curriculum development using a community-based needs assessment. It has been recognized in the ESL field as providing an effective community response to teaching nontraditional students: low literate immigrant workers. In addition, Casa Latina has 16 years of experience in teaching other subjects such as workers' rights, immigration law, parenting skills, and health education to immigrant day laborers in an accessible format. Currently, over 500 workers participate in workforce trainings and workshops a year.

This year, we launched a training model where screened and selected worker leaders receive training on various topics and then serve as facilitators to provide training to their peers under the supervision of staff. This model has proven to be an effective way to minimize training costs while ensuring quality and peer-to-peer learning opportunities and making sure training is available to the growing numbers of members who want to participate.

Technology Access and Training: In the current environment, Casa Latina provides limited technology access to workers via two open access computers that are available in the workers' meeting room (e.g., for checking email, connecting to the Internet). Casa Latina does not provide technology-specific training, but believes that our members would greatly benefit from such training and expanded access.

Civic Engagement: Casa Latina uses its community empowerment, participatory model to develop leadership and advocacy skills among Latino immigrants and reach out to the broader community.

More Information about Existing Programs

Day Workers' Center: Connects workers with employers and temporary jobs that may lead to full-time, permanent employment.

Results: Dispatched 4,213 temporary day labor and domestic jobs and assisted 77 immigrants in securing permanent work in 2010, increasing the economic stability of hundreds of immigrants. Dispatched jobs at an average wage of \$14.30 per hour through our center in 2010; maintained workers' average hourly wages during 2008-2010 despite the economic downturn.

English as a Second Language (ESL): Program participants learn communication skills that are essential to obtaining long-term employment and becoming wholly self-sufficient.

Results: Our award-winning ESL program has been operating since 1994 and has successfully taught English to hundreds of immigrants such that they can communicate more effectively with employers and neighbors. ESL classes were attended by 424 immigrant day laborers in 2010 (nearly twice the amount in 2009). And 89% of participants in the program significantly improve their skill levels.

Women's Leadership Program: Offers a supportive environment for newly arrived immigrant women to discuss raising children, advocating for their families, accessing education, and maintaining cultural identity in a new community.

Results: Women report feeling more capable and confident in their skills and support, empowering them to participate more actively in their community and in their children's lives.

Household Helpers Project: Assists women in gaining and retaining jobs in domestic employment, to achieve economic stability while increasing their skills and building relationships for future employment opportunities.

Results: Increased the economic stability of immigrant women, referring 768 jobs to women in 2010.

Workers' Defense: Workers' Defense provides assistance for workers attempting to collect unpaid wages, and aids with Labor & Industries complaints regarding wage fraud.

Results: Recovered \$38,221 in unpaid wages in 2010 on behalf of immigrant workers who have not been paid by their employers, with a total of over \$366,000 recovered since the program's inception in 2003.

3. *What is your organization's budget?*

Organizational Budget:

- Under \$100K
- \$100K – \$300K
- Over \$300K**

4. *What is your organization's staff size?*

Staff Size:

- All Volunteers
- 0-5
- 6-50**
- 51-200
- Over 200

Project Information

5. *Where will the project be located?*

Project District:

- Citywide
- Ballard
- Central**
- Delridge
- Downtown
- East
- Greater Duwamish
- Lake Union
- Magnolia/Queen Anne
- North

- Northeast
- Northwest
- Southeast
- Southwest

Project Location Address: 317 17th Avenue South
City: Seattle
State: WA
Postal Code/Zip: 98144

If the location has not yet been determined or the project has multiple locations, please describe here.
Project Location(s):

6. *Provide a brief description of your project in 1- 3 sentences.*

Brief Project Description:

Casa Latina will provide technology access via the “construction” of a mobile computer lab using laptop computers and other digital literacy tools. We will implement a technology-training curriculum to increase basic computer literacy and Internet usage skills for Casa Latina’s members via our worker-leader training model. We will focus on the skills required to navigate basic computer software applications and commonly used communication tools on the Internet such as email and social networks. The training and tools we develop will be expanded the following year when we complete construction on a new building for Casa Latina that will house a permanent computer lab.

7. *Project Description:*

Provide a full description of your project. [Project Description:*)

Background

Latinos account for the largest minority in the United States, and Mexican-born immigrants make up the largest immigrant group. This national trend is similar in Seattle; according to the 2009 American Community Survey (ACS), 5.9% of Seattle’s total population self-identified as either Hispanic or Latino (of any race), accounting for approximately 35,192 of the total 594,005 people residing in Seattle. Regardless of the fact that Latinos make up the majority minority, they are still an underserved population. This is largely due to insufficient English literacy, low educational attainment, few economic opportunities, and low income which all contribute to their vulnerable immigrant status in the U.S. as a result of the social, economic, and political climate in Latin American countries.

Latinos also report lower rates of technology use, attributed to limited digital literacy and lack of access to computers and the Internet. According to the 2009 City of Seattle Information Technology Residential Survey, two focus groups of Seattle Latinos listed several barriers to access: the high-cost of home Internet service, low-speed access, not owning a computer, or lacking the skills to use one (in some cases, not knowing how to power on a computer). The focus group participants also mentioned using community technology centers whereby libraries were cited most frequent; however, the restrictive time limits, hours of operation, and limited bilingual staffing and general one-on-one assistance were either not available or insufficient for a purposeful trip to use the library’s computers and Internet access.

The City of Seattle reported in their 2009 Annual Report (DOIT) that “Less than half of the Latino/Hispanic households and only about two-thirds of African Americans have Internet at home compared to almost 90% of Caucasians,” (p.12). Financial restrictions are generally cited as the main reasons Latinos limit the

adoption of technology at home. An analysis from the PEW Hispanic Center reported the median income for Hispanics in the state of Washington age 16 and older was \$20,368 (PEW). The DOIT survey by the City of Seattle reported that people making under \$30,000 are 1/3 less likely to have home Internet than those with a household income above \$40,000. Lack of education and low levels of English proficiency also contribute to the lack of computer usage among Hispanic/Latinos, as the DOIT report finds that people with no college education are 1/3 less likely to have home Internet service.

The concerns expressed by the focus group from the residential survey can ideally be remedied in part by the services we provide and those we plan to expand on with the addition of technology services. Seattle Latinos stated that they would benefit greatly from access to free computer usage, aided by basic computer literacy and Internet training classes.

Sources:

- City of Seattle Information Technology Residential Survey Final Report, 2009
http://www.seattle.gov/tech/indicators/docs/2009_Seattle_Tech_Survey_TechnicalReport.pdf
- PEW Hispanic-Demographic Profile of Hispanics in Washington, 2008
<http://pewhispanic.org/states/?stateid=WA>
- Department of Information Technology (DOIT), City of Seattle, 2009
http://www.seattle.gov/doit/docs/DOIT_2009_Annual_Report.pdf
- American Community Survey (ACS), US Census Bureau
http://www.factfinder.census.gov/home/saff/main.html?_lang=en

It is very important to increase Latinos' confidence in the Internet and promote engagement with the community. Latinos are less likely to participate in or communicate with their community group on the Internet. The importance of providing additional training workshops on privacy and security practices when using the Internet is equally important as basic computer training and critical for anyone using the Internet. People new to the Internet are more vulnerable and likely to download computer viruses and susceptible to identity theft. People who are unfamiliar with Internet risks need information and training; this is particularly important to the Latino community who indicate low levels of confidence in the Internet. Building trust and safe practices is important for the adoption and long-term use of computers and the Internet by the Latino community.

Our offering of training from bilingual staff and worker-leaders as well as our early hours of operation guarantee greater participation of Latinos immigrants.

Project Description

Casa Latina will assess workers' skill levels and needs, identify learning objectives, and develop and adapt technology curricula for Casa Latina's community. Additionally, Casa Latina will purchase and install required software and hardware to support trainings, and schedule and deliver initial and intermediate trainings in a mobile lab environment. The mobile lab environment will allow Casa Latina to maximize our limited available space by holding training classes in flexible locations on-site while also allowing access to workers in the worker dispatch room, as workers are required to be present in order to secure employment for the day.

Initially, Casa Latina will provide professional training opportunities to our worker leaders via community partnerships with groups who specialize in adult basic computer literacy training. Casa Latina currently has a team of 12 worker leaders for this project, who will then use our successful peer-to-peer training model, described in the Programs section above, to provide technology training to all Casa Latina members.

The technology curricula will integrate basic computer literacy training, Internet usage strategies, and common software tools, including Microsoft Office programs used to create documents, spreadsheets, and presentations. In addition to creating their own email accounts, the curricula will include digital communication and social media tools such as Facebook and Twitter, as research has shown these tools to be especially effective for long-distance communication on a limited income.¹ These skills will be transferable to all aspects of workers' personal, social, and professional lives and will give them the confidence to take on greater opportunities for learning.

Upon completion of regularly scheduled course trainings, workers will complete a brief survey evaluation assessing the technology training session with the option to provide feedback for future trainings. The evaluations will assist Casa Latina to periodically assess workers' skills levels and the curricula and allow for modification to accommodate the changing needs of the workers. Ultimately, this mobile lab and the corresponding feedback from technology classes will benefit Casa Latina and future workers by applying the results to the development of a permanent technology training lab to be completed in its new building in 2012.

8. Project Type:

New Project

Expansion of Existing Project

9. Project Category:

Technology Literacy and Access

Civic Engagement

10. List the top 3-5 goals for your project.

Project Goals:

1. **Provide Access to Technology:** Provide increased access to computers and the Internet for Casa Latina members, as other local access options do not currently serve their needs appropriately. Access is the first step in order to practice basic operational and navigational skills, which are the foundation for computer literacy.

2. **Provide Basic Computer Literacy Training:** Provide workers with basic computer literacy training, from common hardware devices (e.g., laptops, computer mice, printers) to basic office software. Trainings will include methods for digital communication to enable social connections in the community. Basic competency in these areas will allow members to feel more comfortable exploring future educational opportunities.

3. **Build Internal Capacity:** Build worker leaders' technology skills, and create a technology-focused peer-to-peer training model, which can be expanded and offered on a continual basis when Casa Latina moves into its new building. Peer-to-peer training increases worker self-sufficiency and leadership.

4. **Provide Opportunities for Community Engagement:** Provide more opportunities for the organization to partner with individuals and partner organizations to build awareness and connections with the local Latin community.

Demographics

¹ <http://think-social.org/web-2-0-helps-immigrants-maintain-ties-that-matter.htm>

11. Total People to be Served

Please estimate how many people you will serve throughout the project. We understand that this can be difficult to know before the project.

Age	Number
Adults	750
Seniors	
Teens	
Pre-teens	

Ethnicity	Number
Black, African American	
White	
Asian	
Hispanic	745
American Indian or Alaska Native	
Native Hawaiian or Pacific Islander	
Other	5

Gender	Number
Male	684
Female	66

Other (if Applicable)	Number
Immigrants and/or refugees	750
Homeless	57
Disabled	10
Low-income	750

Timeline

12. *Project Timeline*

What are the specific steps you will take to complete this project? Please complete this project timeline. Dates should start no earlier than September 2011 and end no later than October 2012. Your project can have up to 25 steps maximum.

Step Number	Step	Responsible Person	Date Done
1	Procure equipment (e.g., laptops, software, wireless router)	Casa Latina Development Coordinator	9/15/2011
2	Assess workers' skills and training needs.	Casa Latina Development	9/30/2011

	Administer survey to all members to determine skill levels and needs. Conduct small group interviews for suggestions.	Coordinator, Casa Latina Staff/Program Leads, Worker Leaders	
3	Develop learning objectives and curricula by audience, need, and skill level. Partner with local agencies and online resources (e.g., library sources) for reference materials to gather ideas for learning packets for classes.	Casa Latina Development Director, Casa Latina Staff/Program Leads	10/30/2011
4	Set up and test equipment/software	Casa Latina Development Coordinator, Worker Leaders	10/30/2011
5	Do initial training for Worker Leaders	Casa Latina Staff, Community Partners	11/05/2011
6	Prepare training materials and develop learning packets for classes (e.g., Spanish-language navigation guides, supplies, snacks)	Casa Latina Development Coordinator, Worker Leaders	11/15/2011
7	Develop training schedule (class offerings) for workers	Casa Latina Development Coordinator, Casa Latina Staff, Worker Leaders	11/15/2011
8	Deliver initial training sessions for workers (pilot mobile lab setting)	Worker Leaders	11/30/2011
9	Deliver expanded/ongoing training for workers	Worker Leaders	Ongoing
10	Assess worker training needs (30 days and 60 days after roll-out)	Casa Latina Development Coordinator, Casa Latina Staff, Worker Leaders	1/15/2011, 4/15/2011
11	Assess project milestones: access/training	Casa Latina Staff	6/15/2011

Activities and Outcomes

13. Project Activities and Outcomes

What will you do to accomplish your goals? Please complete the Project Activities grid below.

Activity #	Activity	Activity Target	Audience #'s Served	Tech Skills Taught	Life Skills Taught	Expected Outcomes
1	Research curricula and develop training handouts/packets	Staff and Worker Leaders	12	Program development	Leadership and Teaching	Create training handouts for classes, design curricula

2	Computer literacy: Members will learn key computer terms, icons and concepts in both Spanish and English	Members	Class of 12, 3x/mo	Ability to identify computer terms and concepts and more easily	Practical translation skills and increased English literacy	Increased self-sufficiency; Increased knowledge and understanding of computer basics and functioning
3	Learn computer basics and follow along with packet (use computer)	Members	Class of 6, 3X/mo	Application of computer terms and concepts and hands on use of computer	Ability to use a computer	Increased self-sufficiency; understand and perform basic tasks on computer
4	Typing training software to learn Qwerty keyboard (use of 6 computers; typing training programs)	Members	Class of 6, 3X/mo	Develop accuracy and speed using keyboard effectively	Save time by learning to type without looking down and learning keyboard letter placement	Greater self confidence using keyboard
5	All about Email Class (create email account; attachments; create contacts; reduce spam, create folders)	Members	Class of 6, 3X/mo	Email basics; send images, download attachments, formatting for email	Maintain social relations with family, friends, others	Increased social connection
6	Introduction to Internet: basics overview, navigation tools, search engines	Members	Class of 6, 3X/mo	Computer and Internet basics	Comfort and familiarity with technology	Increased comfort using computers
7	Internet Safety Practices (e.g., privacy, banking online, viruses)	Members	Class of 6, 3X/mo	Internet basics	Learn to think critically	Increased safety and awareness online; increased confidence and trust using Internet
8	Digital Life Training Series (e.g., social networking): Facebook, Skype, Twitter, etc.)	Members	Class of 6, 3X/mo	Social media programs; photo tools, editing	Self-expression, creativity	Increased social bonds; social engagement; political involvement; sense of community
9	Computers & the Internet at Home (e.g. purchasing computers, Internet service, setting up routers, buying the right	Members	Class of 6, 3X/mo	Computer and internet basics	Ability to make informed decisions	Informed on technology products; able to make informed decisions

	cords)					
10	Introduction to Internet: Health basic--search, identify, evaluate, use information (e.g., find doctor, search health condition, fitness-diet)	Members	Class of 6, 3X/mo	Computer and Internet basics	Improved health	Improved Health, improved search skills
11	Internet & your Education needs: search identify, evaluate, use information (e.g., community classes, personal research)	Members	Class of 6, 3X/mo	Computer and internet basics	Personal knowledge, search skills	Improved educational achievement, improved search skills
12	Internet & E-government needs: search, identify, evaluate, use information (e.g., filling out forms)	Members	Class of 6, 3X/mo	Computer and Internet basics	Personal fulfillment	Improved efficiency and effectiveness of access to government service, improved search skills
13	Internet & E-commerce (shopping online) search, identify, evaluate, use information (craigslist, eBay, retail)	Members	Class of 6, 3X/mo	Computer and Internet basics	Greater purchasing power, confidence in purchasing decisions	Improved financial responsibility, improved search skills
14	Record training workshops on job safety, workers' rights, business plan tutorials (use Flip video)	Worker Leaders	12	Basic video and camera skills	Presentation skills	Increased education and knowledge; Training videos digitally stored and accessible for additional member trainings
15	Create personal video narratives sharing members' stories using video and the Internet	Members	2X/mo	Basic video & camera: create, edit with software, upload to Internet	Storytelling; presentation skills	Greater social connection with community; social networking; personal expression; foster creativity, increased outreach efforts
16	Present general public with information about	Members	2X/mo	Proficient with social networking tools; writing,	Presentation, communication skills	Increased web presence, shared stories posted,

	day-to-day activities at Center via content updates (events, pictures, programs)			typing, image editing, computer basics, and Internet literacy		publicity for events, programs, and services, increased number of volunteers
17	Advanced computer: Microsoft Office Professional (Word, PowerPoint, Excel) Basics	Members	Class of 6, 3X/mo	Create fliers, documents, presentations, learn how to save, open, close programs	Presentation skills	Increased self-sufficiency

14. *Community Benefit*

Describe what will be left in place as a result of your project? (technology, programs, organizational capacity, community capacity)

Technology

- Dedicated laptops, software, and other digital technologies supported by wireless Internet access and sufficient broadband and storage capacity
- Availability of easy-to-use devices which can be set up in available meeting rooms, with plug-and-play configuration

Programs

- Technology literacy and basic computer skills curricula
- Baseline technology needs assessment and indicators and tools to measure and evaluate skills and outcomes

Organizational Capacity

- Worker leaders who are able to provide technology literacy and computer skills training to workers, using Casa Latina’s peer-to-peer training model
- Workers with improved ability and confidence to access information via the Internet and with improved basic computer skills

Community Capacity

- Enhanced ability for workers to communicate with Casa Latina’s supporters and the larger community using computer skills (e.g., email, social media sites)

15. *Community Involvement and Partnerships*

What partners, if any, will be involved in your project? How have you included the community and partners in planning for this project?

Since Casa Latina follows a community empowerment model (versus as case-work model), its members do the work of the organization. Worker leaders will be directly involved in stakeholder interviews to determine the organization’s members’ technology needs and carrying out training sessions. Initially, Casa Latina will partner with outside organizations with expertise in technology literacy and computer skills training in order to train worker leaders.

16. *Promotion and Recruitment*

What steps will you take to ensure participation and promote your project?

Casa Latina will do internal education efforts and training, following its current worker leader model, in order to encourage participation in the project. The organization will also carry out external efforts to

promote the project through its stakeholders such as its board members and other community organizations.

17. *Evaluation*

What is your evaluation plan? How will you evaluate the impact that your project has on the individuals that participate and on the community? What information will you gather to track this?

Casa Latina will monitor worker usage of the mobile lab during open access hours, to ensure that the primary goal of providing technology access is being met. This will include simple sign-in sheets and informal worker surveys to ensure that workers are aware of their access options and training opportunities.

Casa Latina will develop learning objectives for its training curricula and implement and roll out measurement and evaluation tools, with project tasks to 1) develop baseline skills assessment, 2) develop measurement tools, 3) generate and review individual assessments and summative measurement reports, and 4) carry out formal assessments with Casa Latina staff (i.e., at 30-days and 60-days post launch respectively).

Common measurements for technology training effectiveness which Casa Latina will pay special attention to include total training time and class enrollment, class and curricula evaluation by the workers, increased technology usage as demonstrated by mobile lab usage activity.

18. *Technical Support*

Who will be providing support for the technology infrastructure of your project? Briefly describe their experience and affiliation with your organization.

The Development Coordinator, who is a current staff member responsible for maintaining the organization's website, will be responsible for providing dedicated support throughout the course of the project. Additionally, Casa Latina will engage its external IT support organization, Ion Business Solutions, on an as-needed basis. Ion has committed to providing volunteer IT support to assist with the mobile lab and other technical issues that may arise.

19. *Technical Infrastructure*

Please describe the current technology in place that is relevant to your project.

The relevant technologies which are currently in place or which will be in place by August 2011 include Internet service to the building, a shared drive for technology resources including curriculum, and a computer-literate staff who have begun training worker leaders in basic computer skills prior to the project inception

Budget

20. Budget:

Please complete the budget grid below with descriptions for each item. Be sure to note the rate and number of hours used in your personnel calculations.

City Funds:

The total amount you are requesting should not exceed \$20,000. Make sure that City funds are used for Eligible Expenses and not Ineligible Expenses.

Community Match:

The match must be equal or greater than the amount you are requesting. Your match can include items from any combination of In-Kind Match, Volunteer Match, or Cash Match. Your match does not need to be in the same category as the money you are requesting. Your match must not violate the Match Restrictions or come from Ineligible Match sources. Though, you may choose to include some ineligible match items as Sources not counted as match. You should try to provide documentation to prove that your match is secure.

Category	City Funds	In-kind or Cash Match	Volunteer Match	Sources not counted as Match	Description
Supplies, Material, and Equipment					
Hardware	\$4539				Six laptops @ \$500 each, carrying cases, mice, wireless router, power cords, digital projector, portable hard drive, printer, and digital camera and voice recorder
Software	\$203				Microsoft Office 2007 Professional, non-profit discount, for all six laptops
Supplies	\$213				Printer ink, paper, batteries for cameras
Other					
Services					
Internet					
Insurance					
Printing and publicity					
Other	\$850				Product warranties
Personnel					
Technical support		\$3420			Ion Business Solutions computer support, \$95/hr x 4hrs/month x 9 months
Training and lab monitoring	\$600		\$17240		12 volunteer worker-leaders x 8 hours/month each @ \$20/hour x 9 months
Outreach and marketing					
Administration and coordination				\$9600	Casa Latina staff time @ 10 hours per month x 4 staff @ \$20/hour x 12 months

Evaluation					
Other					
Total	\$6405	\$3420	\$17240	\$9600	

21. Additional Budget Narrative

The overall cost of this project is more than 90% hardware, software, and supplies, which incurs an up-front cost with limited maintenance costs. We intend to build lasting technological infrastructure that will continue to provide community benefit long-term.

The choice of laptops rather than desktop computers was important, as it enables us to maximize our current resources while preparing for our long-term investment in a permanent computer lab for our members to use. Of the total hardware cost, \$3300 is directly related to laptops and accessories, while \$720 of the service cost goes toward 2-year warranties for this equipment. Overall, the cost breaks down to \$670 per mobile workstation. The software adds a marginal cost of \$34 per license with our non-profit discount through TechSoup. We feel that this is a very reasonable total cost considering the number of users served.

We have included infrastructure tools to enable the implementation of site-wide wireless Internet access and mobile training, including a wireless router, a wireless printer, a portable hard drive, and a digital projector for an additional non-recurring hardware cost of \$676. Supplies for the printer (paper, ink) are estimated at \$180 per year, and are some of our only anticipated recurring costs.

We have also included some other basic technology for our members to use, such as a digital camera, digital video camera, and digital voice recorder. We feel these tools have become so common that, though slightly beyond what is referred to by "basic computer literacy", they may now be considered "basic" as well. Training our users to operate these digital life tools will increase their comfort levels with day-to-day technology, and enable them to participate in their online lives more fully. The total cost for these tools is \$575, with another \$131 in product warranties for 2-year protection.

The final cost to be included in our budget is the initial training sessions that will be provided for our worker leaders prior to implementing our peer-to-peer training model. We plan to take advantage of local basic computer literacy training programs offered for free throughout the city, to limit training costs, but we also plan to provide on-site training using one of our partners, Social3i. The cost of this training is \$150/hour and we plan to secure an initial four hours of training in 4 1-hour classes for a total of \$600, with additional training to be provided as-needed and as an in-kind match graciously donated by Social3i. The amount of additional training will be determined by our mid-term assessments and is not yet included in our match.

Alan Martiny, with Ion Business Solutions, will provide our technical support. We pay him a small monthly stipend for services already, but he donates many hours and plans to provide donated services specific to this project throughout the grant timeline. His professional rate is from \$95-125/hour for on-site services, and we anticipate requiring a total of four hours per month for nine months, at an in-kind value of \$3420 toward our match requirements.

Our worker leaders will be providing their services on a volunteer basis throughout the grant at an estimated rate of 2 hours per week per leader; for 12 worker leaders and at a rate of \$20/hour, over nine months of active implementation, our worker leaders will donate \$17420 toward the match requirements. Additionally, though staff time is not included in our match requirements, we have four staff members committed to this project at an estimated rate of 10 hours per month for 12 months, which at \$20/hour totals \$9600 in committed staff time.

Certification

22. Certification

I agree that checking this box is equivalent to the elected chairperson/president's signature on this application. It certifies that a majority of members of the organization's governing board has voted to undertake this project, that any funds received as a result of the application will be used only for purposes set forth herein, that I am authorized to submit it on behalf of the organization, and that the statements herein are true, complete and accurate to the best of my knowledge.

Certification: Yes/ No

Organization:

First Name:

Last Name:

Title:

Date:

Attachments

23. Attachments: you may include other materials to help reviewers better understand your proposal and strengthen your application. This is optional. Some examples of useful attachments include:

- Community support letters
- Volunteer pledge sheets
- Current program schedule of classes
- List of existing equipment
- Equipment purchases showing budget research
- Brochures, flyers or other promotional materials