PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

1. TYPE OF SUBMISSION: Application [X] Non-Construction	

2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 14-JAN-11	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 11AC122136	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHMN0010009

5. APPLICATION INFORMATION

LEGAL NAME: Saint Paul Neighborhood Network

DUNS NUMBER: 193152576

ADDRESS (give street address, city, state, zip code and county):
375 Jackson Street, Suite 250
St Paul MN 55101 - 1816
County: Ramsey

NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):

NAME: Desiree Culpitt

TELEPHONE NUMBER: (651) 556-1389

FAX NUMBER:

INTERNET E-MAIL ADDRESS: desiree@technologypower.org

6. EMPLOYER IDENTIFICATION NUMBER (EIN):
411500773

7. TYPE OF APPLICANT:
7a. Non-Profit
7b. Community-Based Organization

8. TYPE OF APPLICATION (Check appropriate box).

[ ] NEW [ ] NEW/PREVIOUS GRANTE

[X] CONTINUATION [ ] AMENDMENT

If Amendment, enter appropriate letter(s) in box(es): [ ] [ ]

A. AUGMENTATION   B. BUDGET REVISION

C. NO COST EXTENSION   D. OTHER *(specify below):*

9. NAME OF FEDERAL AGENCY:
Corporation for National and Community Service

10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006

10b. TITLE: AmeriCorps State

11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:
Community Technology Empowerment Project

11.b. CNCS PROGRAM INITIATIVE (IF ANY):

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):
Metropolitan areas of Minneapolis, St. Paul Minnesota

13. PROPOSED PROJECT: START DATE: 09/06/11   END DATE: 08/31/12

14. CONGRESSIONAL DISTRICT OF: a.Applicant [MN 004]   b.Program [MN 004]

15. ESTIMATED FUNDING: Year #: 2

a. FEDERAL	$ 389,991.00
b. APPLICANT	$ 310,915.00
c. STATE	$ 0.00
d. LOCAL	$ 0.00
e. OTHER	$ 0.00
f. PROGRAM INCOME	$ 0.00
g. TOTAL	$ 700,906.00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

[ ] YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:

DATE:

[X] NO. PROGRAM IS NOT COVERED BY E.O. 12372

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?
[ ] YES   if "Yes," attach an explanation.   [X] NO

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Mike Wassenaar	b. TITLE: Executive Director	c. TELEPHONE NUMBER: (651) 298-8900
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/05/11

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Executive Summary

The Community Technology Empowerment Project will place full-time members who teach technology literacy skills for social, civic, and economic empowerment. These members serve in 20+ Twin Cities community agencies each year. CTEP AmeriCorps has two specific position types. Opportunity Members will focus on teaching technology literacy skills to adults as they relate to obtaining employment opportunities. Education Members will help students achieve state and national academic standards by enhancing their learning with technology literacy instruction.

Rationale and Approach

COMPELLING COMMUNITY NEED

The 21st Century job market and educational system is increasingly reliant on technology. Computer and technology literacy is an essential part of being an employable, productive citizen in the United States today. In partnership with non-profits, libraries, and other community agencies in the Twin Cities, the Community Technology Empowerment Project (CTEP) AmeriCorps program helps adults and youth acquire the technology literacy skills necessary to secure employment and improve academically.

Low-income and recent immigrant families as well as residents with disabilities need accessible, affordable technology programs to ensure access to critical health, education, employment and social service information. To reach these populations, non-profit agencies must improve their ability to provide multilingual, accessible information, and learn to teach new technologies in appropriate and effective ways.

Minnesota Governor Tim Pawlenty remarked in his 2006 "State of the State" address, "Technological literacy is important because it is embedded in everything we touch." With that in mind, the Governor

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introduced a community-wide plan aiming to help Minnesota students succeed in the areas of Science, Technology, Engineering, and Mathematics (STEM), which will prepare them to meet the state's workforce needs over the next 20 years.

President Obama, in a November 2009 address that outlined his administration's "Educate to Innovate" program, stated that focusing energy on educating students in the key STEM fields is "about expanding opportunity for all Americans in a world where an education is the key to success. It's about an informed citizenry in an era where many of the problems we face as a nation are, at root, scientific problems." To meet these ends, the US Department of Education's National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card, will implement the first nation-wide technology literacy exams for students beginning in 2012.

However, not all Americans have the same opportunities to succeed in these initiatives. In 2008, The Pew Internet and American Life Project reported that while 73% of Americans nationwide have access to and make regular use of the Internet, several key demographic groups significantly lag the average:

--Only 59% of African Americans are online, compared with 79% of whites;

--Only 38% of Americans with disabilities are connected;

--Only 44% of people who have not graduated from high school are connected, compared to 91% of college graduates;

--Only 35% of people who are over age 65 are online, compared to 90% of those aged between 18 and 29; and,

--Only 56% of all Hispanics, and only 32% of those Latinos who speak only Spanish, use the Internet.

More alarmingly, the Pew Center shows that the rate of broadband use for low-income families nationally has actually dropped since 2007 as many Americans have disconnected their broadband

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service during the economic downturn (Home Broadband Adoption, 2008). According to the Pew report, 9% of Americans cancelled or cut Internet service over the past year because of economic challenges, but more than twice as many households (17%) with incomes under $20,000 reported that Internet service became a recession casualty. Pew also reports that 69% of Americans have used the Internet to cope with the recession as they hunt for bargains, jobs, ways to upgrade their employment skills, better investment strategies, housing options, and government benefits (The Internet and the Recession, 2009).

The Minnesota Internet Survey, released in 2008 by the Center for Rural Policy and Development, demonstrates that 38% of individuals surveyed in the Twin Cities Metro Area do not have access to broadband Internet in their homes, and that 22% did not even have a computer in their homes. Dial-Up users cited that the cost of broadband in the Metro Area, an average of $480 a year, was the single largest barrier (p. 3). The survey further shows that the absence of broadband Internet drastically reduces the ability of those citizens to perform basic functions such as working from home, making online purchases, accessing news websites, taking online classes, or searching for employment (p. 4).

While this recent decrease in connectivity among low-income families has been the trend, there has conversely been an increased push for more and more services to be provided only online. To cut costs, many public and private sector services have moved from paper to electronic formats at breakneck speed, and residents who most need these services have been told to "go online." Specific examples include:

--public safety information, including homeland security, disaster planning, evacuation and emergency resources are becoming increasingly Internet-based;

--families are expected to fill out student financial aid (FAFSA) forms online;

--seniors looking for social security, pension or Medicare information are directed to government-

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sponsored websites;

--K-12 students are increasingly expected to use online textbooks instead of standard print versions. Parents are expected to track student progress, and interact with school staff using the Internet; and,

--over 80% of Fortune 500 companies, including many companies that hire entry level service positions such as Walmart and Target, do not allow any other way to apply than online, up from 27% in 2000 and 53% in 2003 (Taleo Research, 2009).

However, access to technology is not just about building a greater broadband infrastructure and helping everyone to acquire computers; many Minnesota citizens do not have the technology literacy skills to use the Internet to their advantage. The Pew Center finds that even if there were deployment to every residence and business in America, approximately 29% of the population would still would not or could not make use of broadband (2009).

In 2002, The Annie E Casey Foundation proposed in their seminal research "Connecting Kids to Technology" that a three pronged approach was necessary for digital inclusion. They call this the Internet ABCs - Access, Basic Tech Skills and Content. CTEP is involved in all three prongs, and specializes in the second. The public and private sectors are involved and have a vested interest in increasing access, but there are few organizations in Minnesota that focus on teaching basic technology skills to low-income communities, new Americans, and residents with disabilities.

The needs in these communities are great. In serving new Americans, Brookings Institution declared the Twin Cities in 2008 one of nine "gateway" communities nationwide that have seen a surge in new immigrants and refugees over the past two decades (21st Century Gateways). Between 1980 and 2005, the region's immigrant population swelled from 72,000 to 267,000, an increase of about 270%. 40% of children in St. Paul Public schools are enrolled as "English Language Learners." In terms of physical

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accessibility, the US Census Bureau estimates that one in five Americans has some kind of disability, with vision impairment the most prevalent (2000). These individuals encounter significant barriers to accessing information via the Internet. Many agency websites are not yet Americans with Disability Act (ADA) compliant, and agency staff needs support to identify, select, install and use ADA tools.

CTEP requires that all potential service sites document a demonstrated need in their community in their yearly request for members. In addition, more than 450 residents living in these Empowerment Zone (low-income) neighborhoods of Saint Paul and Minneapolis completed a "community technology needs" survey conducted by CTEP AmeriCorps members in 2007, which members translated into four languages. 84% of respondents said they would access the Internet from a computer center and 70% indicated that it's important that the center offer basic technology training. 55% of respondents reported that they used community technology centers to look for employment, 25% to look for housing, 35% to access health care information, and 11% reported they used technology centers to access emergency services such as shelters and food support programs. It is clear that community members are reaching out to CTEP partner sites to supplement the lack of Internet and computer access in their homes.

The importance of access to these technology centers becomes strikingly evident when examining CTEP partner site data, one example being that of Project for Pride in Living. PPL conducts a biannual survey of technology center users that go through their organization in a given year. This survey, reported that 95-98% of about 1000 technology center users improved their computer skills. Of the people who used the computer centers to look for employment, about half received jobs.

In the 2008 publication of the Digest of Education Statistics, the US Department of Education reported on the prevalence of computers in the workplace and the economic incentives for adults to be literate in the uses of technology. Their data shows that 56% of all workers use computers at work and "more

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frequent use of computers at work was associated with higher levels of education and higher incomes." For example, 16% of high school dropouts and 40% of high school graduates used computers at work, compared to 87% of workers with post-secondary degrees. Furthermore, while jobs are shrinking across many sectors, research and consulting firm IDC estimates that over 1 million new technology-related jobs will be created over the next four years in the US, an increase of more than 10%, and that these positions will help power the economy out of the downturn (2009, US Worker Population 2009-2013 Forecast). These are not just jobs at IT firms; any organization that manages lots of data, including hospitals, banks, insurance firms and retailers, needs technology workers. Technology jobs generate innovation in both the public and private sectors. "What this nation should be investing in is jobs that create other jobs and that's what technology jobs do," says Ed Lazowska, who holds the Bill and Melinda Gates chair in computer science at the University of Washington.

Declares the Children's Partnership, "As the gap between rich and poor in the United States continues to grow, the ability to benefit from the opportunities delivered through computers and the Internet can help a generation of young people move out of poverty. Digital opportunity for kids is the equity issue of the 21st century." (Informational Technology Making a Difference in Children's Lives, 2008)

DESCRIPTION OF ACTIVITIES AND MEMBER ROLES

CTEP will place 30 full-time members who will serve in 20+ Twin Cities non-profit and other community agencies each year over the next three years. Partner agencies are located in Empowerment Zone (low-income) neighborhoods, and in neighborhoods with a high concentration of recent immigrant and minority residents. Positions require full-time service terms in order to implement long term capacity building projects at their site. As CTEP has received requests for more than 40 members each year in the past three years, the program plans to confidently expand from 25 to 30 positions

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without increasing staff costs.

Members currently serve at the following partner agencies:

Casa de Esperanza

City of Minneapolis Parks and Recreation

CommonBond Communities

Eco Education

Emerge Community Development

Employment Action Center

Hope Community

La Escuelita

Minneapolis Television Network

MN Workforce Center

Neighborhood Learning Community

Pillsbury United Communities

Project for Pride in Living

Saint Paul Neighborhood Network

Science Museum of Minnesota

St. Paul Public Library

Wilder Foundation

CTEP AmeriCorps members strengthen communities through the following activities broken down by hours served:

--provide direct service teaching technology literacy (40%);

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--build agency capacity through program development and mobilizing volunteers within the community (40%); and,

--engage in member-led group civic engagement projects related to bridging the digital divide (10%)

The remaining 10% of service hours is devoted to member development through bi-weekly training days, which is recounted in detail in the Member Outputs and Outcomes section.

Direct Service (40% of hours served)

The CTEP AmeriCorps will have two specific position types, each focusing on two of the Corporation's priority areas: Economic Opportunity and Education.

Approximately half of the CTEP members focus on Economic Opportunity. These members serve in community technology centers which are located within nonprofit organizations, public housing facilities, and libraries. Opportunity Members will focus on teaching technology literacy skills to adults as they relate to obtaining employment and improving civic and social opportunities. These members will serve in a one-on-one capacity or in a classroom-type setting in formal train-to-work programs. They will teach specific software skills, such as Microsoft Office and teach workforce readiness classes geared towards English language learners using interactive software. In public housing facilities, members help adult and senior residents file tax forms, participate in GED and other degree programs, and fill out online health care, employment and housing applications. Alice Neve, supervisor of the Rondo Area for the Saint Paul Public Library notes that "AmeriCorps CTEP staff are often the human connection between a very formidable looking (and frightening) public library computer and a person with many needs who needs access to technology. They extend access through classes and one on one coaching and mentoring, allowing the public library staff to serve larger numbers of customers with

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individualized attention than would otherwise be possible."

The other half of CTEP members focus on Education. These members work with students in grades 6-12 in schools and in formal after-school programs. Education Members will help students achieve state and national academic standards by enhancing their learning with technology literacy instruction. Education Members assist youth with homework requiring technology, online research, and introduce skill building programs in subjects such as math, reading, and typing. Education Members recruit volunteers to provide one-on-one mentoring relationships with youth. Education Members also help develop technological competency by encouraging youth media programming, including media literacy training, website and game design, newsletter production, digital video, and blogs.

Capacity Building (40% of hours served)

All CTEP members will help partner agencies increase their internal capacity, including program design and assessment, staff and volunteer training, volunteer recruiting and outreach efforts. CTEP members begin their service year conducting an initial community technology assessment. This report is used by agencies for fundraising, outreach and/or program evaluation.

CTEP members help agency staff use new technologies to reach broader, more diverse audiences, including installation and use of assistive technology to support computer users with disabilities. For many non-English speaking residents, community television is their only source for critical local news and information. Members work with agencies to create and translate public service announcements and informational websites for multi-lingual audiences. Nicola Pine, Youth Programs Director of Saint Paul Neighborhood Network comments, "The CTEP AmeriCorps members at SPNN have increased the capacity of our youth programs department by building a new website that is more interactive and

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youth-friendly, expanding our community connections throughout Saint Paul, and facilitating a structure for youth media to be exchanged across the country. Through these capacity-building efforts we have been able to outreach to youth more effectively, increase the number of youth media programs that we run and youth that we work with, and distribute more youth media on our channels and on the web."

Community volunteers are a vital part of community technology centers. CTEP AmeriCorps Members help to recruit, manage, and recognize community volunteers. CTEP has made volunteer mobilization at each partner site a mandatory condition for receiving a CTEP member.

Civic Engagement Projects (10% of hours served)

CTEP is unique in Minnesota in that it requires all members to participate in an extended 75 hour group civic engagement project, in addition to five one-time civic engagement activities. CTEP revamped its civic engagement process in 2007 to use curricula from the Public Achievement program of the University of Minnesota's Humphrey Institute of Public Affairs. More detailed information on civic engagement outcomes can be found in the Member Outputs and Outcomes section.

CTEP's plan for member development, training, and supervision has been tailored to ensure that members understand the terms of their contracts as AmeriCorps Members. During the mandatory pre-service orientation, members and supervisors are informed about prohibited service activities and are given explicit instructions about how to avoid such activities within their terms. CTEP verifies that members are not given service tasks that in any way violate the non-duplication, non-displacement, and non-supplementation terms of the AmeriCorps through a Site Visit Review Tool completed during quarterly site meetings. Sites must check that they agree to all these terms in their partnership

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application and Host Site Agreement every year. Member training is designed to assist members in achieving outcomes including technology literacy instruction, project management, volunteer mobilization, reporting, and civic engagement. More detailed information on how member training contributes to desired outcomes may be found in the Member Outputs section of this grant.

Receiving another AmeriCorps grant would not only allow the organization to continue to provide this much-needed service in the Twin Cities, but it will also allow CTEP to expand its reach to partner sites in neighborhoods that have thus far been underserved and underrepresented. Over the next three years, CTEP will seeks to partner with additional agencies in two high need areas of the Twin Cities, North Minneapolis and East St. Paul, two areas that the most recent Census identified as among the lowest income areas in the Metropolitan area. The AmeriCorps grant would allow CTEP to engage 30 full-time members in service, and, given the program's track record, those 30 members have the potential to mobilize over 350 volunteers who could collectively give more than 8500 hours of service to the community.

Furthermore, the additional grant would give many of CTEP's partners the required time that they need to transition to service models that do not require AmeriCorps members. Most of CTEP's current partners have been in the program for only a few years, and much of the service that members have provided has been creating technology literacy programs where there formerly were none. Now that programming is created at many partners, the emphasis can shift more strongly to cycling out AmeriCorps members through emphasizing volunteer recruitment and staff development.

MEASURABLE OUTPUTS AND OUTCOMES

CTEP members starting in 2010 will provide over 51,000 hours of service to the community, and serve

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over 3,800 community beneficiaries to achieve employment and education related technology goals.

The most prominent aligned program measure is Community Technology Center Capacity Building. CTEP AmeriCorps members complete capacity assessments at their sites, and present these reports to agency staff (output). Based on the results of these capacity assessments, members then design and carry three capacity projects for the organization (intermediate outcome). These include new programmatic curriculum, new partnerships between complementary organizations, and strengthening volunteer recruitment systems. Finally, CTEP members implement new and expanded programs as a result of these capacity building projects (end outcome). CTEP's goal for the 2010-13 cycle is for all program expansions to include a plan for implementation without CTEP AmeriCorps members in the future so that these expansions will be long-term and not CTEP program dependent. Further discussion of CTEP's long term outcomes may be found in the Sustainability and Capacity Building sections of Community Outputs and Outcomes.

Agency partners use a comprehensive online database called "OnCorps" (mn.oncorpsreports.com) to share information with program staff, tracking outcomes, which helps program directors review member progress both individually, and program-wide. Members and supervisors are given extensive training prior to the term of service to ensure that they know how to properly document and manage their data. Members and supervisors are responsible for reporting the data to CTEP staff five times per year.

CTEP's focus on teaching technology literacy for economic empowerment positions the program to participate in the Corporation's standard performance measure pilot. Starting in 2010, CTEP AmeriCorps will address the Economic Opportunity priority area and will track National Performance Measures (2, 3, and 10) as outlined in the performance measure section. The CTEP program also

addresses the Education priority area but will not be tracking National Performance measures because the members serve in after-school programs and not as direct partners of the school system.

PLAN FOR SELF-ASSESSMENT AND IMPROVEMENT

The Community Technology Empowerment Project is committed to continuous improvement, and uses an embedded evaluation process to ensure that all stakeholders have the opportunity to help shape the program. CTEP site supervisors serve as an advisory committee for the program. They are involved with overall program assessment and ongoing evaluation of program's strategic direction.

CTEP AmeriCorps members complete online bi-weekly reflections through the member website that asks them to reflect on what is going well, what they are concerned about, what their plans are for the future, and their reactions to the most recent professional development training. CTEP staff conducts site visits quarterly to meet separately with both site supervisor and member. Here CTEP staff inquire about how the member is doing at the site, resolve problems at sites, convey to the member perceived areas of strength as well as areas of improvement, and solicit feedback from the member on improvement for CTEP.

During these site visits, CTEP staff and site supervisors jointly complete a Site Visit Review Tool that ensures that partners are complying with all requirements of the grant. Added in 2008, part of the Site Visit Review Tool asks site supervisors to give feedback to CTEP on communication, reporting tools, and other aspects of the program. At the end of the review, both CTEP and the site partner agree to any improvements that should be made and co-sign the document. CTEP staff aggregates all feedback once a year and submits this feedback, coupled with strategies implemented to meet these concerns, back to the partners.

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COMMUNITY INVOLVEMENT

The CTEP program reflects a collaborative, authentic partnership between community residents, local agencies, AmeriCorps members, and CTEP staff. The CTEP AmeriCorps program evolved as the result of a two-year, VISTA-supported community asset-mapping project called The Community Computer Access Network (C-CAN). This project first assessed the scope and mission of public access computer facilities and programs in the Twin Cities in 2002. At the same time, the Institute on Race and Poverty at the University of Minnesota began a comprehensive report on community technology centers' role in bridging the digital divide, building on the work of C-CAN. Data from these two initiatives confirmed that neighborhood-based, affordable technology programs are generally understaffed and under-funded, yet serve a critical public need. In response to these unmet needs, St. Paul Neighborhood Network applied for and was awarded a three-year federal AmeriCorps grant in 2004, and again in 2007.

CTEP views community partnerships as vital to determining the focus and scope of the program. Through site visit feedback, the partners listed above assist CTEP in refining member activities to best meet the Opportunity and Education outcomes. Partner agencies ongoing responsibilities include helping recruit members from their communities, helping CTEP identify and respond to demographic shifts in the community, providing financial and in-kind resources to the program, and assisting CTEP staff in program management, especially in the area of member training.

RELATIONSHIP TO OTHER NATIONAL SERVICE PROGRAMS

While CTEP only receives funding from AmeriCorps State sources, the program has a long history of working with other CNCS programs to share best practices and collaborate toward mutual goals. CTEP

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staff regularly attends CNCS national conferences and trainings on issues including trends in National Service, disability inclusion trainings, and civic reflection trainings. CTEP staff maintains a close working relationship with our state commission ServeMinnesota and the other AmeriCorps State programs in Minnesota by attending Program Staff meetings and collaborating with other programs for member training activities. CTEP members often collaborate with members from other streams of CNCS service, most commonly with AmeriCorps VISTA members at many of the service sites. Senior Corps and Learn & Serve members also serve at a number of the partner agencies, and CTEP plans to expand its collaboration with these programs in the coming grant cycle.

POTENTIAL FOR REPLICATION

CTEP AmeriCorps designs tools such as position descriptions, member contracts, host site agreements, and reporting with language that can be replicated by other organizations. CTEP has been approached by organizations in San Francisco, Denver, and Austin with requests to promote the partnership model for community technology instruction and capacity building. These cities have expressed an interest in supporting technology education to build opportunity in low income communities. CTEP is planning to replicate the program through an AmeriCorps National Direct grant for the 2014-17 cycle, as a way to expand our programming to these areas.

The Minnesota Internet Survey, referenced earlier in this narrative, outlined a grave picture of the Digital Divide in the Twin Cities Metro area. That survey demonstrates a similar technology gap in rural Minnesota, suggesting the need for expanding the CTEP program statewide in the future. This expansion would have support from local funding agencies such as Blandin and Otto Bremer Foundations.

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Finally, employees of the Federal Communications Commission (FCC) working on the National Broadband Plan have singled out CTEP as a national model for community partnership in teaching technology literacy to low-income communities. The FCC is currently seeking input from CTEP program staff on how such a model could be replicated nationally.

Organizational Capability

SOUND ORGANIZATIONAL STRUCTURE

Ability to Provide Sound Programmatic and Fiscal Oversight

Saint Paul Neighborhood Network (SPNN) was founded in 1984 as a non-profit community media training center in Saint Paul, MN. Over 25 years, the organization has provided community education in media production technologies for non-profits, religious organizations, seniors, youth, immigrants and low-income members of the community. In 2004, it became a lead partner in the Community Technology Empowerment Project, expanding its community education efforts to information and communications technologies in both Minneapolis and Saint Paul. SPNN emphasizes community partnerships with non-profits, community groups and governmental entities to increase digital and media literacy and to better educate the community.

SPNN has become a leader and organizing presence in the Twin Cities on digital literacy issues in the past six years. SPNN is a steering committee member in the Technology Literacy Collaborative, a multi-agency partnership that increases information and resource sharing among community technology centers in the Twin Cities. Its work with CTEP has increased digital literacy programming in Minneapolis and resulted in the Wireless Community Benefits Agreement between the City of Minneapolis and US Internet, which generated $500,000 in its first two years to the Minneapolis Foundation for digital literacy education. As a result of CTEP's impact in Saint Paul, in 2009 the Knight

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Foundation awarded a $300,000 grant to its partner Saint Paul Public Library to expand computer training to underserved neighborhoods with a mobile computer lab.

Through six years of managing the CTEP AmeriCorps program, SPNN has demonstrated the capacity to manage a federal grant appropriately, improve performance and efficiency over time, and successfully manage multiple program sites. As part of a scheduled statewide inspection, The Inspector General's Audit of the program in 2006 provided valuable performance feedback on financial controls which were incorporated into the program in program year 2006-7. Independent audits of the organization are conducted on a yearly basis to ensure appropriate financial management and controls. As a result of program training provided by CNCS and the state service commission, CTEP program staff has been able to solidify recruitment and program management processes to produce a 96% retention rate for AmeriCorps members in the most recently completed program year.

As a multi-site program, CTEP ensures quality service sites through a competitive Request For Proposals that requires best practices for AmeriCorps member placement, management and supervision, and measures the ability of potential partners to financially support and participate in the program. This includes an analysis of financial resources for partnership fees, and staff resources for adequate participation in the program. Contractual agreements with sites ensure they meet adequate standards for participation. If a site fails to comply, program staff can withdraw from the partnership program. When sites are selected, position descriptions for members are approved by CTEP program staff before recruitment begins. Program staff maintains a site monitoring schedule with each service site on a quarterly basis during the service year to ensure programmatic and fiscal compliance through the Site Visit Review Tool.

Service sites are selected based upon quality of their work in digital literacy education, capacity to

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manage AmeriCorps members and participate in program goals, financial stability, geographic location, and relationship to low-income and immigrant and refugee communities in the Twin Cities. Each site is asked to provide feedback on community needs and to support joint service projects that encompass multiple service sites during the program year.

Service sites are required to provide a partnership fee to SPNN from non-federal sources on a per member basis to support local match for the program. This past year, the partnership fee was $4000 per member placement. Sites verify in writing prior to the program year that sources for local match are non-federal. This includes both partnership fees as well as in-kind donations.

Overall consistency of mission and vision of the AmeriCorps program is maintained by program staff through the RFP process, construction of member position descriptions, member recruitment and placement, and continuing feedback through the site visit process. Supervisors and members meet in group settings regularly to share experiences and develop best practices.

Board of Directors, Administrators and Staff

SPNN's Board of Directors is comprised of non-profit professionals, business leaders, and media professionals who provide strategic, policy and budget oversight for programs. The Executive Director of SPNN is Mike Wassenaar, who has provided administrative and strategic direction for CTEP since 2004. He is supported by Administrative Assistant Sor Thao, who has worked with the program since 2006. Mr. Wassenaar creates and oversees the budget for the grant and meets with CTEP Program Directors on a weekly basis. Ms. Thao handles payroll, health insurance, reimbursements, business cards, and other HR-related functions. Both Ms. Thao and Mr. Wassenaar have received financial training for management of AmeriCorps programs from ServeMinnesota.

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Based on feedback from sites and ServeMinnesota, CTEP restructured its remaining staff to two full-time Program Directors who share responsibilities and programmatic decision-making. Joel Krogstad has a Masters degree in Work, Community and Family Education as well as a Masters Minor in Program Evaluation, and served two years as an AmeriCorps member before joining SPNN staff in 2006. Libby Caulum completed one year of AmeriCorps in 2003, before serving two years in the Peace Corps in Niger. Ms. Caulum coordinated the Multicultural Communities in Action AmeriCorps program in Saint Paul for two years before joining SPNN's staff in 2008.

The Program Directors share site responsibility equally: one PD is the lead for Saint Paul sites and the other is the lead for Minneapolis sites. This is a similar system to how Minnesota's state commission is organized, with two program officers who split their sub grantee caseload. Based on the 2009-10 program with managing 25 regular members and 5 ARRA (Recovery) members, CTEP has determined that it can move forward managing 30 FTE members, an increase from previous grant cycles.

Plan for Self Assessment or Improvement

SPNN assesses performance, systems and structures on a regular and ongoing basis as part of strategic review at the executive level, and by way of yearly independent audits. Program goals are set on a yearly basis, and are matched with a program calendar which allows for periods of reflection and adjustment by program staff. Program success is measured by both outputs and outcomes as they relate to the mission of the organization.

The organization provides resources for professional improvement for staff and adequate compensation and benefits to ensure staff retention and development. Staff performance is reviewed on an annual

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basis by the Executive Director. In both program review and staff review, management assesses the adequacy of resources and skills to meet the demands of the mission. In the past year, management has added development staff to increase resource development for the organization.

Plan for Effective Technical Assistance

Staff has used Project STAR, ServeMinnesota, and CNCS technical assistance services since the beginning of the program. Foundation funds have also been raised to cover the costs of outside technical support in specific areas, such as training and professional development. In addition, partner agencies provide support in areas where they have expertise, such as Americans with Disability Act resources (accessibility), English as a second language services, and services or facilities needed to sustain day-to-day CTEP program operations.

SPNN has hired Settanni and Co. as a vendor for assistance with specialized reporting tools for the OnCorps Reporting System as well as the CTEP program's website, www.technologypower.org. Through initial orientation and quarterly site visits, CTEP staff ensures that site supervisors and members receive the technical assistance needed to complete all required programming for the program. Difficulties with reporting are immediately taken back to Settanni and Co.'s programmers and are rectified quickly.

Every year at the CTEP retreat in September, financial and programmatic conditions of the CTEP are covered with all sites. These conditions are reviewed with site supervisors during quarterly visits and on an as needed basis.

SOUND RECORD OF ACCOMPLISHMENTS AS AN ORGANIZATION

Narratives

Volunteer Generation and Support

SPNN utilizes a membership model that encourages its 400 members who produce informational, creative, or cultural programming to volunteer in the different facets of the organization. In 2009, SPNN benefited from over 50 volunteers and distributed promotional ads that highlight the diversity of our membership, volunteers, and programming. SPNN employs a full-time Volunteer Coordinator who coordinates a volunteer/member appreciation night, works with SPNN's departments to determine how they could benefit most from volunteers, and connects interested volunteers with appropriate programming.

Organizational and Community Leadership

Since 1985, SPNN has worked with community groups in Saint Paul and throughout the Twin Cities to produce video and television programs, provide video training, provide access to production resources, and provide administrative support services. It also operates five non-commercial television channels that are distributed to Saint Paul citizens.

For six years, SPNN produced the only Hmong-language public affairs series on Public Television in the United States. SPNN currently specializes in working with immigrant populations recently arrived in the Twin Cities. CTEP has partnered with non-profits to produce programs for the Twin Cities diverse linguistic populations, providing health care and citizenship information to Hmong, Somali, Latino, Khmer, and Vietnamese citizens. SPNN has won national awards from the Alliance for Community Media for its video production work profiling the achievements of non-profits in Saint Paul.

SPNN's Executive Director, Mike Wassenaar, is a member of the board and past president of the

Narratives

Association of Community Media (ACM) and chair of ACM Midwest, serves on the Board of Directors for: Neighborhood Development Alliance, Capital River Council, Support our Schools, and is a Board Advisor to e-Democracy St. Paul and the Twin Cities Youth Media Network. Mr. Wassenaar has testified before the Federal Communications Commission, Congress, and the MN Legislature on telecommunication issues.

Success in Securing Match Resources

SPNN has been successful in securing adequate match resources in each program year of CTEP, and will be able to secure increasing matching dollars and in-kind in years seven through nine of the program. Site fees are currently at $4000 per member, and will be moderately increased to help meet the increased demand for local match, while meeting the financial means of service sites. Given the diversity of private funders for the program in the Twin Cities philanthropic community, SPNN is confident in meeting matching requirements in the coming years.

SUCCESS IN SECURING COMMUNITY SUPPORT

Collaboration

Besides CTEP partners, SPNN's community productions are based upon collaboration. In the past year, SPNN collaborated with Emergency Community Health Outreach, Confederation of Somali Community in Minnesota (CSCM), Somali Producer Mukhtar Gaaddasaar, and KFAI Fresh Air Radio on a series of productions called Egal Shidad: Stories of Somali Health. This program was created for members of the Somali community, using Somali language and aspects of Somali culture to relay information and reduce barriers associated with mental health. Another example is collaborating with the Community

Narratives

Action Partnership, a local anti-poverty program, on the production of two shows on energy assistance. Kirk Hayes, Executive Director of CAP, remarks, "Our partnership with SPNN has enabled us to do more with our outreach dollars than could have been accomplished otherwise, and accomplish our mission to mobilize resources to reduce poverty in Ramsey and Washington counties."

Local Financial and In-Kind Contributions

SPNN has generated adequate local matching funds and in-kind contributions by soliciting private donations from community and corporate foundations that support the mission of CTEP, and by working with a diverse set of agencies that provide a partnership fee to support the program, and in-kind contributions of supervisory labor. The diversity of government and non-governmental agencies from different parts of the social service sector has ensured sustainability of non-federal match sources in the past six years, even during the recent economic downturn. In a similar fashion, CTEP has relied upon a diverse group of private funders to ensure it is not over-relying on one philanthropic source of funds.

Wide Range of Community Stakeholders

CTEP has been designed to rely on a wide range of community stakeholders. Program sites include local government agencies (Saint Paul Public Library), state government (Minnesota Workforce Centers), private operating foundations, and private non-profits and schools. CTEP has distributed sites evenly between Minneapolis and Saint Paul, focusing on geographic locations where there are concentrations of immigrant and refugee populations, and low-income census tracks. This has ensured diverse ethnicities in the agencies, varied funding sources for partners, and a wide range of community support. Non-financial support from community stakeholders includes providing space for professional development

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trainings, lending training equipment such as projectors and screens, as well as leading trainings for the members. Site partners also provide feedback on the program's effectiveness, track curricula development, and help assess community needs.

Cost Effectiveness and Budget Adequacy

COST EFFECTIVENESS

CTEP proposes to work with 30 MSY at full-time during the program year. The Corporation cost per MSY is $13,000.

SPNN will generate 43.07% local match for CTEP during this program year, exceeding the 38% local match requirement. This will be achieved by generating $150,000 in partnership fees from service sites; generating $96,000 in in-kind contributions from partner sites in supervisory labor; and by fundraising $20,000 to $30,000 for the program from private sources in year one. There will also be an estimated $22,500 in support from MN YouthWorks for the project.

Partner sites will ensure that local matching funds are derived from non-federal sources as a requirement for their participation in the program. Surveying current partners, it is believed that the $150,000 figure is sustainable for 30 MSY. By increasing partner participation costs, it will be possible to sustain increased costs to meet program goals in years seven through nine of the program.

CTEP will ensure new service sites are included in the program by using a gradated partner fee to provide an incentive for partners in their first two years of the program. It is anticipated that 30% of the program sites will be new partner sites in the next three years.

BUDGET ADEQUACY

Narratives

The proposed budget for the program is adequate to meet the desired program outputs and outcomes. The budget provides for two FTE program staff to support the training, recruitment and management of 30 AmeriCorps members at approximately 20 service agencies. This will insure appropriate recruitment, site selection and will help maintain retention rates for the program at their current levels. The budget also provides adequate member costs for 30 MSY including health care, workers compensation insurance and health insurance, and other supporting costs for program operation to support 30 members.

Evaluation Summary or Plan

This summary evaluates the impact of the Community Technology Empowerment Project's three main community outcomes: improving the capacity of community technology partner agencies, creating information to impact to underserved communities, and teaching technology literacy skills to disadvantaged populations for educational and economic empowerment.

EVALUATING CTEP'S TECHNOLOGY LITERACY INSTRUCTION

When CTEP began in 2004, there was such little data about the impact of technology literacy that it was difficult to capture more information than how many clients the members served. The performance measure in the first three years only captured that single output. Technology Literacy has been an evolving field with much less study than traditional subjects such as math and reading. CTEP realized that it needed outside support in organizing and demonstrating the results of this instruction.

In 2007, CTEP hired evaluation consultant Erin Bowley and collaborated with Pam Larson Nippolt from ServeMinnesota to help construct a logic model of CTEP's direct service activities. From the logic model, CTEP hoped to identify intermediate and end outcomes of the technology literacy instruction. Specific

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outcomes of this theory include defining that a "client served" in the program starts with assisting the client to identify learning goals and life goals as they relate to learning appropriate technologies, receive instruction on these technologies, and record resulting life goals achieved.

In the past two years, CTEP staff has refined the lists of learning goals and life goals achieved with feedback from both members and site supervisors. Learning goals are comprised of having learned email, completed an online service, connecting civically, workforce readiness, media production, and academic achievement. Life goals include getting a job, receiving a computer, improving academic scores, getting into college, becoming a community leader, attaining US citizenship, passing the GED, and continuing a career in a technology related field.

Since the 2007 collaborative evaluation, CTEP has implemented collection of the data above with promising results. CTEP created more in-depth client log spreadsheets that captured this information, and during the 2008-9 program year CTEP worked with Settanni and Company to create a CTEP Client Assessment Form as an additional reporting tool within the OnCorps Reporting System where members already track other performance measure information.

Client log results have helped CTEP determine that its focus for the 2010-13 grant will be on workforce readiness and academic improvement, because these were the leading community technology needs from the data in the last two years. Receiving a job represented 225 of 398 (57%) of the life goals that were achieved, and academic improvement represented 118 of 398 (30%). The fact that CTEP has already gathered two years of information on these life goals allows CTEP to be in a strong position to be part of the 2010 National Performance Measure Pilot for the Economic Opportunity priority area focusing on job placement.

Narratives

EVALUATING SITE CAPACITY IMPROVEMENTS

Every year, CTEP AmeriCorps members conduct a mandatory assessment in the first 30 days of their service year called the "Site Capacity Building Survey." In the survey members, with assistance from their site supervisors, assess the experience of their clients in terms of technology programming including the physical space, scheduling, technology education, users, staffing, volunteers, outreach, funding, partnerships, hardware, and software. Part of the survey involves interviewing clients as well as site staff to identify ways to improve programming for clients. Survey results then become the basis for capacity building projects conducted by the member at the site.

The different ratings of programming are compared between each program year to determine if satisfaction of clients is increasing. In the last two years an increase in satisfaction was shown in 13 of 15 (87%) and 15 of 16 (94%) of CTEP partner sites respectively. CTEP recognizes that these survey results are not an ideal representation of client satisfaction because the ratings are ultimately decided by the member with input from the site supervisor and clients. For the 2010-13 grant cycle, CTEP will add a section to the survey whereby a segment of clients who have used the site three times or more will be asked to rate their experience. These findings will then be presented to CTEP independently of the member and site supervisor's views. Starting in 2010, CTEP will also require that all members place a comment box in their technology center so that clients may give anonymous feedback. These results will be reported back to CTEP and site staff midway and at the end of the member's service year.

EVALUATING INFORMATION TO IMPACT UNDERSERVED COMMUNITIES

Since 2004, a third community outcome, creating media products with youth such as public service announcements that impact underserved communities, has only been comprised of one output: the

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number of media products created in the service year. CTEP realizes that the number of media products created is a weak indicator of the impact that these media products have in the community. In the 2009-10 program year, CTEP staff collaborated with site supervisors from partners who create media: Saint Paul Neighborhood Network, Minneapolis Television Network and the Neighborhood Learning Community. Through this process, CTEP has identified that the partners can provide estimates of the viewership of these media products through website hits of streaming video and viewership tallies from their networks. Further, starting in 2010-11, the youth who create these media products will interview community members with a standardized tool across sites to assess the impact of the media products. Both of these indicators will serve to strengthen this performance measure for the 2010-13 grant cycle.

CTEP EVALUATION PLANS FOR 2010-13

Current CTEP evaluation efforts focus around designing processes to verify that community clients are indeed learning technology literacy skills. These efforts center on direct service as it relates to serving youth, which typically provides less tangible results in the course of the service year than shorter-term life goals that adults can achieve such as getting a job or receiving a GED. As CTEP members in education positions serve in community-based after-school programs, CTEP does not have easy access to school grades, truancy reports, etc. The strongest approach for this area of the program is therefore to design pre and post assessment tools that evaluate core competencies as they relate to Minnesota state and national academic standards for technology literacy.

More recently, in 2008, the US Department of Education's program called the National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card, announced their plan to implement the first nation-wide technology literacy exams for students beginning in 2012. The exam will measure the students' proficiency with technology in addition to reading, math, science, history, writing,

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and other subjects. All students in the country in 4th, 8th, or 12th grade will take the test. This framework has already been released online and will be agreed upon in the spring of 2010.

Given the fact that the national technology literacy exam will be implemented within the time span of the new grant cycle, CTEP plans to collaborate again with outside evaluators in early 2010 to create an assessment tool that will capture competencies that meet both state (MDE) and national (NAEP) standards. This tool will become the indicator for meeting the new intermediate outcome specifically for youth. With results for this outcome, CTEP then has a strong case that youth who make progress on technology literacy competencies linked to state and national standards will achieve greater academic improvement in the school system and into the future.

Amendment Justification

N/A

Clarification Summary

1. Provide detail regarding the plan to recruit a diverse corps.

The CTEP staff and site supervisors coordinate to ensure that we recruit a diverse and skilled Corps. CTEP begins recruitment in February and places members though July or until the program is full. CTEP ensures that the program reflects the diverse communities it serves by requiring that community partners recruit AmeriCorps members amongst their own volunteer pools in addition to the national pool. CTEP partner sites serve economically and ethnically diverse communities and their volunteer pools reflect those populations. Many of our sites serve people with specific language and cultural needs. Therefore, applicants recommended to CTEP through partner sites are from economically, ethnically and socially diverse backgrounds, many of whom represent the cultures and backgrounds of the clients served. CTEP outlines a specific action plan to help sites recruit. CTEP uses partner agency websites, local college and university career centers and cultural student groups, Idealist.org and the

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Minnesota Council of Nonprofits website to post available positions. CTEP staff exhibits the program at technology conferences and community meetings throughout the recruiting season to target audiences with technology and media skills and interests. Staff also visits colleges and universities that offer a large population of diverse students and share about the program in technology and media classes.

Besides cultural diversity, our program is well suited for members who have physical challenges. They have the experiences that allow them to best promote and teach others about the benefits of assistive technology such as screen reading software, track balls instead of mice, and large text keyboards. Similarly, members with more significant hearing and sight impairment have been well positioned to provide direct service to community members through online mentoring which has been set up at a number of our partner sites.

CTEP has successfully partnered with organizations such as State Services for the Blind and local disability services at area colleges such as the University of St. Thomas to recruit members who have disabilities. CTEP staff and current members recently shared their stories of accommodations provided to members with disability services staff from the Minnesota State Colleges and Universities system. CTEP plans to use connections made at that conference for outreach to the program.

2. Provide justification for the increase in the requested cost per MSY.

The Cost per MSY was increased to support the increased cost of living support required for members in the coming program year.

FY10 BUDGET CLARIFICATION RESPONSE

Narratives

1. PERSONNEL

a. The "Leave" line was included to represent the sick and vacation leave staff use in the course of the program year. It has been eliminated and the full salary of our staff is now listed under Sec 1 A ($80,000).

b.   The amount of supervision of members provided by site supervisors corresponds with the amount and time provided in previous program years. The increased amount of budgeted time is based on the increased number of MSY for the program.

FRINGE BENEFITS: The amount of fringe calculated is for the base salary of $80,000 for two full-time program coordinators.   The Salary line has been adjusted to reflect the base salary of $40,000 for each of two program directors.

2. UNEMPLOYMENT INSURANCE: MN law requires insurance on the first $24,000 of salary per employee. Two employees requires insurance on $48,000 of salary.

SUPPLIES: This figure includes office supplies such as paper, envelopes, printing, small electronics for office computers, and office software.

TRAINING: A multiplication error has been corrected to reflect three days of food and supplies ($150) and facilities rental ($250) for the Service Year Orientation at $400 per day.

3. EVALUATION: We have eliminated the outside evaluation line for the program year.

OTHER PROGRAM OPERATING COSTS:

Narratives

a. Background Checks: No new staff hiring is contemplated for the year. Background checks were performed when staff were hired in 2006 and 2008.

b. Office Rent: The rent is actual billed, rather than pro-rated.

c. Hiring Expenses: These are background checks for members and are thus an allowable cost.

CNCS meetings: National Conference attendance will also include the Executive Director who administers the program.

8.   MEMBER SUPPORT COSTS: A multiplication error on the worksheet was entered into EGrants. It has been corrected.

9.   SOURCE OF FUNDS: The amounts have been corrected and correspond.   Funds are not counted twice. The narrative was based on an earlier calculation of partner fees and was be corrected to correspond with the budget.

FY10 CLARIFICATION RESPONSE, PART 2

FY10 BUDGET CLARIFICATION RESPONSE, PART 2:

1. PREVIOUS CLARIFICATION ITEM REQUESTED THAT THE PROGRAM JUSTIFY ITS EVALUATION LINE ITEM. THE PROGRAM CHOSE TO ELIMINATE THE LINE ITEM RATHER THAN TO PROVIDE JUSTIFICATION. EVALUATION IS AN ALLOWABLE EXPENSE. PLEASE

Narratives

CONFIRM THAT THE PROGRAM DOES NOT REQUIRE FUNDS FOR EVALUATION. IF EVALUATION IS REQUIRED, PLEASE REVISE BUDGET AND INCLUDE AN EXPLANATION OF HOW FUNDS WILL BE USED.

The program does not require funds for evaluation.

2. PLEASE REMOVE "HIRING EXPENSES" LANGUAGE FROM THE CRIMINAL BACKGROUND CHECK LINE ITEM IF ALL FUNDS WILL SUPPORT BACKGROUND CHECKS.

The term "Hiring Expenses" has been removed.

3. SOURCE OF FUNDS ADDS UP TO $293,750. GRANTEE SHARE IS $289,479. PLEASE CORRECT SOURCE OF FUNDS OR GRANTEE SHARE SO THAT THEY ARE EQUAL.

Source of funds has been corrected to equal the Grantee Share of $289,479.

FY10 PERFORMANCE MEASURE CLARIFICATION RESPONSE, PART 2

PRIMARY SERVICE ACTIVITY IS IDENTIFIED AS TRAINING AND TECHNICAL ASSISTANCE. PLEASE CLARIFY WHICH PERFORMANCE MEASURE IS INTENDED TO BE THE ALIGNED MEASURE CORRESPONDING TO THIS ACTIVITY.

"Community Technology Center Capacity Building" is the aligned measure and primary focus corresponding to the Training and Technical Assistance service category.

Narratives

PLEASE CREATE AN ALIGNED PERFORMANCE MEASURE IN THE NATIONAL PERFORMANCE MEASURES SECTION OF EGRANTS FOR OPPORTUNITY IF YOU STILL INTEND TO OPT INTO THE NATIONAL PERFORMANCE MEASUREMENT PILOT.

CTEP has now created an aligned performance measure in the national performance measure section under Opportunity, and deleted this PM from the list of customized performance measures.

FY2011 CLARIFICATION RESPONSE

1. START DATE AND MEMBER ENROLLMENT PERIOD:

Our desired grant award start date is 9/1/2011. Our member enrollment period start date is 9/6/2011. The member enrollment period does not overlap with the current period, which ends 8/31/2011.

2. BUDGET CLARIFICATION ITEMS:

Section 1C: Travel: Bus and gas cards are provided for travel support to member trainings conducted by the program on a bi-weekly basis. We will be conducting three trainings outside the metropolitan area (preservice orientation retreat, mid-year retreat, and educational trip to MN Computers for Schools facility). The total miles per member for these trips will be 88.

Section 1E: Office Supplies: Office supplies for the program are:

Paper and Printing Costs: $2400

Presentation Supplies (butcher paper, pens, etc): $100

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Office and filing products (folders, pens, staples, etc): $600

Electronic media (DVD, DV tape, CD): $500

Section 1G: Training: Food and facility costs for the service year orientation are based on a three full day orientation sessions for the thirty corps members (3x$400).

Itemized costs for training sessions are as follows:

Preservice Orientation: ($40/member) $1200 (includes facility rental, supplies and food costs for the three days).

By the People Citizenship: ($50/member) $1500 (includes facility rental, food costs for three days).

Volunteer Management: ($27/member) $800 (includes facility rental and food costs for two days).

Life After AmeriCorps: ($13/member) $400 (includes facility rental for one day).

Section 1H: Evaluation: We will be hiring an evaluator to provide feedback on assessment tools for the program. We expect to hire an evaluatior for five full days of work - or 40 project hours.

Section 1I: Other: Hiring Expenses are for background checks for members of the program, as well as an anticipated staffing change for Program Director; and fees for hiring fairs to attract college graduates of diverse backgrounds to the program.

Sources of Funds:

We will provide the following amounts of matching funds for the program:

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$160,000 Program Fees from Partners

$32,415 Private Grants

$22,500 MN State Youth Works Grant

$96,000 In-Kind Support from Partners

3. PROGRAMMATIC CLARIFICATION ITEMS:

The Executive Summary referenced a specific number of AmeriCorps members. We have revised the Executive Summary by removing the number of proposed AmeriCorps members.

CTEP will conduct criminal history background checks which will include a search of statewide criminal history repositories and the National Sex Offender Public Website for all members and employees, as well as an FBI check for members, employees or other individuals with recurring access to vulnerable populations. The FBI check will include an FBI fingerprint check in addition to the state registry check and the NSOPR for anyone with recurring access to vulnerable populations.

CLARIFICATION RESPONSE 2011, PART 2

Performance Measure Clarification Items

1. Community Technology Center Capacity Building

We revised the intermediate outcome indicator so that it is consistent with the target statement and target. The indicator, target and target statement all state that we will have a percent of partner agencies

Narratives

that offer at least one new or expanded program each year.

We chose to remove the "End Outcome" of this performance measure.

 2. Opportunity National Measure

We removed O2 from this performance measure.

Continuation Changes

YEAR 2

PARTNER SITES

For the 2010-2011 Program Year, CTEP added six new partner sites. The addition of these new partner sites is due to our program model which requires sites to reapply for partnership each year. CTEP wants to ensure that members are doing meaningful, necessary service within partner sites. We determined that some of the new partner site applicants' missions were a better fit for the service we provide. In other cases, the capacity to support a member in an organization no longer existed. We were then able to expand our reach in the under-served communities of North Minneapolis and East St. Paul, as well as forge new partnerships with organizations that focus on our key demographics.

We added the following partner sites for the reasons listed below:

Ramsey County Library (RCL) -- Roseville: This library is one of the busiest in the state of Minnesota. Low-income, immigrant, and senior populations use this library on a daily basis. Partnership with CTEP has allowed RCL to develop targeted adult and youth computer literacy programming where there

Narratives

had been none before.

Park Avenue Youth and Family Services (PAYFS): This non-profit in South Minneapolis had a large, unused computer lab and a diverse population of youth and adults who are interested in learning computer skills and using the hardware.

University of Minnesota, Office for Business and Community Economic Development (OBCED): Our CTEP member is serving at the University's OBCED to expand technology literacy programming in North Minneapolis, an underserved community.

KFAI Radio: CTEP has partnered with this community volunteer radio station to bolster youth programming. Our member has created partnerships with high schools in the area to give students a chance to learn technology literacy skills through radio production and editing.

Hubbs Center for Life-Long Learning: CTEP has partnered with Hubbs Center, an organization that specializes in Adult Basic Education. The CTEP member at Hubbs Center has been able to create computer literacy classes to coincide with their education goals.

Comunidades Latinas Unidas En Servicio (CLUES): CTEP's partnership with CLUES has allowed us to focus on helping the Spanish speaking populations in East St. Paul with technology literacy and job placement skills.

ENROLLMENT

In the 2009-2010 program year, we began the year with 100% enrollment. One member, for compelling

personal circumstances, transferred out of our program to an AmeriCorps program in another state.

CTEP then converted the full-time slot to one-half time slot which we immediately filled, and our state

commission informed us that this would not affect enrollment. The state commission later learned the

transfer would affect enrollment, but by that time we had lost the opportunity to fill the second half-time

position. Therefore our enrollment ended for year at 24.5 of 25 positions, or 98%. ServeMinnesota and

CTEP now correctly understand the policies concerning slots and transfers, so this error has been

corrected. CTEP maintained 100% enrollment in the five program years prior to last year.

RETENTION

In 2009-10, CTEP retained 100% of members (24.5 of 24.5), which was our most successful retention

year to date (up from 82% in 2007 to 86% in 2008 to 96% in 2009). Moreover, in the current 2010-11

program year, CTEP enjoys 100% retention and enrollment of its 30 FT members.

BUDGET

We have adjusted the budget for program costs to reflect cost-of-living increases for staff; health care

increases; rent increase; reduction in staff training costs to comply with company policy; and increases

in member recruitment to help bring in a greater diversity of Corps members.

We have adjusted the budget for member costs to reflect the increased minimum living allowance for

members, and increased costs for member health care.

EXECUTIVE SUMMARY

Narratives

We added an executive summary to the original grant

Performance Measures

SAA Characteristics

☐ AmeriCorps Member Population - None ☐ Geographic Focus - Rural

☒ Geographic Focus - Urban ☐ Encore Program

Priority Areas

☒ Education ☐ Healthy Futures

Selected for National Measure ☐ *Selected for National Measure* ☐

☐ Environmental Stewardship ☐ Veterans and Military Familie

Selected for National Measure ☐ *Selected for National Measure* ☐

☒ Economic Opportunity ☐ Other

Selected for National Measure ☒ *Selected for National Measure* ☐

☐ Disaster Services

Selected for National Measure ☐

Grand Total of all MSYs entered for all Priority Areas   30

Service Categories

Computer Literacy   Primary ☐   Secondary ☒

Training and Technical Assistance   Primary ☒   Secondary ☐

Academic Development through Improving Technology Literacy Skills

Service Category: Computer Literacy

Measure Category: Needs and Service Activities

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

CTEP AmeriCorps members will serve with partner agencies to teach technology literacy skills to youth and young adults through classes and one-on-one mentoring. These skills will directly relate to state and national technology literacy academic standards. Members will also assist community members in learning technology skills related to achieving academic goals such as applying for financial aid or online applications for college.

Results

Result: Output

CTEP AmeriCorps members will serve low income, recent immigrant and disabled youth and young adults by helping participants improve their technology literacy skills through teaching competencies connected to state and national technology literacy academic standards.

Result: Output

     Indicator: student beneficiaries

     Target: Year 1, CTEP members will provide technology literacy training related to state and national

     academic standards to a minimum of 800 youth and young adults across CTEP partner agency

     sites through direct service activities. Year 2: 900, Year 3: 1000

Target Value: 900

   Instruments: Course attendance records in client logs

PM Statement: In each year, youth and young adult program participants will be served by CTEP AmeriCorps members (800 in Year 1, 900 in Year 2, 1000 in Year 3. Low income, recent immigrant and disabled youth and young adults will learn technology literacy related to state and national technology literacy academic standards.

 Prev. Yrs. Data

Result: Intermediate Outcome

Individuals served by CTEP AmeriCorps members across partner agency service sites will improve

their technology literacy competency related to state and national academic standards.

     Indicator: student beneficiaries

     Target: Year 1, 600 youth and young adults will improve technology literacy competency related to state

     and national academic standards. Year 2: 700 individuals. Year 3: 800 individuals.

Target Value: 700

   Instruments: Pre-test/post-test assessment based on capacities determined by state and national STEM standards to determine the amount of knowledge gained. Sites will administer a standardized skills assessment, developed by CTEP, where youth demonstrate a STEM skill they have been learning while working with CTEP members. The assessment objectively demonstrates the youth's progress and abilities after working with a CTEP member.

PM Statement: In each year, youth and young adults will improve their technology literacy related to state and national academic standards (Year 1: 600, Year 2: 700, Year 3: 800)

 Prev. Yrs. Data

Community Technology Center Capacity Building

Service Category: Training and Technical Assistance

Measure Category: Needs and Service Activities

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

AmeriCorps members will support agency partners through capacity building activities. Members will:

--conduct community technology assessments at each site

--investigate curricula, best practices and resources to support programs at their site

--strengthen volunteer recruitment systems at agency partner computer labs and technology programs

--design technology programs and services to better meet the needs of underserved residents

--educate staff at area agencies in use of emerging technology tools

Results

Result: Output

CTEP Partner agencies will receive capacity building services to better serve new immigrant and low

income youth and adults within their technology access and literacy programs. Members will provide

service sites with resources that help these agencies improve their service delivery, including a

technology capacity report for each agency in our program.

Indicator: # of capacity building projects completed at partner agency service sites

Target: CTEP members will collectively complete 90 capacity building projects at partner agencies, an

average of 3 projects per member, including a technology capacity assessment.

Target Value: 90

Instruments: Quarterly progress reports submitted by partner agency staff will track progress on individual capacity building projects and submit descriptions on the OnCorps reporting system

PM Statement: CTEP partner agencies will increase their capacity to serve low income and new immigrant communities as a result of members collectively completing 90 capacity building projects (average of 3 per member) amongst CTEP partner agencies.

Prev. Yrs. Data

Result: Intermediate Outcome

Partner agencies participating in the CTEP AmeriCorps program offer new or expanded technology

programs to serve low-income, recent immigrant and disabled residents.

Indicator: Percent of partner agencies that offer at least one new or expanded program.

Target: Years 1: 90% of partner agencies offer at least one new or expanded program

Years 2: 90% of partner agencies offer at least one new or expanded program

Years 3: 90% of partner agencies offer at least one new or expanded program

Target Value: 90%

Instruments: Quarterly progress reports submitted by partner agencies on the OnCorps reporting system. Site supervisors will report on new curriculum, updated curriculum, site assessments, improved volunteer management systems, improved hardware in computer labs, staff training, and new partnerships developed through CTEP members efforts.

PM Statement: Partner agencies participating in the CTEP AmeriCorps program offer new or expanded technology programs to serve low-income, recent immigrant and disabled residents. In all three years, 90% of partner agencies will offer at least one new or expanded technology program or service.

Prev. Yrs. Data

National Performance Measures

Priority Area: **Economic Opportunity**

Performance Measure Title: Attaining Employment through Improving Technology Literacy Skills

Service Category: Training and Technical Assistance

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

CTEP AmeriCorps members will provide instruction to low-income individuals, New Americans, and residents

with disabilities at with partner agencies in technology literacy programs related to employment. These programs

can be integrated with existing GED, ESL or train-to-work programs, but must have a technology component that

leads to attaining employment. Programs will be designed to meet the unique needs of non-English speakers,

those with limited education or literacy levels, and those with disabilities.

Result: Output

Result.

CTEP AmeriCorps members will serve low income, recent immigrant and disabled adults by helping participants

improve their technology literacy skills through providing instruction in job placement.

Indicator: O3: Individuals receiving job placement services.

Target : Year 1, CTEP AmeriCorps members will provide job placement services to 1600 community

beneficiaries (across CTEP partner agency sites) through direct service activities. Year 2:

1800, Year 3: 2000

Target Value: 1800

Instruments: Course attendance records in client logs

PM Statement: In each year, adult program participants will be served by CTEP AmeriCorps members (1600 in Year 1, 1800 in Year 2, 2000 in Year 3. Low income, recent immigrant and disabled residents will learn technology literacy related to job placement services.

Result: Intermediate Outcome

Result.

Individuals served by CTEP AmeriCorps members across partner agency service sites will be placed in jobs.

Indicator: O10: Individuals placed in jobs.

Target : Year 1, 200 clients will be placed in jobs.

Year 2: 250 clients will be placed in jobs.

Year 3: 300 clients will be placed in jobs.

Target Value: 250

Instruments: Member Client Logs, Data from Site Caseworkers

PM Statement: In each year, clients will be placed in jobs (Year 1: 200, Year 2: 250, Year 3: 300)

Required Documents

Document Name	Status
Evaluation	Not Applicable
Labor Union Concurrence	Not Applicable