DEFINITIONS OF CTEP REPORTING TERMS

COMMUNITY MEMBER

A person served by a CTEP member. Organizations use different terms for who they engage in the community. For our purposes, we use 'community member'. For tracking purposes, a community member is anyone that a member directly works with in the public. If you are simply overseeing a lab but don't directly interact with a community member you should not count this person in your data spreadsheet.

SUSTAINABILITY

Within the context of our framework, sustainability is a lasting outcome of the capacity building activity. This may include maintaining service after CTEP is no longer on site, maintaining enhanced or increased services after CTEP is no longer on site, or both. Sustainable projects and programs have institutional procedures, resources and processes that assure the continuation of expanded or enhanced beneficiary services.

NORTH STAR DIGITAL LITERACY STANDARDS

Designed by the Saint Paul Community Literacy Consortium to help low-skilled adults perform a variety of daily tasks on the computer and online. The primary focus is to help people gain basic digital literacy skills needed to search for, obtain, and succeed in entry-level jobs. Funding provided through Friends of the Saint Paul Public Library by the Otto Bremer Foundation and Library Services and Technology Act (LSTA). Definitions of each set of standards can be found online:
http://spclc.org/programs/digital-literacy-standards

- *Typing*
- Basic Computer Skills
- Email
- Internet
- Word Processing
- Operating System
- Social Media
- Excel

COMMUNITY ASSESSMENT

Involves comprehensive information gathering, analysis and documentation to understand a community's concerns around digital literacy, effectively characterize its needs and respond with appropriate interventions regarding digital literacy.

Discovering those things that matter to the community, what issues the community feels are most important to address, and what resources are available to bring about change may be accomplished through interviews with community members, and by conducting listening sessions, public forums, and other place-based research, resulting in an assessment (or profile) of the community that helps identify and prioritize critical issues and plan future interventions.

CAPACITY BUILDING PROJECT

CTEPs goals: each year host site agencies will receive capacity building services, including implementing efficient volunteer practices, receiving community assessments, additional activities such as new classes or programs, and will experience an increase in demand for services as a result of those changes. Finally, members as a whole will leverage in-kind contributions, mostly in the form of donated computers and assistive technology either to their labs or directly to the beneficiaries themselves through site programming.

A capacity building project is a more substantial contribution to the programming by the member. We define this as any special project that required more than 10 hours to complete.

Examples of capacity building projects are

- the CTEP Community Assessment completed in the beginning of the year
- curriculum development (i.e. creating a new curriculum for Google functions)
- partnership development (i.e. brokering partnership with Metro State to bring in student interns)
- program specific fundraising (i.e. getting grant to add assistive technology to lab)

Capacity Building Project Review: For each capacity building project identified from the community assessment, members and supervisors will review progress and project success mid-year and at the end of year.

Increased Efficiency: Improved outcomes with the same level of resources; improved or consistent quality of services with fewer resources.

Increased Effectiveness: Improved ability of the organization to achieve outcomes resulting in better success rates or better quality of outcomes achieved.

Increased Demand: An increase in community members seeking digital literacy programming that were previously not seeking these resources. An increase in community organizations seeking to partner with CTEP host sites that previously were not seeing to partner around digital literacy.

In-Kind Contributions: Non-cash contributions, including donated goods or services, expert advice, equipment or property. Only items or services for which a fair market dollar amount value can be placed. Examples include donations of wood for playground construction, paint, and pro bono legal services. Additional resources or assets garnered through capacity building activities (such as volunteers, in-kind support, and partnerships).

Staff Training: An organized activity aimed at imparting information and/or instructions to improve the training recipient's performance or to help him or her attain a required level of knowledge or skill related to digital literacy.

VOLUNTEERS

CTEP defines a volunteer as: any *unpaid* community member who is contributing to the technology literacy programming at the site.   A volunteer can also be a client as long as they are contributing to the organization even as they are receiving a service.

Good examples of volunteers:

- Students performing unpaid serving learning
- Unpaid internships
- Unpaid Community

volunteers examples not counting:

- Paid interns, site staff
- Other AmeriCorps members from other programs

Disadvantaged youth: For purposes of reporting, disadvantaged youth encompass those youth that are out-of-school, including unemployed out-of-school youth, in or aging out of foster care, have limited English proficiency, are homeless or runaway, are at-risk to leave secondary school without a diploma, former juvenile offenders or at risk of delinquency, and individuals with disabilities.

Individuals born between 1946-1964: Often referred to as "Baby Boomers", these are individuals you engage with that were born between 1946 to 1964. Because age is often not available, use clues in conversations and best judgement on age when indicating if a volunteer was born between 1946-1964.

VOLUNTEERS RECRUITED

To "recruit" a volunteer, a member will enlist or enroll a volunteer as a direct result of an intentional effort to do so. This includes, but is not limited to, creating marketing materials to recruit volunteers.

Hours: Hours that recruited community volunteers devote to serving, including training time that they may have to participate in. Does not include hours served by community volunteers engaged in prohibited activities for CTEP-supported organizations, such as community organizing intended to promote advocacy activities

VOLUNTEERS MANAGED

To "manage" a volunteer, a member gives direction regarding digital literacy volunteers. This includes training, direction, coordination and supervision of the community volunteer by the CTEP member in tasks, duties and services for the intended purpose of supporting or enhancing the program delivery model of digital literacy on site.

Hours: Hours that managed community volunteers devote to serving, including training time that they may have to participate in. Does not include hours served by community volunteers engaged in prohibited activities for CTEP-supported organizations, such as community organizing intended to promote advocacy activities

EFFIsCIENT VOLUNTEER MANAGEMENT PRACTICES

A series of practices that collectively maximize the capacity of volunteers to have an impact on behalf of the organization or community. Examples of volunteer management practices include but are not limited to: development of a written volunteer generation plan, formal partnerships for volunteer recruitment, establishment of a volunteer unit within the program or organization, creation of volunteer manual/training/curriculum, regular supervision and communication with volunteers, liability coverage or insurance protection for volunteers, screening and matching volunteers to jobs*, regular collection of information on volunteer involvement, written policies and job descriptions for volunteer involvement, recognition activities, such as award ceremonies, for volunteers*, annual measurement of volunteer impact, training and professional development for volunteers*, and training for paid staff in working with volunteers.

* These practices correlate strongest to volunteer retention according to a 2004 study by the Urban Institute, —Volunteer Management Capacity in America's Charities and Congregations: A Briefing Report.‖

Additional resources on effective volunteer management practices are available at the CNCS Resource Center: http://www.nationalservice.gov/pdf/07_0719_volunteering_reinvented.pdf
http://www.nationalserviceresources.org/via
http://www.nationalserviceresources.org/ep-vol-man

DIRECT SERVICE

CTEP GOAL: CTEP AmeriCorps members will provide job placement services (across CTEP partner agency sites) through direct service activities. CTEP members will provide instruction to low-income individuals, New Americans, and residents with disabilities at partner agencies in technology literacy programs related to job placement. These programs can be integrated with existing GED, ESL or train-to-work programs, but must have a technology component that leads to obtaining 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.

LIFE GOALS	Something that is accomplished after the community member meets with you
Got a job	Doesn't matter what kind. Individual is hired in a new job as a result of job placement services provided; individual may have been previously working in a
Received a computer	at your CTC or through your efforts
Got into College	any postsecondary option fine, doesn't have to be degree seeking
Became a Community Leader	now has become a mentor to others instead of simply receiving service, due to the efforts of the member
Attained US Citizenship	must be verified through program, or through community member
Passed GED	must be verified through program, or through community member
Continuing Career in Media or Technology	making media after program completes, entering into media or film studies