CTCNet and HUD-supported Technology Centers

All-Affiliates Gather in Boston in June: Reports & Postscripts

Focus on CTCNet and HUD Centers:
In Washington, DC; Madison, Wisconsin; Burlington, VT; Lansing, Michigan; and Around the Nation

Public Policy Follow Up to The Telecom Act of 1996:
Library Organizing; the FCC and Congress

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In This Issue

Cover:
*8-year-old Travis Crume demonstrates his computer skills for the U.S.
Department of Housing and Urban Development (HUD) Assistant
Secretary Nick Retsinas and others at the Packer Learning Center in
Madison, Wisconsin on August 28th. Jackie Thomas, Technology Program
Coordinator at Packer (left), and Pat Leonard, Coordinator at the
Northport Community Learning Center look on.* Photo by Greg Anderson.

CTCNet Departments

About This Issue

There are lots of new things in this issue. Doing a "newsletter" every six months is an opportunity to stop and take stock. Since we've been publishing a 36+ page edition for a couple of years now, we've taken the liberty of changing our name from *News and Notes* to *Review*. Our membership directory has grown, too, and now lists over 100 affiliates (p. 38ff), our most substantial increase ever over a six-month period. The exponential increase in the number of refer-ences to web pages throughout this issue reflects this growing membership, their increased development of web capacities, the effort to update our own web holdings with postings and links to previously-published articles from back issues, and the increased number of links to our growing group of friends, partners, collaborators, and related projects.

This issue itself has essentially four sections. An overview of the All-Affiliates Conference in June kicks off a section of related reports and articles including our partnership with Apple, CTCNet's Innovative Initiative Award, and our Volun-teer/Associates program.

The recent explosion in HUD-supported developments in public and assisted housing is this issue's focus. These centers are currently our fastest growing affiliate sector. There's an overview of HUD initiatives and how CTCNet has been involved nationally, followed by profiles and articles from five key centers.

While HUD-supported centers reflect public policy in action, there are also public policy perspectives developing in the aftermath of the passage of the Telecommunications Act of 1996. Starting on page 27, you'll find information about a most useful *Library Advocate's Guide to Telecommunications,* CTCNet's response to the Federal Communi-cations Commission regarding Universal Service, and a report on Congress and the Telecommunica-tions and Information Infrastruc-ture Assistance Program (TIIAP) .

Andrea Houchard's report from Columbus, Ohio, and Phil Shapiro and Keith Schlesinger on inexpen-sive and useful media and other software and projects help convey a vivid sense of the attitudes and activities inherent in the life of affiliate centers. We conclude with resources and reference notes to conferences, organizations, and material, and additional CTCNet information.

What remains is to note what's *not* here: Two matters in particular. First, our brief summaries of recent books by Steve Miller, Michael Stein, Doug Schuler, and Ed Schwartz hardly do justice to their contribution to the emerging literature of the community technology movement, and we encourage you to pursue them beyond these brief encapsulations. Finally, what was originally intended as a brief pause to reflect upon the passing of the Boston Computer Society and the National Public Telecommunications Network grew too large to be included here—"Requiem for the BCS and NPTN" can be found on our web site.

We welcome your comments and would like to invite "Letters to the Editor" to be sent by email, via the web page, fax, or post to our "snail mail" address. —PM, AS

5th Annual All-Affiliates Conference in Boston in June

It was a bang-up meeting. Some 230 attendees included a healthy mix of old-timers and new mem-bers including directors, board folk, volunteers, and center participants, visitors, and friends. Beginning with the expansive Friday morning welcome by Boston's Mayor Tom Menino, announcing his promise to bring a resolution to the upcoming Conference of Mayors calling for universal wiring for all schools *and neighborhood technology access centers,* through a final Sunday show on advanced web resources presented by Roscoe Giles at the BU computational science lab, 34 workshops plus additional keynote, regional, and business sessions over the three day period covered a range of organizational, program, technical, and public policy issues.

George Mokray attended the first day and wrote up a report for his own biweekly newsletter (p. 5). The CTCNet web page also contains a conference summary accompanied by a wide selection of photos of keynote sessions, workshops, and lobby-area, check-out-the-literature, take a break, nosh, lunch, hang-out scenes.

Commented first-time attendee Vivian Guilfoy, director of the Center for Education, Employment, and Community, where CTCNet is housed at EDC, "I heard people focusing on setting high standards and meeting them; on learning more about some areas that could deepen their work such as organi-zational development, strategic planning, child development, professional development, training, public information and communi-cation; on using impact evaluation to tell their stories to the public; on finding new ways to discover and exchange promising practices, resources, materials, models that work."

Highlights of follow-up action to various workshops and presenta-tions include:

**CTCNet 6th Annual All-Affiliates Conference
June 13-15, 1997
in Pittsburgh, PA**

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Updates at
http://www.ctcnet.org
(See page 35 for other conferences.)

Practicing

Eric Fenn Elbot (617/969-7100 x2558, elbot@edc.org)

"Our work is emotionally lucrative," ventured Phil Shapiro, CTCNet's "pure soul" in Washington, DC, as we sat by a quiet pond during our Cape Cod retreat this fall. Almost like a Zen koan, Phil added, "We have the power to help a *homeless* person set up a *home* page."

Enabling bottom-up ownership of the creation of information is the essence of the CTCNet difference.

For powerless people — be they the young or elderly, poor or victimized — to acquire the global potential of the Internet is inherently empowering. The Community Technology Movement exists to remind and demonstrate that technology exists to serve people, not the other way around. This truth is obscured both for those in the new techno-sweatshops and for the computer illiterate. Community Technology Centers are pioneering antidotes to the antisocial side-effects of technology.

While it would be presumptuous to say our funky store-front community technology centers *are* the humble Southern Black churches that hatched the early Civil Rights Movement, we'd like to think they would've said, "Bless you for doing God's work." Today, with virtual reality or the holographics at places like the Computer Clubhouse, the work even feels transcendent.

(Is there a prosperous visionary out there who would like to fund "High-End User Camps," for CTCNet youth with genuine blue sky potential? Like the Civil Rights Summers that mid-wived the leaders who implemented that idea-whose-time-had-come then. Make e-history now!)

For our Community Technology Movement to fulfill its destiny we need a critical mass of the human, informational, and material resources that build velocity. Each of us can begin by quietly grasping the profoundly "insignificant" things we do each moment we interact in providing public access. With that self-recognition we spontaneously trigger others to validate the important work we do.

Soon there is "Big Mo" — momentum fueled by the connectivity and immediacy of electronic networking. A mysterious inevitability takes hold. Gradually it dawns on power brokers: people of poverty not only have access to the information infra-structure, but they also know how to use it. Subtly, everything is different. We will have honored the Promise of Access!

Much hard work awaits us before society even grasps some of the possibilities enabled by the electronic empowerment of the people. The vital steps you can achieve by logging in to your e-mail or picking up the phone right now:

• Fuller interaction among centers: learning from the other geniuses in our midst — like, talk to Bart Decrem at <u>Plugged In</u> (415-322-1134, bartd@pluggedin.org). Give legs to the networking process going on at the All-Affiliates Conference, in regional, local, and smaller gatherings, in the newsletter, online, and over the telephone.

• Effectively communicate how your center's "outcomes" impact on real life problems — like, find out how Tom Stokes' <u>Plumley Village Job Development Center</u> (508-770-0508, plumvil@ctcnet.org) trains public housing residents for real team jobs in America's leading HMO.

• Build working alliances with other community technology organizations in your area — like, ask Mimi Graney about the synergy possible when visual and digital collaborate at <u>Somerville Community Access Television</u> (617-628-8826, scat@ctcnet.org).

A mutual tele-mentoring effort helps us telescope each other's learning curves. Commit to active tele-collaboration in random, sister center, or topical flagship configurations. Use CTCNet as the connective tissue. In the hard, hard work of making a center go, we can learn from others' paths to success.

Travel down this path is supported, encouraged, and subsidized by a National Science Foundation grant, one that we are more than doubling by raising the independent match. This diversifies the funding base for the network's self-sustainability

beyond year 2000.

This goal will be increasingly advanced by the strategic planning of the CTCNet Steering Committee.

The creation of an Industry Quality Round Table will allow companies operating in the booming computer hardware, software and telecommunications sectors to demonstrate a civic consciousness not only in support of the promise that poor people will have access to the information infrastructure, but also ensuring that the ensuing relationship to technology will be a high quality experience. Let us exchange our corporate contacts and together pursue both local and national sources of investment.

Like each individual affiliate, we are similarly reaching out to public and private foundations. Our central office grant writing and outreach is increasingly including roles which individual centers actively play. Center experience and expertise is being channeled into niches like home page development, conducting focus groups, Internet training, and even international consulting on applied technology.

As Community Technology continues to prove itself the critical factor in more social problem solving, CTCNet is available to apply our collective know-how. Currently those actively involved in shaping the HUD environment have concluded that a computer center in publicly subsidized housing is a wise investment. We are leveraging our collective experience to help other non-profit and for-profit organizations provide the kind of experiences that will authentically benefit the residents.

At a time when much safety-net security is being taken away from the poor, the infusion of technological resources is a precious commodity. Both the potential success and failure of the HUD experiment can have a profound impact on the future of community technology.

Mark Twain suggested that "In our country we have those three unspeakably precious things: freedom of speech, freedom of conscience, and the prudence never to practice either of them." CTCNet is practicing. ◆

All-Affiliates Conference
(Cont'd from p. 3)

• **Apple Partnership Renewal** — A major preconference gathering took place the day before, on Thursday, at the Apple corporate and education lab in downtown Boston. Representatives from 18 affiliates who were awarded major equipment grants under the CTCNet/Apple "Expanding Technology Access" partnership (p. 11) gathered for a day-long training and orientation session, led almost entirely by Adam Glick (p.12). The program will run for a second year (p. 42).

• **Solidified collaboration with the Alliance for Community Media** — At the ACM/CTCNet session, a cadre built upon an earlier state gathering in Lowell and Spring ACM/CTCNet regional conference in Burlington, Vermont to plan out organizational development, common goals, and possibilities for the ACM national conference in DC in July, where the establishment of a CTC SIG had something on the order of 50 folks signing on (Rick Anderson from Burlington, VT, rick@cctv.org, and Michael Seitz, from Multnomah Community TV in Gresham, Oregon, mseitz@mctv.org, are co-coordinating this effort).

• **Visibility for the CTCNet Innovative Initiative Award** — There was impressive media coverage of Marcia Snowden, long-time director of the New Beginnings Learning Center in Pittsburgh and recipient of the first ever annual CTCNet Innovative Initiative Award. The presentation by Tim Barclay took place at the Friday night reception, a lavish treat provided by the Morino Institute.

The various HUD workshops and presentations and public policy sessions were a prelude to on-going efforts reported below, too. On Sunday morning Toni Stone laid out the history, present, and future of the Network (p. 7).

The following week in New York, at Hostos Community College in the Bronx, not too far from Yankee Stadium, a smaller CTCNet contingency gathered to participate in the 10th Annual New York Computers for Social Change Conference (p. 15). ◆

Planning at the CTCNet Alliance for Community Media Workshop: ACM Executive Director Barry Forbes, Malden (MA) Access TV Director Rika Walsh, and, at the board Lauren-Glenn Davitian, Director of Chittenden Community TV in Burlington, VT. On the board it says, "(1) Map Community — Human Resources, Infrastructure; (2) Assess/Audit Community Needs/Interests; (3) Build Cross Sector Partnerships — Public and Private; (4) Provide Training Opportunities — Technical and Non-Technical."

A Day at the Conference

GEORGE MOKRAY

I was able to spend only Friday, June 14 with the folks from the Community Technology Centers' Network. These are people who are setting up public access centers for various kinds of computer and communications technology. Some of them are schools or after school programs, some of them are public access TV stations, and some of them are something altogether different. My impression is that this is a very focused group that knows its stuff and has a clear goal: providing open public access to the highest technology for the greatest amount of people.

Peter Miller (**peterm@ctcnet.org** or 617/969-7100) said that CTCNet (**http://www.ctcnet.org**) will be in 45 states by 2000 and is now working with the Alliance for Community Media (public access TV) and HUD (Neighborhood Networks at **http://www.hud.gov/local/sea/seahsnnn.html**). There are currently over 65 community technology centers in CTCNet.

I spent the day going to workshops on jobs, community networking and grants, hoping that I could sense a continuum as I followed a roughly economic trail.

The first workshop was on job training. Most of the presenters were doing GED, basic literacy/numeracy, computer skills, partnering with business, online job searches, training and support. All of the job training programs were geared toward the 9 to 5 job market. There did not seem to be a lot of thought towards the "information economy" or entrepreneurial training, let alone micro-

George Mokray is a volunteer at Virtually Wired, can be reached at gmoke@world.std.com, and publishes a biweekly electronic newsletter on telecommunications and environmental issues. The CTCNet conference review can be found in its entirety at http://world.std.com/~gmoke/AList.July596.html. Note that the web sites and email address in bold are live links when you read the review on the Web.

CREDO
(from Playing to Win)

Purpose is:
  universal technological enfranchise-
    ment.
  to broaden the scope of personal
    capability and interest.
  to enable learning and functioning
    through technology.

Technology is:
  a tool.
  an information resource.
  a vehicle for communication.

Students can:
  learn to operate machines and
    programs.
  learn how to create programs.
  learn how to use programs as tools.
  learn from programs.
  learn with programs.

Students are:
  participants in the learning process.
  working collaboratively.
  in control.
  tinkerers.
  actively engaged.

Results are:
  empowerment: skill in tool use,
    success in learning.
  increased self-esteem.
  ability to use resources.
  ability to articulate process and
    need.
  recognition of personal contribution.
  respect for contributions of others.
  habits of self-assessment.

Teachers are:
  facilitators, guides, coaches,
    gardeners.
  resources.
  participants in the learning process.
  role models.

Activities:
  are project based.
  reference real-world activity.
  respect and use background,
    culture, skills of participants.
  provide for team work.

Assessment is:
  the joint task of participant and
    teacher.
  based on personal accomplishment.
  substantiated by personal portfolio.

economic development within the neighborhood for building an alternative economic system. When I mentioned these kinds of possibilities, I interested one Tom Nichols of American Micro Systems (513-277-3375) who works with two national barter exchanges, BXI and Trade Card, into suggesting that we bring them online. I also learned that Ilese Levitt (Jobs for Youth, Boston) is working on the early stages of an environmental technical job training curriculum on CD-Rom with IBM for their Job Assessment/Aptitude Center. I also collected the email address of **rick@cctv.org** who knows about a cyberskills training program in Bristol, England [see p.21]. I raised the possibility of networking indi-vidual centers' expertise around the country, for instance Virtually Wired has a national job search database that might be used around the country. Another center might have expertise in cyberskills training or local job development or multi-media. With a real network, each center's individual expertise could be shared with all the other centers and everyone would benefit through the centralized expertise disseminated and decentralized through our responsible networking.

The keynote speaker was Stephanie Robinson of the Education Trust, Inc. of Washington, DC. She made it clear that equal access to technology is going to be a battle, that even Al Gore's "connect to schools" initiative doesn't really address the poorer schools and communities.

The next workshop was on Neighbor-hood Information Infrastructure: Community Networking Software. Steve Miller of Computer Profession-als for Social Responsibility talked about the need for real functionality and a clear user interface. The Shaw family, Allen and Michelle Shaw and their two sons (**acs@media.mit.edu, http://el.www.media.mit.edu/people/acs**, 617/436-8048), demonstrated their networking software that provides such a user interface. They call it MUSIC and it is an enhanced bulletin board system (BBS) that uses icons to make all this text take on a little more character. They are using it in their own neighborhood in Dorchester and in Newark where they are linking a HUD housing project to the local hospital, school, library, newspaper, and Rutgers University. Newark has

20 computers shared by 5 neighbors each (100 people). The screen presents a street, individuals can pick a face as their icon. The Shaws call their work Linking Up Villages and work on the idea that the smallest unit is the family. Also met Anne Shepherd of e.villages (**http://evillages.com** [note: Anne Shepherd is no longer with e.villages. For more info, contact Yvonne Craver, 202/778-4372, ybc@evillages.com.]) They are doing job development in the data processing field in the inner city. e.villages looks on the computer as a tool, "as a drill press," and finds jobs first and then trains the people for them.

The last workshop I went to was a panel on Corporate Initiatives in Community Technology. All the panelists were the businesspeople in charge of charitable giving for major corporations. Kay Gibbs (ATT) told us that she saw little or no cooperation between non-profits and that they require a business plan; Peter Bowman (NYNEX) was looking for collaborative projects; Michael Durney (Lotus) is offering their software to CTCNet members; Fred Silverman (Apple) allowed as how it is often difficult for a multinational business to work with individual non-profits. Durney and Silverman, Lotus and Apple, were engaged and knowledgable... Lotus did do one project in Atlanta that is pointing toward some of the networked, information economy ideas that I am hungry to hear more about and I learned that the Benton Foundation in Washington, DC, is watchdogging wireless telecommunications for public access so that we can be online all the time, even while we walk and bike and drive.

I wish that I could have spent more time at the conference. CTCNet is where equal access to technology attempts to become reality. I do wish that there was more of a push toward the alternative economic systems that these kinds of communications technologies make possible. Maybe next year. ◆

CTCNet—History, Organization and Future

ANTONIA STONE

What is CTCNet?

CTCNet stands for Community Technology Centers' Network. CTCNet is intended to be just that: a network (in the old-fashioned sense) of agencies and programs that offer technology access and education to people who might otherwise not enjoy such opportunities. By linking affiliates electronically and sponsoring national and regional meetings at which affiliate representatives engage with colleagues in-person, CTCNet provides resources to its members, offers the benefit of national partnerships and collaborations, and facilitates sharing of experience and expertise via the Network. Other CTCNet services include a semi-annual newsletter and a monthly on-line report.

CTCNet is not a Community Technology Center and does not own or operate such a center. CTCNet does not provide financial support to its affiliates except through partnerships and collaborative programs as they may arise.

What is its History?

CTCNet had its roots in Playing To Win (PTW), a non-profit established in 1980 to counter inequities in computer access. In 1983, PTW opened the first public access computer center to be established in a low income area. This center, located in a public housing project in Harlem, NY, enjoyed both success and media attention and was soon swamped with requests for advice and assistance by people across the country interested in initiating similar programs. ("Playing to Win—A Retrospective: 1980-1994" was published in the fall-winter 1994-95 issue of *Community Technology Center News and Notes* and can be found on the Network web site.)

The Network concept arose from the idea that each of these new centers was developing experience that would be valuable to others, and that each could benefit from shared expertise. Initially called the Playing To Win Network (PTWNet), the Network began in 1990 as a loosely allied group of six

20+ years of CTCNet: At the conference business session, Toni Stone diagrams CTCNet from its origins with Playing to Win in 1980 into the next millenium.

programs: the PTW/Harlem Center, the Somerville Community Computing Center and United South End Settlements in the Boston area, Future Center at the Capital Children's Museum in Washington, D.C., New Beginnings Learning Center in Pittsburgh, and El Barrio Educacíon Popular, also in Harlem. All but the last of these are still affiliates.

In 1990, PTW applied to the National Science Foundation (NSF) for a planning grant to support the development of a proposal to expand PTWNet, submitted that proposal in 1991, and was awarded, in 1992, a three year grant funding a demonstration project focusing on the northeastern section of the United States. Goals of that grant included expanding the membership to at least 45 affiliates; developing a support structure to include telecommunications linkages, a newsletter, and an all-affiliate meeting; promoting math and science activities among its members; and mounting a formative evaluation to assist PTWNet staff in achieving its goals.

It was apparent, even before the termination of the grant, that the Network's success would dictate moving the project to a larger, more experienced, and more resourceful organization to serve as fiscal agent. Accordingly, the application to the NSF for a five year national expansion of the Network was made under the aegis of Education Development Center (EDC) rather

than under PTW. The subsequent award of the grant necessitated renaming the project — hence CTCNet.

How is CTCNet Financed and Organized?

In 1995, the NSF awarded a five year grant of approximately $4,000,000 to EDC to support CTCNet. Unlike the previous award, this grant mandates a 50% match. That is, the federal funding amounts to just under $2 million with the remainder having to be raised by CTCNet. NSF funding diminishes and matching funds increase as the years of the grant progress.

The mandates of the current NSF grant are three-fold:

1. To expand the Network regionally and nationally at the rate of 20-50 additional affiliates per year, at the same time maintaining and enhancing support services.

2. To mount a longitudinal evaluative study of the impact of technology access on the participants at affiliate centers and programs and on the communities in which those centers are located.

3. To institutionalize the Network as a self-governing organization with a diversified funding base.

What do CTCNet operations include? The major cost (about 60%) is, of course, for personnel. The expansion plan mandates that local funding for the Regional

Mission Statement

Community Technology Centers' Network (CTCNet) envisions a society in which all people are equitably empowered by technology skills and usage. CTCNet is committed to achieving this end.

CTCNet like its founding organization, Playing To Win, recognizes that, in an increasingly technologically dominated society, people who are socially and/or economically disadvantaged will become further disadvantaged if they lack access to computers and computer-related technologies.

CTCNet brings together agencies and programs that provide opportunities whereby people of all ages who typically lack access to computers and related technologies can learn to use these technologies in an environment that encourages exploration and discovery and, through this experience, develop personal skills and self-confidence.

CTCNet offers resources to enhance each affiliated agency/program's capacity to provide technology access and education to its constituency and to help and nurture other like-minded programs in its area. CTCNet will facilitate telecommunications, print, and in-person linkages enabling members to benefit from shared experience and expertise.

CTCNet will be a leading advocate of equitable access to computers and related technologies; it will invite, initiate, and actively encourage partnerships and collaborations with other individuals and organizations that offer resources in support of its mission; and it will strive, in every arena, to bring about universal technological enfranchisement.

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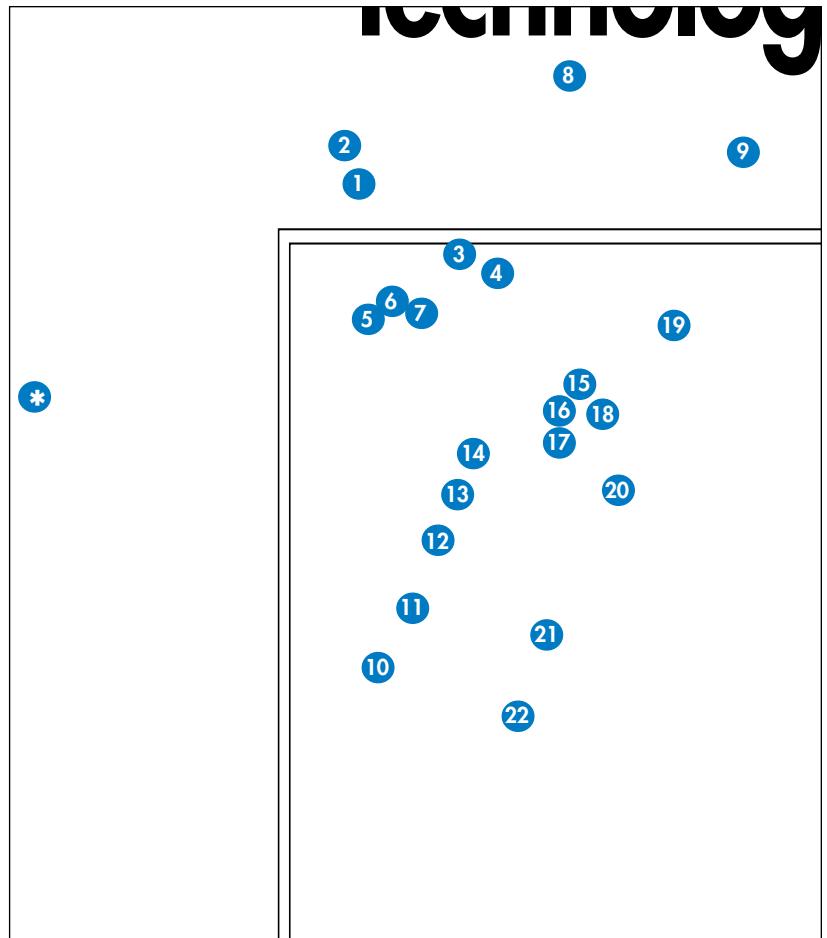
Community Technology Center Points of Access In Metro Boston

When Mayor Tom Menino made mention of six Boston CTCNet affiliates in his welcoming address to the All-Affiliates Conference at Boston University in June, he actually underestimated the number of CTCNet affiliates in Boston and the metropolitan area in general, which boasts the largest concentration of affiliates in the country. The above map locates 22 center-based agencies where people ordinarily without access can go to use equipment, receive training and support, and participate in collaborative projects. Note that five of these centers are tied to CTCNet through the Literacy Telecommunications Collaborative (LTC). In addition to these 22 centers, there are eight additional CTCNet affiliates within one hour's drive of Boston—in Manchester, NH, and elsewhere in Massachusetts in Gloucester, Fitchburg, Lowell, Shrewsbury, Worcester, Framingham, and New Bedford (see the Directory of Affiliates for more information, p. 38). Note that the asterisked circle west of Boston is the location for CTCNet/EDC. The first column lists centers north of the Charles River; those in the second are in Boston proper.

1. Somerville Community Computing Center
2. Short Stop Youth Shelter
3. Somerville Community Access Television
4. Somerville Boys and Girls Club
5. Community Learning Center (LTC)
6. Cambridge Community Television
7. Margaret Fuller House
8. Malden Access Television
9. Jack Satter House (Revere)
10. Jamaica Plain Community Center (LTC)
11. The Shelburne Center (Roxbury)
12. United South End Settlements
13. El Centro Del Cardenal
14. Jobs For Youth/Boston
15. Virtually Wired
16. Asian-American Civic Association
17. Quincy School Community Council (LTC)
18. The Clubhouse at the Computer Museum
19. E. Boston Harborside Community Center (LTC)
20. Notre Dame Education Center
21. The Haitian Multi-Service Center (LTC)
22. The Dorchester YMCA

CTCNet History & Future
(Cont'd from p. 7)

Coordinators (RCs) be developed so that after three years of funding by CTCNet, the RC position is taken over by a regional organization (affiliate or other sponsor).

Some RCs come into CTCNet already supported by a local organization (the Ohio region as an independent, allied Ohio Community Computing Center Network is an excellent example). The more times this can happen, the further CTCNet's grant funding will stretch. Regional expansion is funded to the level of 2-3 new regions per year.

Other expenses (about 40%) included in CTCNet Operations include:

• Travel for affiliate recruitment, for RC local performance and attendance at meetings, for Steering Committee and Advisory Committee meetings;

• Meeting expenses for the All-Affiliate Conference, and Steering and Advisory Committee meetings;

• Subject Area On-line Consultants, specifically a math/science activities on-line consultant.

• Publications including the semi-annual "newsletter," the On-Line News, and the various manuals we are committed to producing including a "How To" start-up center manual (available early '97, see the notice on p. 37) and a "Regional Coordinator Handbook."

• General operating expenses such as rent for staff offices, telephone, telecommunications, technology support, postage, copying, and other office amenities, and EDC's government-approved overhead and indirect.

• In order to guarantee some impartiality and independence, the funds supporting the evaluation are separated out from those supporting CTCNet expansion and support services.

Where is CTCNet Headed?

According to the third mandate under the current NSF grant, by the year 2000, CTCNet should be self-governing and self-sustaining. In anticipation, two major tasks must be accomplished:

At the New England Evaluation meeting last spring at the Margaret Fuller House in Cambridge: Former Research Team member Kim Briscoe (left) and Fuller House Executive Director Iona Smith Nze.

CTCNet Research And Evaluation

Do you ever wonder how your center is affecting the people who partici-pate? Would you like to know what kind of impact providing technology access has on the community? Do you need data about the accomplish-ments of CTCNet as a whole for potential funders? Are you interested in stories about how technology access has affected people's lives?

The CTCNet Evaluation project, conducted by a research team at the Education Development Center, hopes to answer these questions and more. The team will be researching the impact of CTCNet on both individuals and communities through anonymous interviews, site visits, and other activities. This evaluation effort will not only provide essential information to the National Science Foundation, but to all CTCNet affiliates and others interested in technology access and education. We hope that affiliates will be able to use the findings from this study in many ways, including validating existing programs, modifying or expanding activities, designing effective evaluation activities, and providing funders with evidence of the accomplishments of CTCNet.

In the coming year, the research team will be working intensively with four CTCNet centers to gather in-depth data-conducting site visits, observing and documenting activities, and interviewing participants, staff and others in the community. We will shortly be making final selections from a diverse range of CTCNet centers for the four research sites.

This work will build upon the highly informative discussions with New England, New York, and Washington, DC, CTCNet affiliates held last spring in preparation for the current evaluation activities. In particular, we will further investigate the kinds of outcomes that CTCNet affiliate staff have observed—improved literacy learning, willingness to explore, increased self-esteem and self-confidence, enhanced job skills, and "the ways the work of centers break down barriers between the dominant culture and the minority culture."

In subsequent years of the project, evaluation activities will be designed to invite participation from all CTCNet affiliates. As a result of this work, we will share information, stories, and portraits of impact from a variety of CTCNet centers, collect existing research and resources about community-based technology access, and design and share useful evaluation tools and techniques for community technology centers. Findings will be shared through the CTCNet newsletter, at CTCNet All-Affiliates meetings, and when possible, at regional meetings and site visits. Any publications or other materials developed out of the research and evaluation will be made freely available to CTCNet affiliates.

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1. Funds must be raised, not only to meet the match requirement of the NSF grant and for any Network costs that exceed the NSF-budgeted amounts (estimated at about 15% annually), but also a diversified funding base must be in place to support CTCNet as an independent organization.

2. A governance structure must be created to assure that the policies and business of CTCNet reflect the wishes and needs of its affiliate body.

Eric Elbot and the people at EDC are already hard at work on #1. The first step toward #2 was taken at the 1995 All-Affiliates Conference with the creation of CTCNet's Affiliate Planning/Steering Committee and reaffirmed this past June. In June 1997, the Planning/Steering Committee will recommend (a) a governance structure including designation of officers and representatives, terms, election procedures, and responsibilities, and (b) define a membership structure including criteria, voting rights, benefits, and obligations. Once the plan is approved by the Affiliates, it will be implemented to the degree possible under the existing grant. Naturally, the officers will not bear the total responsibility for policy and fiscal oversight that they will in 2000 and beyond, but will work with the Advisory Committee and with EDC and CTCNet staff to gain experience and test the structure.

CTCNet—A Founder's Vision

Time ran out at the workshop, and Toni promised to stimulate discussion and consideration of CTCNet's deeper purpose by sharing "my sense of where CTCNet might be headed and inviting you to respond with your own vision(s)." Shortly after the conference, she offered the following.

Thinking about my vision for CTCNet takes me to two fundamental thoughts that have guided me during my years in the classroom, through the establishment of Playing To Win and later the PTW Network, and that form the basis of what vision I have for CTCNet's future:

Two of the major barriers to life-long learning, productive activity, and participation in family/community/societal growth and development are isolation and ignorance. These are, in fact, the conditions that have been imposed by jailers and torturers through the centuries as punishment or as ways to extract information from the hapless.

I saw my job in the classroom as one of counteracting isolation and ignorance. Help kids to work together; get *them* talking instead of me; encourage them to ask questions, to do research, to identify sources of knowledge or information that they need when they need it. Make the classroom a model of connectivity (although I didn't know the word at the time) and cultivate in students the means to overcome ignorance by providing opportunity to learn and to do and to ask when that learning, doing, and asking becomes important to the each in his or her own time.

My vision for CTCNet has much in common with my vision for the classroom: affiliates working together, helping each other with shared experience, consulting for each other when particular expertise is needed. The Network as an organization should provide an arena where ignorance can be overcome by accumulated resources, linkages, and personal contact.

One of the things that fuels this vision is the progress that already has been made toward this sort of feeling among affiliates. I remember an All-Affiliates meeting in New York City where, at the business meeting, when staff asked what directions the Network should pursue in the next year, there was much disgruntled complaint that the Network wasn't delivering. Expectation centered around what affiliates would get and what the Network staff would provide. We've seen that change to a palpable feeling among affiliates that *they* are the ones in the know, that *they* are the ones that can help, and that together we constitute more than the sum of our parts.

Although mathematically unsound (and I used to be a math teacher), it is this last piece that I believe should be the goal of CTCNet—to constitute more than the sum of its parts. If this becomes fact, we will be stronger together than apart.

Now there is a more practical side to the vision. CTCNet will be governed by a Board made up of duly elected affiliate representatives. The Board will shape CTCNet policy and priorities and will provide financial oversight. The progress toward this state of affairs is one of the tasks of the next three-to-four years.

CTCNet should be funded primarily by those portions of the private sector that stand to benefit most from universal technological enfranchisement. I dream of an endowment from an industry council — an endowment made up from a minuscule percentage of each member's advertising budget.

CTCNet can represent the universal technological enfranchisement movement in areas where individual members cannot either for reasons of time constraints or, yes, ignorance. CTCNet can develop resources that individual members cannot. CTCNet can provide a clearinghouse for information relevant to programmatic development and sustainability. CTCNet can encourage the development of an affiliate consultant corps; it can sponsor "institutes" for members and would-be members focusing on technological developments and associated community development issues.

Computer-based technology is not going to go away. It is not going to stagnate. What we do today can and will inform what we do tomorrow but what we do tomorrow will not be what we do today. CTCNet can be an avenue for transition; it can gather the "best" of the new and help sustain the "best" of the old. ◆

CTCNet Steering Committee

Ella Bogard, Marietta (OH) Community Computing Center

Chad Bratschi, Volunteers of America, Columbus, OH

Suzanne Conyers, North Bronx Family Services, NY

Bart Decrem, Plugged In, East Palo Alto, CA

Rick Parkany, Latimer Education Program, Schenectady, NY

Kate Snow, Somerville (MA) Community Computing Center

Marcia Snowden, New Beginnings Learning Center, Pittsburgh, PA

From the July 10 Press Release:

Community Technology Centers Receive Major Equipment Awards from Apple

The Community Technology Centers' Network, CTCNet, through its "Expanding Technology Access" partnership with Apple Computer, Inc.'s Worldwide Community Affairs department, has announced the award of Apple Macintosh systems valued at nearly $200,000 to 18 CTCNet affiliates providing computer access in low-income communities around the United States.

For example, the Somerville (Massachusetts) Community Computing Center will establish a public access multi-media and Internet lab and the Somerville Youth Web Project, under which low-income youth will be trained in developing World Wide Web pages for local nonprofit groups.

In Washington, DC, the Computer Assisted Literacy Center, a project of the Adult Basic Education Office at the central public library, will use its new computers to provide free access for local residents to enhance their skills in reading, spelling, writing, and math.

And the grant will enable the Community Media Center in Grand Rapids, Michigan, to help local nonprofit groups take advantage of the Internet through the establishment of the Community Access Network.

According to Fred Silverman, Senior Manager of Apple Computer's Worldwide Community Affairs department, "These grants build on our long-standing commitment to provide Apple technology to community-based organizations addressing a wide range of issues. Given CTCNet's role in helping communities provide more access to computer technology by local residents, this partnership is an ideal way for Apple to continue that tradition."

The equipment received under "Expanding Technology Access" consists of Macintosh Performa 6290CDs with internal modems, LaserWriter Select 360s, Apple ColorOne Scanners, and QuickTake digital cameras.

Recipients of grants are:

• <u>Connecticut</u>:
Leadership, Education, and Athletics in Partnership (LEAP), New Haven and Hartford

• <u>Florida</u>:
The Bridge/Family Health Services, Jacksonville

• <u>Massachusetts</u>:
Cambridge Community Television, Cambridge

The Clubhouse at the Computer Museum, Boston

The Dorchester Family YMCA, Boston

GET-UP Neighborhood Community Computing Center, New Bedford

Malden Access Television, Malden

The Somerville Community Computing Center, Somerville

United South End Settlements/Harriet Tubman House, Boston

• <u>Michigan</u>:
The Community Media Center, Grand Rapids

• <u>Ohio</u>:
Akron Community Service Center and Urban League, Akron

North Education Community Computer Center, Columbus

• <u>New Hampshire</u>:
Alliance for the Progress of Hispanic Americans (ALPHA), Manchester

• <u>New York</u>:
Community Access, Inc., New York City

El Puente Media and Technology Center, Brooklyn

• <u>Pennsylvania</u>:
New Beginnings Learning Center, Pittsburgh

• <u>Vermont</u>:
Chittenden Community Television: The Old North End Community Technology Center, Burlington

• <u>Washington, DC</u>
The M.L. King Public Library, Adult Basic Education Office ◆

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Affiliate representatives from centers awarded Apple equipment and CTCNet staff at the training session led by Adam Glick the day before the All-Affiliates Conference.

Adam Glick, Portrait of a CTCNet Associate

KATE SNOW

When it comes to running a community computing center, nothing is as important as volunteers. The Somerville Community Computing Center (SCCC) wouldn't ever have run so many evening public access sessions from the start if it weren't for the incredibly dedicated, knowledgeable individuals who stepped forward to staff those hours.

Members of CTCNet had the chance to meet one of those volunteers in June. Adam Glick—who has helped hundreds of new and confused (and experienced) computer users since he started volunteering at the SCCC in 1991—volunteered once again, this time to help recipients of the Apple Technology Challenge Grants get acquainted with their new systems, scanner and QuickTake Camera. The room of over 30 recipients was wowed by not only his technical ability and teaching skills, but his familiarity with the key issues of keeping computers running in the context of public access. Who better to describe how to set your "Views" when novice users are involved? Or what kinds of software you *really* need? He explained just how to set memory for public access machines, what to keep, what to throw away.

Formerly the technology coordinator for Short Stop Youth Shelter in Somerville, Adam came to the SCCC when the two agencies collaborated on a regional technology project for homeless youth. He now runs his own company, Bytehead Technology Consulting, serving individuals, nonprofits, printing and advertising companies, and small businesses.

Adam's participation in community computing seems to go on and on. He is a member of the governing board of the Somerville Community Computing Center, where he chairs the Technology Committee. When computers are broken he fixes them. When he

Adam Glick (left) and fellow community technology activist and volunteer Bosco So show off their computer parts keychain tchotchkes at the Technology Education of Somerville Awards Night.

finds a contact for a donation at a software company, he passes it on. He helps the center buy discounted hardware. Last Spring he walked in the door with a box of donated software from a client that included Photoshop and Adobe Illustrator. He helped formulate a written policy about the solicitation of donations from users that's now part of the *Volunteer Manual*.

When asked why he has been involved for all these years in community computing, Adam replied, "Because I really value giving back; I feel like I carry around so much stuff in my head about computers, and that technology access is no longer a privilege, it's a necessity for people. Volunteering fulfills all those things for me."

And as to his favorite part of volunteering? "Besides the cheapest soda machine in Somerville? I see people come in and develop a relationship with them. You get to see progress, their growth. They always come back with more questions. You come back and hear that they say, 'You weren't here this night, so I came back when you were here.' People are clear when you help them do something and it works. People hook in. It's the human contact. These are things that are accessible and there's nothing to be afraid of... you see that you're making a difference for people." ◆

Kate Snow, ksnow@ctcnet.org, is Director of the Somerville Community Computing Center. Adam Glick can be reached at bytehead@user1.channel1.com.

CTCNet Seeks Associates to Support Universal Technology Access

The Community Technology Centers' Network welcomes, as Associates, individuals who share a commitment to its mission and are willing to exercise their expertise and offer their time in support of this mission.

Associates receive CTCNet materials, are invited to attend regional and national affiliate meetings, and are encouraged to participate in telecommunications dialogues among affiliates.

Associates are also encouraged to promote CTCNet and its mission in private and public forums, to distribute literature, and to assist in identifying agencies and programs for possible affiliation. Associates with appropriate expertise may be called upon for voluntary assistance with specific CTCNet projects, including, for example:

• Serving on Network taskforces and committees;

• Contributing to the newsletter;

• Providing, or identifying, local technical assistance;

• Volunteering and/or recruiting volunteers to supervise access hours, or developing programmatic and staff expertise at specific affiliate sites;

• Offering advice and counsel to Network staff; and

• Cultivating on-going financial and in-kind support for the Network.

To become an Associate of CTCNet, send a note to ctcnet@edc.org, affirming your commitment to the mission, describing your particular areas of interest and/or expertise, and specifying the amount of time you are willing to devote, or contact us by phone or mail at EDC. ◆

Pittsburgh's Marcia Snowden Wins CTCNet's First Innovative Initiative Award

This is an edited version of Rachel Flinner's nomination of Marcia Snowden for the first Annual CTCNet Innovative Initiative Award.

Marcia Snowden has been Director of New Beginnings Learning Center for the past five years. Our program began in 1989 with our only assets being two rooms that held five Apple II GS computers, a small library, one staff member, and a flock of volunteers. Computer classes and tutoring began to be offered to our community which is located near a federal housing project. Our constituency was targeted as being our community's school-aged children.

Under Marcia's direction, New Beginnings now occupies two *floors* plus a basement, employs the director, a part-time computer teacher, a part-time secretary, two paid part-time tutors, *and* a flock of volunteers. The paid tutors have been able to help our most at-risk students by enabling them to maintain more consistent grades and have provided them with a stable relationship. Our increased assets have allowed us to expand our class size and open classes to adults as well as school-aged youths.

Marcia has also increased our assets to include two Pentium and two 486 computers, one Mac LC, and four 286 computers. Our increased assets have allowed us to expand our class size. Additionally, she has acquired donated ISDN lines which now provide both free, open Internet access as well as video teleconferencing capabilities. She has also acquired donated professional time as well as materials to create usable class space in our basement and to improve existing classroom quality. She has rented out the second floor to increase available space for tutoring.

Marcia's special strength has been in expanding our center's outreach by coupling it with other community learning centers. We have been helped by, and continue to help and partner with local community centers such as Hill House, Youth Fair Chance, East End Cooperative Ministries, Three Rivers Employment Center, and the still developing Urban Impact. These contacts have allowed us to offer a class to adults in partnership with Three Rivers, have email and Internet capabilities through Hill House, and be able to support the other centers with information and advice to benefit their programs.

Most importantly, these contacts have led Marcia to initiate a partnership with the City of Pittsburgh to begin duplicating computer centers like ours in other low-income and crime-ridden neighborhoods in Pittsburgh such as Garfield and Hazelwood. For this project, Marcia began her effort with a survey taken in these neighborhoods to assess interest in such learning centers. Once interest was established, New Beginnings Learning Center was used, and is still used, as the model center. The new centers, and potential supporters, tour and learn about New Beginnings in order to begin building their own community centers. Marcia serves part-time now as a staff/consultant for these centers. She will assess each community's resources and needs, and develop a plan for beginning a self-sufficient community computer center to serve these needs. This effort is being funded by the City of Pittsburgh and has the full support of our Mayor, Tom Murphy, and his staff, who have chosen Marcia as the person to develop the potential learning centers.

On April 1st Marcia began her new job as part-time director of New Beginnings and part-time consultant for the City of Pittsburgh. ◆

About The CTCNet Innovative Initiative Award

The CTCNet I.I. Award is presented to an individual from a CTCNet affiliate center who has initiated and carried out procedures and programs that have extended the reach of that center to people who otherwise would not have equal access to technology. Candidates for the award may be nominated by fellow workers, members of the affiliate's target constituency, CTCNet staff, or volunteers. Deadline for nominations for next year's award is May 1, 1997, and can be sent to ctcnet@edc.org. Nomination letters will be reviewed by a panel assembled by the donors of the award which is made possible through a trust being set up by William L. Barclay, III. The recipient will receive a stipend of $1,000. There are no conditions as to the use of this stipend. ◆

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Rachel Flinner (left) and Marcia Snowden of New Beginnings Learning Center show off the center's home page in the *Pittsburgh Tribune-Review*. Photo by Joe Appel.

Technology 'Beacon' Shines from the Hill

Steve Segal

A cyber-beacon of light shines from atop the Hill District: This can be said of the New Beginnings Learning Center, which provides computer and other technology training to area youth.

The center, founded in 1989 by Friendship Community Presbyterian Church to enhance the academic performance of area youth, uses exposure to technology to encourage young people to consider college or vocational training. Situated between the University of Pittsburgh Stadium and Fifth Avenue, it is in a dense urban area and immediately adjacent to Allequippa Terrace, Pittsburgh's largest public housing development. Approximately 150 students of all ages are enrolled in formal programs, said Marcia Snowden, executive director at the center, which draws children from more than 15 public and private schools in the area.

"Young students work on different projects and receive a great deal of individual attention," said Snowden. "With adults, the classes are more structured. Class subjects have included introduction to computers and software, the World Wide Web and Internet."

"In the fall, the center's students will design their own Web pages," according to Rachel Flinner, the center's part-time computer instructor. "In addition," she said, "they will modify the center's current home page on the Web," which is at http://www.hillhouse.ckp.edu/nblc/.

In the near future, the center will have e-mail accounts for the center's students through Hill House, a multi-purpose, social service agency—serving the Hill District and Pittsburgh—for more than 30 years. Hill House provides the center with free access to the Internet over a high-speed line known as an ISDN line. The center, which is in a two-room storefront at 202 Robinson St., has one computer classroom and a reading/tutoring room. Twelve computers are available both for

specific classes and the community as a whole.

In addition to Snowden, Flinner and a part-time secretary and many volunteers help run the center. It is expanding to three additional rooms upstairs, with renovations scheduled to be completed in the fall. The upstairs space will be dedicated to Earl Weaver, a center volunteer who was killed in the 1994 crash of USAir 427. Last month, Snowden became the first winner of the Community Technology Centers' Network "CTCNet Innovative Initiative Award." Peter Miller, CTCNet director, said the award is presented to an individual from a CTCNet-affiliated center who has extended the reach of the center in providing access to technology to people who wouldn't otherwise have it. Additional information on CTCNet-affiliated centers, of which there are more than 70 nationwide, is available at the CTCNet World Wide Web site, at http://www.ctcnet.org/.

New Beginnings Learning Center's technology is not an isolated ex-ample, but is a cog in a much larger plan to bring Internet access to the Hill District area, as part of the Hill House Community Access Network. Last year, Common Knowledge: Pittsburgh (CK:P) brought Internet access to the Hill House Association and created the Hill House Commu-nity Access Network, according to Bess Adams, CK:P knowledge outreach coordinator. CK:P is a National Science Foundation test model for school networking since 1992. It is also a collaboration between the Pittsburgh Public Schools, Pittsburgh Supercomputing Center, and the University of Pittsburgh.

CK:P plans three community sites for Internet access: New Beginnings Learning Center, Youth Fair Chance, and Wadsworth Hall, in Allequippa Terrace. New Beginnings Learning Center is the first to be up and running, said Adams.

From the beginning, the Hill House Network was used by all age groups in the Hill District, Adams said.

Adults came to the various locations to hone their job skills. Local civic groups came to do research and to share their work on the Internet with similar groups. Children came to show their friends what they had been taught in school and to do homework. Parents came to learn about the technology and to get an understanding of what their children were learning.

CK:P, through federal funding, has branched out from the public schools to the community, Adams said. "The tie-in between New Beginnings Learning Center and the City of Pittsburgh (through the Mayor's Office) is at several levels and over a couple of different, but related, project efforts," said Dave Farley, grants and development officer in Pittsburgh Mayor Tom Murphy's Office. The City of Pittsburgh has invested approximately $300,000 in combined resources from various government sources, said Farley. "New Beginnings Learning Center is linked technologically and program-matically with the Three Rivers Employment Service based on Pittsburgh's North Side for video-conferencing activities," Farley said. "TRES is a major service provider for the city's own Pittsburgh Partnership, the publicly funded employment and training division of our Department of Personnel."

"There is the capacity built into this project to accept many other sites as they are prepared to link in from the neighborhood," he said. "Our financial commitment has been to build and provide some startup funding for the project. Hill House and other funding partners under-stand and have accepted that we are looking to them to take responsibility for ongoing training of community residents, network users, and participating organizations to sustain the project." ◆

Community Technology in New York City

ANDREA KIMMICH-KEYSER

Late Spring was a period chock full of opportunities for New York community technology networking. The 1996 Youth CaN conference was held in April in Manhattan, and a week after CTCNet's Annual All-Affiliates' Conference, New York affiliates came out for the 10th annual Computers for Social Change (CFSC) Conference, at Hostos Community College in the Bronx.

In the Bronx in June

Entitled "Technology for a Change!" the 1996 CFSC Conference was indeed action oriented. Access for All, a coalition of groups and individuals concerned about the public interest and the development of new information technologies and policy, coordinated a letter-writing campaign to local/state government representatives as they concluded their workshop on policy issues related to public access. Other workshop leaders transformed their audiences into collaborative teams to impact, for example, the design of NYC's BigAppleNet.

And under one conference thread entitled "Expanding Access," Jonathan Shevin from the North

Andrea Kimmich-Keyser is CTCNet's NY Regional Coordinator and can be reached at andreakk@ctcnet.org. Jay Holmes is with the Department of Education at the American Museum of Natural History, Central Park West at 79th Street, New York, NY 10024, (212) 769-5039, Fax: (212) 769-5329, holmes@amnh.org or jholmes@igc.apc.org.

Bronx Family Service Center, Deborah Guerra with the Brooklyn Public Library's Literacy Program, Jacque Reed with Women in Need, and Tim Lord with the Dreamyard Drama Project led a CTCNet session on "Establishing Community Technology Centers: Why and How."

Additional CTCNet Affiliates were represented by Maxine Rockoff, Technology Director for United Neighborhood Houses of NY, who is on the Conference Planning Committee and moderated a panel discussing "Big Networks/Small Agencies: Policy Implications of Computerization in Small Agencies." Melissa Nieves and Ursina Inoa from one of the United Neighborhood Houses, University Settlement, led a workshop on "Designing a Technology Center for the Community," addressing nuts and bolts issues. John German with Non-Profit Computing invited Gavin Hayden, a young adult who participates in the North Bronx Service Center's program, to discuss the impact of the Non-Profit Computing/Beacon Web Initiative and its ability to serve others as a model.

Other CTCNet members in attendance included Allen James from Playing To Win, Emily Hacker from the Literacy Assistance Center, and Suzanne Conyers, a third representative from the North Bronx Family Service Center.

At the American Museum of Natural History in April

Backtracking a bit, a month prior to CTCNet's Annual Conference I co-(wo)manned a resource table for the International Education and Resource Network (I*EARN) at YouthCaN 1996.

I*EARN is a global non-profit organization that uses telecommunications to support youth initiatives that strive to make a meaningful contribution to the health and welfare of people and the planet. YouthCaN is a cooperative project of I*EARN, the American Museum of Natural History's Ecology Club, and a half dozen other schools and organizations, an Environmental Telecommunications Conference for Youth by Youth.

Talk about access to information technologies! Talk about experience-based, student-driven project work! Talk about technology access to the tools for production! Talk about the importance of an audience for those who've become "authors"! Talk about networking! Talk about empowerment (despite its supposedly being passé)!

The gathering on April 26th at the Museum of Natural History was a tribute to what happens when you go beyond the talk and invite end-users — in this case youth from all around the world — to organize and present.

Andrea Kimmich-Keyser (left) moderating the CTCNet workshop panel at the 10th Annual NY Computers for Social Change Conference, presenting a diversity of technology access centers (l to r): Jacque Reed, Women in Need; Deborah Guerra, Brooklyn Public Library Literacy Program; Tim Lord, DreamYard Drama Project; Jonathan Shevin, North Bronx Family Service Center.

According to AMNH's Jay Holmes, "Over 1200 students and teachers enjoyed a day of student-presented workshops on environmental and environmental telecommunications projects" beginning with "the keynote speakers, the high school students from Middletown, New York who brought to light a hazardous waste site in their community and have been pressing their politicians to clean it up." One of the highlights, he added, was the presence of Yulia, a student from Belarus which was directly down wind from a nuclear accident ten years ago. Today one quarter of her country is uninhabitable due to radioactive contamination, and each time it rains that radiation is washed into the rivers and spread to other parts of the country.

"The day continued with 15 workshops on subjects ranging from planting milkweed to attract butterflies to live international Jeopardy games via telecommuni-cations. Some presentations were given via video-phone and CU-SeeMe, an Internet video conferencing system, while other people traveled to New York from as far away as Texas and Florida to present their workshops. Students learned about biodiversity in Mexico, watersheds in Australia, parks in Washington State, New Jersey and Russia. They explored the World Wide Web, made their own Web pages and got to see worm composting up close and personal. They learned about energy issues and deforestation in Haiti by building solar box ovens. The whole Museum was abuzz with student environmental activists! There was a large area of student displays. Mixed in amongst the totem poles of the Northwest Indians Hall were student project displays, tables to learn about environmental and telecommunications organizations around our region and chances to connect to the Internet and see student web sites. This was highlighted by the El Puente students' computer kiosk made out of an old oil drum!"

I was in the Northwest Indians Hall, just a couple of totem poles away from El Puente's infamous computer workstation. Not only is it one of the "heaviest" worksta-tions around, but it has the power of a polar magnet in attracting and holding youth's interest and fascination. Its creator, Josh Merrow, became a runner-up for CTCNet's first Innovative Initiative Award. Tim Barclay cited the following portion of the material submitted for his nomination by Miriam Greenberg at the award ceremony, which helps explain something of its power and uniqueness:

"When Josh arrived at El Puente our well-equipped technology center was used mainly for word processing and some internet use through our IGC account... I spoke often with Josh during this early period and he remarked that the biggest challenge was making the Internet real for the students. The notion of a global computer network was too abstract. He also spoke of wanting to bring comput-ers out of the secure computer room (which was against school policy) so the rest of the students could be exposed to them as well.

"It was in February of 1996 that Josh and several of his students struggled through the front door and into the computer center with two rusted toxic waste barrels and a pile of tire chains. When queried, the students responded mysteri-ously, 'It's our new Internet computer.'

"Strange, un-computerlike noises began to issue from the technology center — bangs and grunts and powersaws chewing through metal. When the week was up, the students rolled out the 'Dumpsite': a freestanding Internet computer kiosk that no one could ever steal. Covered with graffiti 'tags' of all the students who worked on it, the kiosk houses a Mac LC with the El Puente Website running on it locally. Students access the site by mouse (reached by putting the hand into a leather glove bolted inside a hole) and keyboard (bolted into a web of chain draped across the front). The piece was meant to reflect some of the realities of our neighborhood: Williamsburg is one of the most historically industrial-ized as well as heavily polluted residential areas in the U.S."

At the YouthCaN conference, students from El Puente hosted dozens of others interested in their kiosk and home pages, and they roamed the museum equipped with video cameras interviewing participants on issues relevant to internet travel. Also roaming the museum was a group of youths from another CTCNet affiliate, DreamYard Drama Project, accompanied by its co-founder Jason Duchin.

I*EARN, incidentally, has partnered with CTCNet, reducing its annual agency participation fee to $50 for Affiliates. It is a network ripe with opportunities for youth to take a lead in their lives, their local communities, and the global community. For more information, visit: http://www.iearn.org/iearn, or e-mail: iearn@iearn.org. And, since I work with both CTCNet and I*EARN, let me know if you have questions so you can make the most of these opportunities.

Also, YouthCaN is preparing its conference program for 1997 now! For more information, visit: APC's conference <unep.nyu.youth>. ◆

At the workshop on "Designing a Techology Center for the Community" with Melissa Nieves (left), Carmen Gonzalez, and Ursina Inoa, all from the University Settlement Computer Center.

CTCNet, HUD-Supported Centers, and the Neighborhood Networks Initiative

Those who attended the June '96 CTCNet Conference in Boston will be aware not only that the Department of Housing and Urban Development (HUD) is sponsoring a nationwide effort to promote and help develop community technology centers within public, HUD Section 8, and FHA-assisted housing *but also* that CTCNet has been working closely with HUD's "Neighborhood Networks" initiative since its inception.

CTCNet's Motivation

CTCNet has never espoused technology access as a "quick fix" for societal problems. Rather our frequently-used slogan "It's not the Technology, It's the People" reflects a fundamental belief that everyone, regardless of circumstance, not only should have opportunity to acquire technological skills and competence, but that an absence of that opportunity within any segment of our society impoverishes the whole by excluding voice, talent, and creative ability. Hence, CTCNet has been working with HUD and its partners primarily to help achieve a level of success and sustainability in Neighborhood Networks Centers that will elicit this voice, talent, and creativity from the residents of housing communities, and to enable the centers to continue their service over an extended period.

CTCNet's Involvement

Our involvement to date has been concentrated on two different levels—top down and bottom up: first, working with HUD and its contractors to develop and provide materials to assist owners and managers and resident organizations to establish these technology access centers, and second, working with the centers themselves to provide support, a peer community, resources, and the other kinds of benefits available to CTCNet affiliates.

On the first level, CTCNet has been engaged for three specific pieces of work.

(1) First, in late 1995 and early 1996
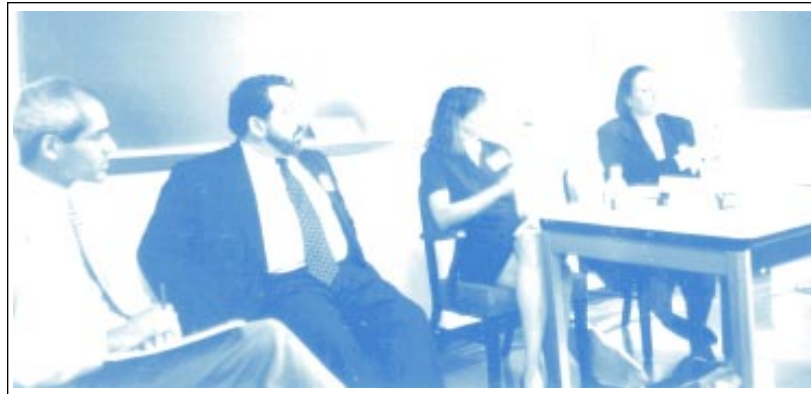
At one of several HUD workshops at the CTCNet All-Affiliates Conference (l to r): Tom Stokes, Plumley Village, Worcester, MA; Carmen Porco, American Baptist Churches, Madison, WI; Amy Clark, United South End Settlements, Boston, MA; and C. Austin Fitts, Hamilton Securities and e.villages, Washington, DC.

we were invited to assist the 13-city Safe Neighborhood Action Program (SNAP) groups in beginning to plan for their computerized learning center options. This primarily took the form of a workshop and individualized technical assistance sessions at their annual conference in February in Washington, DC.

(2) We were brought on to assist the Center for Tenant Management and Georgetown University in the preparation of the HUD Neighborhood Networks (NN) *Resource Guide*. We provided all the materials we had developed over the years and also recommended a number of affiliates who were approached as resources for additional material. The resulting *Guide* is available from HUD and has been distributed to HUD offices nationwide. It can be downloaded by clicking on the "publications" button at the NN web site: http://www.hud.gov/nnw/nnwindex.html. A hard copy can be order for $20 from the NN Clearinghouse at 800/685-8470.

(3) CTCNet was engaged to provide workshops at the four national conferences staged by HUD to promote, explain, and give guidance for the Neighborhood Networks initiative. These workshops, presented in New Orleans, Seattle, Boston, and Kansas City, dealt with the nuts and bolts of starting centers: staffing, scheduling, facilities and ambiance,

hardware and software, evaluation and documentation. Workshop topics were keyed to the NN *Resource Guide* which was distributed to all conference participants. Over the four conferences, our workshops had a total attendance exceeding 800.

On the second level, because we believe that our affiliates constitute the richest resource available for anyone attempting to initiate and grow a community technology center, we have actively recruited those engaged in center planning as well as those with previously established centers that now may be eligible for HUD support. In fact, even before the HUD NN initiative was announced, several eligible centers had already joined CTCNet. As of September 25, 43 NN Centers have been established (and 491 are underway). 18 of these centers have become CTCNet affiliates. In addition, non-HUD CTCNet affiliates are beginning to form partnerships to respond to this opportunity. In Boston alone, Virtually Wired has teamed up with Retec to offer special training for NN Centers. As a result of the SNAP conference, the United South End Settlements is working with three HUD-supported developments in their area. Chances are very good that CTCNet's membership will expand at greater than expected levels during the next couple of years because of this initiative.

How does the HUD NN Initiative play out in CTCNet's Future?

Certain specific steps have been taken to spin off the work we've done for Neighborhood Networks into benefits more directly attuned to the CTCNet community.

• With permission and assistance from Georgetown University, we have modified and adapted the NN *Resource Guide* to include greater experiential detail and more contributions from CTCNet affiliates to support the various recommendations. A draft manual was distributed to all those attending the '96 All-Affiliate Conference in Boston with requests for feedback. CTCNet regional coordinators have been or will be in touch with each affiliate regarding possible contributions. We look forward to a first-class *CTCNet Start-Up Manual* production and dissemination early next year.

• CTCNet has been exploring relationships with a number of for-profit organizations seeking to take advantage of the HUD market.

• Recognizing that the labor pool for people experienced in administering and supervising community technology centers is minute, CTCNet has been exploring the potential of adding a training institute component to its existing structure. As early as the '93 All-Affiliate Meeting, recommendations were made by the affiliate body for the establishment of such a program to be supplemented by a technical assistance corps of people from affiliated organizations. The current environment appears to present the potential for moving forward with this powerful suggestion. In the interim, in lieu of any formal mechanism, CTCNet is assisting with the staffing and support for emerging NN centers on an *ad hoc* basis.

The NN Initiative provides a wonderful opportunity to implement the CTCNet mission. This edition of our newsletter constitutes a clarion call to all our affiliates to join CTCNet in supporting NN centers in all ways possible. The HUD initiative has provided us all with a challenge of unanticipated magnitude. While start-up centers are joining CTCNet for assistance, exemplary programs are signing on, too, as a way of generating publicity and outreach for others, both in the HUD arena and in the wider community. The profiles on work being done in Wisconsin by Carmen Porco and the Baptist Churches, and in Washington, DC, at Edgewood Terrace are examples of such achievements in process. The story of community technology in Burlington, VT, with the Old North End Community/Technology Center and Chittenden Community Television is another example of HUD-supported development—albeit through their Empowerment Zone/Enterprise Community Program. And the centers established by the Lansing, MI, Housing Commission are exemplary of what can be done in public housing. Support from all is desperately needed and can only further our common goals in the marvelous way of peer interaction. ◆

— AS, PM

At Edgewood Terrace in Washington, DC

KNOX McILWAIN

Community Preservation and Development Corporation is a nonprofit affordable housing developer and social service provider in Washington, DC. CPDC has been an industry leader in affordable housing development, and is joining the technology access movement through its Community Technology Program. The program is designed to provide the opportunity and power of computer technology to traditionally underserved communities where they live—in their apartment complexes and in their homes. CPDC's Community Technology Program has three components: building a community computer center, running job and career

Lisa Thomas (left) in the data processing and management class. An Edgewood Terrace resident, Lisa now works with Edgewood Technology Service. Flora Mims (r) in the seniors class.
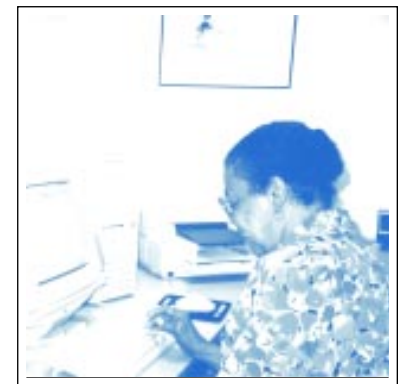
training programs for residents, and developing an intranet to serve the community. CPDC has its flagship program at Edgewood Terrace I, and is extending it to other multi-family properties in DC, Maryland, and Virginia.

Training Programs

A year ago, in partnership with e.villages and FutureKids, CPDC began basic computer literacy programs for kids and seniors and job training classes for adults. This high-profile program has been very successful; to date 12 Edgewood Terrace residents are working with e.villages' Edgewood Technology Service and are financially self-sufficient and independent. A major component of the Community Technology Program is its

Knox McIlwain is the Coordinator of the CPDC Technology Program and can be reached at 301/961-1794, knox1@cpdc.org. Andy Madeira, Director of the program, is at 301/961-1739, amadeira@pdc.org.

close integration with a comprehensive social services and family support program. These services support CPDC's residents in their efforts to maintain the family structure and self-sufficiency.

CPDC is currently expanding the training programs for teens, adults and seniors. In addition to offering classes for new users, the career training program will offer fully credentialed certification courses in network administration, computer programming and advanced computer applications. CPDC plans to provide hands-on instruction on industry standard equipment, such as SUN Spark 20s, SGI Workstations, and Novell NetWare and Windows NT networks, in an on-site Advanced Computer Applications Center. All Community Technology Program courses integrate life-skills training with computer training and emulate a business environment to better prepare students for the workplace.

EdgeNet

As part of a demonstration project funded by the U.S. Department of Housing and Urban Development, CPDC is wiring all Edgewood Terrace I units with high-speed data access, giving residents easy home access to EdgeNet, the community intranet under development. EdgeNet is designed to provide a community-building tool for Edgewood Terrace residents, by giving residents access to the Internet and other powerful resources and by assisting social work and resident services programs. EdgeNet will have community-specific content (most of which will be generated by the residents), chat rooms and bulletin boards to provide a flexib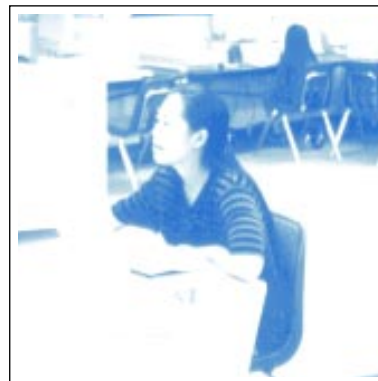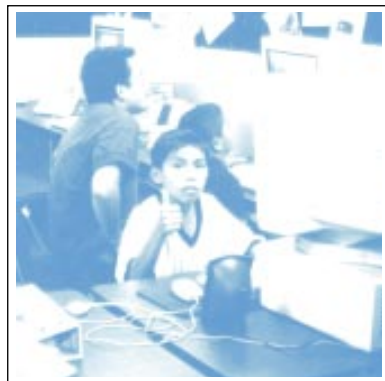le forum for residents interests, and local and internet email services. Through an Edgewood Terrace community service program called the Community Investment Program, residents can perform local community service to earn their own computers.

CPDC believes that computer career training programs are particularly well suited to helping underserved residents make the transition to the business payroll and financial independence. Currently, the demand for well trained personnel in all computer fields is extremely high, and the pay is good. Computer training programs are inexpensive and efficient in comparison to traditional alternatives. When coupled with effective life-skill training and support services, these programs can be very effective. ◆

Neighborhood Networks Come to Madison

CARMEN PORCO

The Neighborhood Network Centers in Northport and Packer Apartments, culturally diverse developments of 140 units each, representing the highest concentration of low-income residents in the county, are moving community access to technology toward new horizons. The housing communities, owned by the American Baptist Churches of Wisconsin, are project-based Section 8 developments in which residents pay thirty percent of their income for rent, with the balance paid by the federal government. Years of planning and innovative management allowed these developments to each build large free-standing community learning centers, which were opened in the fall of 1994. Six months ago, they became one of the first Neighborhood Networks developed in the nation under a new HUD initiative.

CTCNet Associate Rev. Carmen Porco is the Director of Housing for the American Baptist Churches of Wisconsin and has been providing client-centered housing management system services to both assisted and public housing for the last 15 years. He is at cporco@mailbag.com.

There are programs for youth and adults at the Packer Computer Center.

This new initiative has enabled us to develop the existing continuum of service, which has been the focus of the two learning centers from their inception, into a technological hub extending the reach of our residents out into community resources and beyond. Our existing partners, including Head Start, the University of Wisconsin Business School, the Madison Area Technical College, The Madison Metropolitan School District, the Dane County Job Center, the Police Department and other service agencies, have now become our partners in technology (see p. 20). Not only can the residents access educational and job-training resources through these neighborhood and community links, but they themselves have been able to become the providers of training and service to the larger community.

The technology core of this service network consists of fifteen state of the art computers in each of the centers, high-end networked Pentium systems and multi-media Macintoshes. Access to the Internet via a file server running on Novell Netware 4.1 and a variety of multi-media tools, such as laser printers, a video camera, and a flatbed scanner, expand the educational potential of the lab and create opportunities for business development. Both labs offer the latest productivity and educational software.

Essential to the program's success, in every area of service, from Program Coordinators to Early Childhood Teachers, from Managers to Computer Instructors, current residents are sought, trained and hired. Over twenty years, the residents of these developments have become partners with management in a community based-service delivery system that incorporates resident participation and involvement. Jackie Thomas has been a Packer resident for 11 years and Program Coordinator for two, with a special interest in education, having home-taught her own children. Pat Leonard has been a Northport resident for 11 years, too, and her Program Coordination there has been marked by its cultural diversity emphasis. The Neighborhood Network is, in effect, the technological expression and vehicle for community partnerships. We know from our experience that many residents are ready, willing and able to take advantage of these opportunities. That's an important focus that we have. We don't rely on the outside world to lead our programs. We believe in our people. And believe me, they're doing their part to destroy the myth that poor people are not capable of helping themselves.

The spirit of this partnership is expressed in the Centers' Mission Statement: "The learning centers are established to promote the educational and employment development opportunities of the residents and members of the surrounding neighborhood. Through accessibility to the latest high-tech equipment, we will work to develop both individualized and group learning programs designed to meet the needs and interests of the residents. By establishing learning and educational goals and objectives, we will work toward the enhancement of educational opportunities that lead to employment, career development and educational preparedness for both college and trade schools. Through the development of three tiers of computer emphasis, we will work to promote educational programs and opportunities for all grades, K-12, college preparation and adult education, and development of employment opportunities and business development."

How Community Collaborations Strengthen Centers — Programs and Partners in Madison

- **Head Start**
  Partner: Dane County Parent Council
  Classes provide early childhood education to 57 children. Three residents employed.

- **Child Care Center**
  Partner: Dane County Parent Council
  On-site day-care for 16 children (plans for expansion). Program employs one resident.

- **GED/HSED classes**
  Partner: Madison Area Technical College
  Students provide instruction to assist adults to obtain GED/HSED; 16 participants.

- **ESL Classes**
  Partner: Madison Literacy Council
  Provides beginning classes in conversational English; 12 participants.

- **College for Kids**
  Partner: The University of Wisconsin/Madison
  Lego Logo course combines robotics and computer program writing; 16 participants.

- **Title One Book House Club**
  Partner: Madison Metropolitan School District
  Reading Program for students functioning below grade level; 15 participants.

- **Summer Enrichment Program**
  Partner: Northport and Packers Community Learning Centers
  Reading, problem-solving, math, computers, science, gardening, recreational activities and field trips. 1996 enrollment: 130 children.

- **Safe at Home**
  Partner: Retired Seniors Volunteer Program
  Six-week course focusing on home safety issues; 30 youth participated in 1996.

- **E.R.O. (Event + Response = Outcome) Youth Against Violence**
  Partner: Dane County Youth Commission
  Multimedia projects and publications that provide training on non-violent behavior; 18 children participated.

- **Cops and Kids on Computers**
  Partner: Madison Police Department
  Community Learning Center trains police officers to mentor students on the Internet.

- **Everyone Learns**
  Partner: Madison Metropolitan School District
  School district utilizes computer labs to enhance training for teachers; in exchange teachers provide training to residents and management on various software programs which provide direct correspondence and linkage to the public schools.

- **Packer Community Garden**
  Partner: Community Action Coalition
  Community gardens, plotted on computer, developed and nurtured by youth, individuals and families; 20 participants.

- **Public Forums**
  Partner: University of Wisconsin Business School
  Promote civic involvement through resident participation in forums on public issues.

- **Northport and Packers Neighborhood Jobs Centers**
  Partner: Dane County Jobs Center
  Focused program of employment preparedness to move from the dependency of welfare to the self-sufficiency of work; expect 118 participants.

- **Peer Mediation Training**
  Partner: Briarpatch Counseling Center
  Learning to mediate disputes and enhance communication; 7 youth participating.

- **Computer Software Classes**
  Partner: John Balwit, Technology Development Instructor
  Learning Microsoft Word 7.0, navigating the Internet; open enrollment.

These three tiers of emphasis, Childhood Education, Adult Education, and Employment/Business Development, are being diversely and comprehensively addressed through programming with a wide range of community partnerships.

The success of these continually developing community partners inspired a recent visit from Assistant Secretary of Housing and Urban Development, Nicolas Retsinas, representing Secretary Henry Cisneros. Retsinas praised the broad-based partnerships that are the basis of this active Neighborhood Network and underlined the importance of the role housing communities can play in providing hope and dreams through technological access: "When we talk about giving access to our children to the new technology, that is an investment," Retsinas declared. He directly praised the work done in these developments, noting how it has exemplified both compassion and commitment.

That commitment sees beyond the impressive tools and gadgets, the gigabits and megahertz, to the real field of opportunity: These computer learning centers serve as launch pads to mainstream society by opening the door to new career horizons for our residents. What is truly unique about these centers is that for the first time, we're providing residents of low-income housing with the tools and resource base they need to overcome dependency and achieve self-sufficiency. With all the reforms being discussed, one of the greatest reforms has already occurred, and that is that the computer labs will serve as catalysts for our residents to be prepared to meet the challenge of the various welfare reform strategies. ◆

Community Technology in Burlington, VT

PEGGY LUHRS and LAUREN-GLENN DAVITIAN

As the Old North End Community/Technology Center (ONE C/TC) ends its start-up year, we expect year two to be one of transitions as we move our headquarters and become a sustainable non-profit venture. The mission of the ONE C/TC is "Taking Charge of our Economic and Cultural Future in the Information Age." We do this through providing free public training classes and a volunteer-supported public access center and by seeking opportunities for revenue to support our mission in the long term.

In our first year we trained over 1,200 people in our Introductory classes as well as our Computer Professional Series. Internet classes were especially popular. We have had a steady stream of customers in the On-Line Center that opened in June. Access users write résumés, seek job opportunities on the Net,

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transcribe song lyrics, and find other creative uses for the Center. The focus of our activity has been on improving technological job skills.

The Burlington branch of the Vermont Department of Employment and Training (DET) has been a major partner. Many unemployed people have found Job Training Partnership Act (JTPA) funding for their advanced classes. In addition to delivering classes at the DET, ONE C/TC staff assist clients in computer use in the Community Resource Room. This is almost like another public access site, one dedicated primarily to job seekers. With DET, we provide basic computer training to 100 people each month. 90% are job seekers, more than 70% are women, and the majority earn less than $18,000 per household.

Under Training Director Rick Anderson, our training program involves the use of volunteer trainers who participate as members of core teams with a lead instructor for each class. Volunteers have the ability to move into lead training positions at which point they are paid for their work. We recently implemented a program to reward volunteers for their work and help them get further training. In our 5-5-1 program volunteers take our 5 Introductory classes, assist in 5 classes and are eligible for one of our $119 Computer Professional

Peggy Luhrs at the ONE C/TC.

Series classes. We have six full time worker/volunteers, 95 volunteer trainers and 12 technical apprentices, brought together with VISTA, JTPA, HUD and volunteer labor.

A key addition to our access area came this June from the Apple/CTCNet Partnership grant, which gave us five Performas plus peripherals. The Center has two of the Performas up and running in our access area. The rest will be sited at Burlington's Fletcher Free Library and Sarah Holbrook Center as soon as training is completed.

To support our educational mission beyond the initial Enterprise Community Grant funding, we are working to develop a sustainable business, negotiating with Northlands Job Corps to site a training facility in the Old North End to deliver a Computer Service Technician Training Program. The

Center has found that area non-profits need reasonable computer support and service, including networking assistance, and they are becoming ONE C/TC customers as are several state agencies. We've used grassroots organizing strategies to conduct an assessment of community needs and organizational non-profit/small business requirements, documented with a comprehensive database. Capping this off, we are moving into the delivery of CyberSkills Workshops developed by the South Bristol Learning Network (UK). We will be joining the International CyberSkills Association and partnering with an international not-for-profit dedicated to creating a grassroots development network.

Over the past year, ONE C/TC worked with our partner, Chittenden Community TV, to host last spring's joint Alliance for Community Media (ACM)/CTCNet New England conference, and we participated in both organizations' national conferences in June (CTCNet in Boston) and July (ACM in Washington, DC).

In our first year we have covered a lot of ground and traveled a good deal of cyberspace. Our staff is excited about the prospects for the future and dedicated to improving the services we currently provide. We'd like to show that the public access/economic development missions can work together to provide employability as well as access and creativity in an environment that allows for participation by all sectors of our society.

History and Future: ONE C/TC, Chittenden Community Television, and CyberSkills Workshops

Lauren Glenn-Davitian

The Old North End Community/Technology Center (ONE C/TC) is so-named because it is designed to be both a community media center and a technology training center and is a project of Chittenden Community Television (CCTV), a thirteen year old advocacy and production unit with the non-profit mission to promote alternatives to mainstream media. For our first decade, CCTV's work focused on public access to cable television as a forum for free speech, critical thinking, civic participation and gavel-to-gavel coverage of public events.

CCTV activities involve advocacy and demonstration projects:

Advocacy: CCTV has had great success with Vermont utility regulators, pushing for access to community channels and adequate funding. When we first started in 1983, there were two access channels in the state. Today there are 20 active channels throughout Vermont as well as cable TV statutes that require the funding, capital and management minimums for all access operations. CCTV is a founding member of the Vermont Access Network and a long-time member of the Alliance for Community Media.

Demonstration Projects: We currently operate two community access channels in Chittenden County, Vermont. Channel 17/ Town Meeting Television is one of three community channels in Adelphia Cable's largest viewing area in the state (26,000 subscribers). Channel 17 provides gavel-to-gavel coverage of municipal meetings for seven communities, including Burlington. A small version of C-SPAN, Channel 17 is noted for extensive election coverage, live call-in programs, and press conferences.

CCTV also operates Channel 2/ Lake Champlain Access Television which serves three neighboring lakeside communities with 6,000 cabled households.

Vermont's small scale has been a major factor in CCTV's success. When, five years ago, it became clear that the telephone companies were considering the video business (remember "video dial tone"?), we knew that we would have to pursue some kind of symmetrical regulation to ensure that all telecommunications carriers were obliged to support community access. Before the re-write of the 1934 Communications Act was even considered, we knew that our hardest work was ahead of us. CCTV was Vermont's first community access organization to respond to the convergence of the information technology industry. How do you define access in an era when voice, data and video are merged into a bitstream? The essence of our advocacy work focused on a "universal service fund" that could be used to support "public telecommunications facilities."

While Vermont state regulators were sympathetic to our cause, they were not quite sure what we meant by "public telecommunications facilities." Admittedly, neither were we. But we knew that this community resource would be a hybrid of the 10 cent pay phone, community computer center and public access TV channel.

CCTV was fortunate to hook up with Richard Civille, who was working for Computer Professionals for Social Responsibility (CPSR) and now runs the Center for Civic Networking. In 1992, he invited us to the first national meetings to bring together the pioneers of digital access, advocates and evangelists—people like Dave Hughes (Roger's Bar), Steve Cisler (Apple Computers), Jim Warren (BoardWatch), Frank Odasz (Big Sky), Evelyn Pine (Community Memory), Kari Peterson (Davis Community TV), Dirk Koning (Grand Rapids Community Media Center) and Jean Armor Polley (NYSERNet)—to name a few.

Hugely inspired and excited, we realized that there was a parallel universe of people who had been fighting for access to the telephone networks while we had been struggling for cable capacity. In the process of these meetings, "logging on" for the first time, and taking the pledge to "translate" the movement to the rest of the community TV world, we identified three models for access in the "Information Age":

Community Computing Centers — Pioneered by Playing to Win in Harlem, NY, and Somerville, MA, these low-budget store fronts provide basic computer access, literacy training and hands-on experience for neighborhoods most likely to be by-passed by the "Information Highway."

Civic Networks — Starting as BBS's, moving to FreeNets and now, book marked as Web Pages, these local networks connect community members and provide information that ranges from health services to municipal meeting minutes and more. Boulder Community Network, La Plaza, Davis Community Network, Triangle Free Net, and Charlotte's

Web are all premier examples of this form of community networking.

Job Training Programs — Most of the projects we encountered were concerned with access to the Internet, information as power and basic computer training. Few were focused on local skills development or economic revitalization. We were particularly impressed with the work of the South Bristol Learning Network (SBLN), based in South Bristol, England.

In 1993, after attending our first Playing to Win Network "All-Affiliates" meeting we were ready to launch a community technology operation, built on the best models of community networking, combining video with data and voice. At that time, Burlington's Community and Economic Development Office (CEDO) was preparing an Enterprise Community proposal for the federal Department of Housing and Urban Development (HUD). As Vermont's most urban and most distressed neighborhood, Burlington's Old North End was the only eligible community for the Enterprise Community economic development funds. It is worthwhile to note that the CEDO office, founded by former Burlington mayor Bernie Sanders, has a long progressive tradition of housing and urban development.

CEDO's staff asked us to develop a proposal for a community computing center. CCTV expanded the proposal to include SBLN's model for job training and community regeneration.

In December 1994, Burlington was one of fifty communities designated as an Enterprise Community (EC) and awarded $3 million over a two year period for neighborhood regeneration. CCTV received the largest chunk of the funds ($500,000) to be used to purchase a facility ($150K) and to operate the project over two years. While this is an incredible opportunity to establish a "public telecommunication facility," there is a strong pressure to establish a sustainable venture within two years. The EC funds provide the opportunity to move quickly toward our goal of expanding the definition of "access" in the digital era while we develop a plan for economic security.

In addition to ONE C/TC's achieve-ments noted above, we have:

• established a Steering Committee of neighborhood residents and leaders to shape policy for our new neighborhood resource.

Lauren-Glenn Davitian hosting the spring New England ACM/CTCNet Conference.

• confirmed an agreement with SBLN and their corporate sponsor, ICL, to become the first North American site to deliver CyberSkills Workshops. We plan to deliver 100 seats each month to graduates of our free computer training and key influencers of the business, education and non-profit sectors. We launch CyberSkills in mid-October 1996.

• negotiated an agreement with ICL, SBLN's corporate partner, to be the US licensee for CyberSkills Workshops. We will develop twelve new CyberSkills Development Agencies in 1997.

• established an agreement with the Public Web Market to be a regional intermediary of a USDA-funded project that supports micro-enterprises with Web presence and technical support. We plan to train and work with fifty neighborhood and rural businesses to provide an opportunity to access the global marketplace.

Over the next two years, we plan to establish the ONE C/TC as a self-sufficient operation and, with other CCTV projects such as Channel 17, to establish a community media center that serves the needs of our community for life long learning, economic regeneration, free speech and critical thinking, as we invent what we now call the Information Society.

South Bristol Learning Network and CyberSkills Workshops

CyberSkills Workshops were developed by our sister project, the South Bristol Learning Network. After experiencing the economic dislocation of 40,000 workers over a decade, South Bristol, England was ready for a new model of community and economic development. SBLN founder, John O'Hara, was able to secure a million dollar Challenge Grant from the British Government, which he used to recruit 50 long term unemployed workers to assess the needs of 300 business, education and community groups and to organize a local strategy for accessing and shaping the Information Society.

The employees of SBLN embarked on an extensive twelve month training program, in marketing and computing skills including data-base development, word-processing, electronic mail, bulletin board development, CompuServe, and uses of the Internet. Additional training was also offered in business planning, research, and presentation skills. The results of this pilot formed the SBLN development initiative based on awareness-raising, training, partnership-building and strategic planning known collectively as the CyberSkills Workshops.

SBLN currently employs 16 people who are now passing on their skills to other organizations in Bristol, in cities across Europe, and now in North America. With the corporate partnership of ICL, SBLN has been able to replicate its model in 10 cities with high levels of unemployment, determined to undertake community regeneration.

As the Old North End Community/Technology Center enters our second year, CCTV is proud to announce our partnership with the South Bristol Learning Network, ICL, Ltd., and the International Cyberskills Association. With their support, we are the first organization to present CyberSkills Workshops in North America. We believe that CyberSkills Workshops are an effective way to demonstrate how a local community can develop

a strategy for accessing and shaping the emerging Information "Super Highway."

CyberSkills Workshops launch a life-long learning process which begins with a day-long Awareness Raising, combining strategic thinking and hands-on experience with the World Wide Web, commercial on-line services, video and data conferencing, and networked multi-media CD-ROMs. Our focus is always on the users of technology, rather than the technology itself.

CyberSkills Workshops bring key influencers of the business, government, educational and voluntary sectors together with neighborhood residents who have completed our free basic computer training. Delegates attending the workshops are asked to complete a short workshop evaluation form which will measure the immediate impact of each workshop's content. They will also have the opportunity to begin an Action Plan aimed at identifying problems and possible solutions to move their organization and community into an Information Society—where we can operate prudently within a global economy. Their Action Plans form the basis of re-thinking how we do business, educate ourselves, and regenerate our communities.

The CyberSkills Workshops provide the opportunity for us to expand training opportunities into a model of life-long learning and skills development that will allow us to maintain local economic control within a highly competitive global marketplace.

Over 10,000 people have participated in CyberSkills Workshops in Britain and throughout Europe. We plan to launch our new facility and partnership in mid-October 1996. We will offer two full-day CyberSkills Workshops each week, on Wednesdays and Thursdays. For $250 anyone can attend and support the registration of one Enterprise Community resident who could not otherwise afford to attend.

Replicating The Model

CCTV's goal is to work with twelve communities who demonstrate a values match with the CCTV and SBLN model; a commitment to community regeneration; an understanding of the importance of

life-long learning for economic prosperity; an ability to build and maintain partnerships with the business, educational and voluntary sectors; and a strong motivation to support their enterprise through business activity.

We have access to a universe of community-based organizations who participate as part of the

HUD-funded Enterprise Communities, the Community Technology Centers' Network, intermediaries for the Public Web Market, and the Alliance for Community Media. We encourage your inquiries and participation. ◆

Cambridge Community TV to Host January CTCNet Regional Meeting, Unveil Computer Center

JOHN DONOVAN

CTCNet's New England affiliates will kick off 1997 with a Regional Meeting on Friday, January 10th, hosted by Cambridge Community Television (CCTV). In conjunction with this gathering, CCTV will unveil its Computer Technology Training Center, becoming Massachusetts' latest public access TV station to embrace computers and computer training as fundamental components of its mission and operations.

This expansion was initiated by CCTV Executive Director Susan Fleischmann and her Board, who set aside space for the future home of the computer center when CCTV moved to the heart of Cambridge in Central Square just one year ago. And thanks to CCTV's receipt of five fully-configured multimedia computers, a digital camera, scanner, and laserprinter through CTCNet's Apple Partnership program, that computer center will soon be operational.

Prior to the grand opening, CCTV will be rolling out its various computer program services as soon as they are ready. Indeed, CCTV's members who wish to use the computers and do not need special training or support began access to the Center in early October. And building on its long history of collaborating with other Cambridge non-profits and social service agencies, CCTV is already well along

John Donovan is Access Coordinator for Cambridge Community Television, Chair of the New England Region of the ACM, and can be reached at jwd@capecod.net.

in developing specialized training programs for youth and families in conjunction with other local organizations serving low-income and underserved groups, several of which in the Central Square area are beginning to develop computer center programs, too. CCTV's curricular offerings will be geared to take advantage of the organization's expertise in media and communications.

Two of CCTV's established partners are:

• The Community Learning Center, which will use the Computer Center for teaching ESL and basic computing skills to linguistic minorities; and

• The Community Art Center, an arts-based after-school program serving a low-income section of Cambridge, which is developing youth and family computing programs.

Additional programs under discussion include a youth entrepreneurship project, training for senior citizens, and courses for people of all ages in creating and distributing multimedia.

The start-up of the Center has been managed by CCTV's video production staff, with different individuals taking responsibility for technical set-up, developing policies and curriculum, recruiting volunteers, and fundraising. Initially, the Center will be staffed by experienced interns, operating under CCTV staff direction—the organization is energetically seeking funding to hire a Coordinator dedicated to overseeing the Center on a full-time basis. ◆

Volunteers of America Opens Second Center in Columbus, OH

ANDREA HOUCHARD

We're just beginning.

The Volunteers of America Family Shelter invites its clients as well as the denizens of Franklinton into its community computer center. Franklinton is an area of Central Ohio located just two miles west of downtown Columbus.

Commonly referred to as "The Bottoms," Franklinton was cited as the 13th largest white slum in the country in a 1994 article by *U.S. News and World Report*. There are approximately 6,230 households with an average per capita income of $6,075 in Franklinton. Forty-eight percent of the families are living below the poverty level; 53 percent are female, single-headed households.

Of all individuals 18 and over, 56 percent are at an educational level of less than the 12th grade or its equivalent. Of those persons 16 to 19 years old, 31 percent are not high school graduates, not enrolled in school, and not employed.

The Volunteers of America Family Shelter has 26 apartments for emergency shelter and 20 transitional housing units. The Emergency Shelter serves 175 families per year, while the Transitional Housing program assists 20-30 families per annum who stay for an average of 18 months.

The Family Shelter has a staff member on call 24 hours a day, 365 days a year. Unlike the stereotypical senior administration staff of a non-profit organization, the Family Shelter Manager, Carolyn Moehring, does not pass the buck. For the last five years on Christmas and Thanksgiving the presence of the cell phone has been as predictable as that of the turkey. The interruptions have been frequent and disruptive enough to prompt

Andrea Houchard has recently left Columbus, Ohio, and is continuing her community technology work in Jackson, Mississippi; she is reachable at 76711.2507@CompuServe.com. Chad Bratschi is the new VOA Computer Program Coordinator, 76711.2506@compuserve.com.

her mother from New Jersey to refuse future holiday visits because the traditionally peaceful days are no longer sacrosanct.

The community computer center is an extension of services the Family Shelter provides. During open access hours clients range from a 50-year old woman learning to type in the hopes of replacing her factory job with a word processing position, to a kindergartner in the Family Shelter honing his addition skills on Math Blaster. It is typical to see middle school girls hum "Conjunction Junction" as they play the Grammar Rock CD, and to hear (every five minutes) someone ask when it will be her turn to use CompuServe.

CompuServe, also based in Central Ohio, provides the Family Shelter with sponsored accounts so that individuals who do not have access to computers, much less the Internet, can be exposed to this technology which is certain to impact their lives in the future. Logging on to this powerful information resource is the unrivaled favorite activity. The youth-focused forums coupled with the parental controls available from CompuServe make online exploration appropriate for visitors of all ages.

Like many neighborhood gathering spots, the computer center has regular customers. A group of young girls and boys arrive faithfully at 4:00 p.m. when open access hours begin. They work for an hour, and if others are waiting to use the machines, they pass the next hour playing Scrabble, painting, drawing, or creating collaborative stories on the board with magnetic letters. Providing more than access to technology, this storefront community center offers a variety of fun, educational activities to a population for which such opportunities are sparse.

Not surprisingly the crew is often rambunctious, especially when there are far more hopeful users than available computers. Necessary conversations about appropri-

Local Franklinton residents using the computer during open access hours.

ate behavior during this difficult period of waiting ensue. We explore alternative phrases for "shut up!" We discuss the fact that throwing trash on the floor in the general vicinity of the garbage can is not appropriate, and that you must actually place the refuse in the appropriate receptacle. We agree, generally, that while we are in the computer center we will be pleasant to one another.

Maintaining a polite and pleasant disposition, for some, is as exploratory as surfing the web. In some cases both environments are equally foreign. But the center combines a congenial atmosphere and access to technology to allow children and adults to profit from the resources as much as possible.

Repeat visitors help one another with the computers and with codes of behavior. They explain the concept of dialogue boxes and CompuServe forums, and also inform one another that certain actions are not permissible. They quickly master the protocols, and come back more skilled and more helpful with each visit.

Using the computers is free; printing is a penny per page. The children have the option of displaying or keeping their creations, and

the walls are covered with artistic endeavors and autobiographical accounts of the summer. Many stories and pictures are tucked in backpacks and taken home as well.

We have two 486s with CD-Roms and 28.8 baud modems, but the hardware sophistication declines sharply after that. The Family Shelter makes use of 286s that are commonly considered obsolete; we load basic typing programs and math tutorials on them. Windows 3.1 will run, be it ever so slowly, on those 286 machines. Since many of our visitors have no previous exposure to computers we use the familiar game of Solitaire to develop their mouse proficiency.

We haven't received outside funding yet, though we are slated to secure it soon. We are one of 14 sites in Ohio that has been selected to receive a grant from the Ameritech rate regulation settlement. Together these open access technology centers constitute the Ohio Community Computing Center Network (OCCCN). In the interim we are operating on hardware leftovers and donations; the software selection is slim. Nevertheless the children and adults make full use of, and appreciate, the resources we have.

We are eagerly anticipating the expansion of the center since we only have six operable computers

and an average of 19 visitors per night. Despite our limited capital resources, we manage to attract new visitors consistently.

Opening the center before we received the funding has allowed us to plan our purchases wisely, and we will acquire hardware and software that will most effectively serve those who use the center. From a man who visited just once to print out a résumé to the youths whose appearance is as reliable as the sun, our goal is to give community members access to the technology that interests them and that would not be available otherwise.
◆

Public Housing/School Centers in Lansing

SANDRA KOWALK

In 1991 as an alternative for dealing with juvenile delinquency, the Lansing, Michigan Housing Commission established Computer Learning Centers in three housing developments. Court officials and University of Michigan (U of M) faculty were finding that sweeping the streets as a sentence for petty crimes would not help kids in the long run. So, U of M tried to develop ideas that would give children a chance to pay their debt to the community while teaching them valuable skills that would open new doors for them. Computers seemed a viable and exciting possibility—giving youngsters a fun way to learn.

The Housing Commission received funding through HUD's Drug Elimination Program to institute the computer program along with community policing. The initial start-up budget for the Centers was approximately $80,000, which included equipment and salaries.

The Lansing Police Department reports that since the Centers opened, illegal drug activity in the developments has noticeably diminished. School officials note that the academic skills of program participants are improving or holding steady, school attendance has risen, and tardiness diminished.

Sandra Kowalk is Director of the Lansing Housing Commission's Computer Center Program, kowalk@commtechlab.msu.edu.

This is in contrast to the experience of some of the children in other public housing, whose grades deteriorate and truancies increase as they get older.

For security purposes, bars had been added to the windows of the Centers, but in six years there's been no theft or vandalism at the sites. Chris Stuchell, Executive Director of the Housing Commission, says, "The residents that live there feel very strongly it's their program, their center, their children, their neighbors working there. It's theirs and because it's theirs; there's this unwritten rule not to mess with it."

The community policing program has combined with the computer centers to provide police and youngsters with an opportunity to establish positive relationships. As Officer Frank Medrano, Sr. has said, "The best part of my job is the rapport, the interest, the trust that you get from the residents that you work for. At first you start by breaking the ice, organizing the community, bringing them together, bridging the gap of the police and the community. But in the end, you've actually created your own family. The more you work with them the closer you are to them."

The Centers have expanded their scope to serve a wide range of kids, not just those who have been delinquent. Today, more than 400

children, aged eight to 18 have come through the Centers. About 270 students regularly come to the Learning Centers after school to sharpen their skills in mathematics, English, history, geography, reading, and spelling, and have fun at the same time.

The Centers are hubs of daily activity for children from many different ethnic and racial backgrounds, including a large influx of Southeast Asian immigrant families. According to staff member Cardi Powell, "We have all different races coming to the center. They really learn how to interact with people of different cultures and different backgrounds so there's really a social benefit there."

The Centers now also include an office skills training program for adults. Developed in cooperation with Lansing Community College, the program offers free courses in business math, word processing, typing, office procedures, and help with job placement.

During the school year, the Centers are open to public housing resident children ages eight to 18, weekdays from 4 to 8 p.m. and Saturdays from 9 a.m. to 2 p.m., as well as any guests they bring. Adults are enrolled in classes during the day from 8:30 to 3:30 p.m.

In Center programs for youth, staff try to complement what goes on in school. Although it's an extra effort

to coordinate lesson plans with teachers, the partnership is important to nourish. In 1993, the Centers became the proud recipients of the Ford Foundation's national Innovations in State and Local Government award. ◆

Part of the $100,000 Ford award went to the production of two videos and a training guide to help communicate the Learning Centers' purpose, goals and strategies. See description and ordering information on p. 36.

The Lansing Computer Centers integrate on-site programs with classroom activities in the public schools, and, says staff member Cardi Powell, "We see success when children from different cultures learn and play together."

The Library Advocate's Guide to Telecommunications

Libraries are key constituent participating affiliates of CTCNet. In "They're Not Just Libraries Anymore" in the fall '95 newsletter, we profiled the Martin Luther King Library/Adult Literacy program (CALICO) in downtown Washington, DC and the Brooklyn Library Literacy Program. Both are key representatives of where CTCNet is going with libraries, not just in providing Web/Internet access, but in being proactive and going out into the community to attract those who are not ordinarily library frequenters, developing whole new sets of services and resources appropriate for the electronic age, and providing access to information to those who would not otherwise have it.

There are other libraries which have become CTCNet affiliates over the

past year — in Youngstown, OH, and in Greensboro, NC. It's not an anomaly that the Grand Rapids, MI, Community Media Center's home is in the city's public library—cable technology access and new media centers are found in libraries in growing numbers. The Old North End Community Technology Center is about to place two of its CTCNet-Apple Computer partnership Macs in the Burlington, VT, library. These are but a few examples of what is going on among the thousands of libraries nationwide. Apple and Microsoft are both supporting major library initiatives. The transformation of libraries across the country is vast. And just as Americorps and the Corporation for Public and Community Service have published a "VISTA Guide for

Mobilizing Internet Resources," which we profiled in last spring's newsletter, so, too, do we profile here "The Library Advocate's Guide to Telecommunications."

"Understanding the technical aspects of telecommunications has never been easy. Similarly, understanding policy legalese presents a formidable challenge in its own right. When the two are combined, in the form of telecommunications policy, the result is often incomprehensible.

"Libraries for the Future has prepared *The Library Advocate's Guide to Telecommunications* to help library users and other allies of the public interest understand current telecommunications legislation and the issues and possibilities that are at stake. It offers a description and analysis of telecommunications

Jamie McClelland (left) with Doug Schuler at the spring Community Networking conference in Taos, NM.

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policy in plain English as well as concrete steps to improve public access to electronic resources."

Meeting this challenge, announced at the beginning in the *Guide*'s Preface, is its impressive accomplishment. The 32-page booklet, originally produced in March, has just been revised and expanded by four pages by Libraries for the Future (LFF), under the direction of Jamie McClelland, their Technology and Policy Specialist. Libraries for the Future is a national non-profit working with active and potential users of America's free public library system as "an essential infrastructure for literacy, lifelong learning, and public access to information." LFF initiates and supports grassroots organizing, demonstration projects, research, and public education, works with Friends of the Library, and reaches out to potentially powerful library constituencies among advocates of all kinds including groups supporting literacy, democratic participation, youth, and senior citizens. LFF's National Library Advocates Network provides a handbook, quarterly newsletter, technical assistance and information, and an electronic discussion list for library users, and invites your participation. Contact LFF at 800/542-1918 or online at lff@inch.com.

The revised 36-page *Guide* consists of seven discrete sections and two appendices. The "Overview of the Telecommunications Act of 1996" is a terse and to the point three-page summary, including history ("Apparently the Telco PACs had an easier time accessing draft versions than members of the full Senate and House") and section summaries on media concentration (which will clearly grow despite language claiming increased competition), telephone services (ditto), Open Video Systems (OVS, that may not be subject to local franchise requirements and that the Alliance for Community Media is watching closely), Universal Service (which is being defined by the FCC over the next year), and censorship issues (which bear close scrutiny).

"The Library Advocate's Perspective" on the Telecommunications Act of 1996 is the longest section in the Guide. While concerned with the Communications Decency Act (declared unconstitutional by a Federal District court in Philadel-

phia but being appealed), the main focus is on Universal Service.

The Universal Service Provision (Section 254) states that the most basic telecommunications services should be "universal" and therefore widely and inexpensively available to everyone, regardless of cost. The Act establishes a fund to which all telecommunications companies must contribute to make universal service available to difficult to reach areas and identifies schools, libraries, and health centers as institutions that are entitled to special discounted rates for advanced services, too. However, rather than specifying either base universal services or special services, the Act mandates the creation of a Joint Federal-State Board to make these determinations along with a timetable. The Joint Board will then make its recommendations to the Federal Communications Commission (FCC), which will undertake their implementation in the arena of interstate telecommunications, while each state determines how to preserve and advance universal services within its boundaries.

It's a complicated process on both federal and state levels. Joint Board recommendations to the FCC are due on November 8, and the FCC has until May 8, 1997 to implement them. Library advocates and others have an opportunity to influence these recommendations. The *Guide* contains a more detailed timeline, excerpts from LFF's Comments to the FCC, and recommends checking with the Center for Policy Alternatives (202-387-6030, cfpa@capaccess.org) and the Benton Foundation (202-638-5770, benton@benton.org) for state-by-state contact information.

LFF's excerpts to the FCC on the role of the Library regarding Universal Service are key:

"Libraries for the Future strongly supports the comments of the American Library Association, particularly their designation of the library as an institutional provider of public access rather than a recipient of universal service benefits. With 15,000 branches nationwide, public libraries already constitute an extensive information network reaching rural and urban, wealthy and low income communities of all types in every corner of the country. The FCC's Rule

Making on Universal Service should reflect this enormous potential by treating discounted services to public libraries as an opportunity for improving civic participation instead of a potential hindrance to economic competition. Rather than begin with a limited definition of Universal Service, as many telephone companies suggest, the FCC should begin with the broadest definition possible and restrict it only in cases where absolutely necessary.

"Moreover, since the potential of libraries to offer public access to electronic resources is often realized through innovative partnerships with community organizations, the FCC should interpret discounted access to advanced services to encompass these joint programs, even though the communications organizations may not be designated as recipients of discounts on advanced services."

This latter point leads to one of the major changes in the new edition—the expansiveness of the discussion of partnerships between libraries and community organizations, especially with community networks and Free-Nets, and with other center-based telecommunications and technology access centers. "In Charlotte, Pittsburgh, Tallahassee, and Seattle, just to name a few, these partnerships have had tremendous results. The community networks have provided hardware and computer expertise, while the libraries have provided a public space and community expertise. These partnerships have even gone beyond the library to other community organizations." New York City, Portland, Boston, and Chicago coalitions are noted.

There are additional sections on "Opening the Broadcast Spectrum to the Public," state strategies, and quick-action suggestions. The appendices include a section on the LFF-established and moderated electronic listserv which runs one to five messages a day from over 500 library advocates around the country and the world. To subscribe, send an email message to listserv@nysernet.org, leave the subject line blank, and in the body of the message write: subscribe PUB-ADV [your name].

New York and Maine state bills are also included. ◆

CTCNet, Public Policy, the FCC and TIIAP

Sent as a letter to each of the members of the Federal-State Joint Board on Universal Service, c/o The Honorable Reed E. Hundt, Chairman, Federal Communications Commission, 1919 M Street, N.W. - Room 814, Washington, DC 20554 on May 16:

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BEFORE THE FEDERAL COMMUNICATIONS COMMISSION
Washington, D.C. 20554

In the Matter of            )
                            )
Federal-State Joint Board on )   CC Docket 96-45
Universal Service           )


_____

            REPLY COMMENTS OF
THE COMMUNITY TECHNOLOGY CENTERS' NETWORK (CTCNET)
_____
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The Community Technology Centers' Network (CTCNet) wishes to formally endorse and supplement the comments on Universal Service which were submitted to you as joint comments by the People for the American Way, Alliance for Community Media, Alliance for Communications Democracy, Benton Foundation, Center for Media Education, League of United Latin American Citizens, Minority Media and Telecommunications Council, National Council of La Raza, and National Rainbow Coalition, hereafter referred to as the Joint Coalition, and separately by the Edgemont Neighborhood Coalition in Dayton, Ohio.

In particular, CTCNet endorses the four principles submitted by the Joint Coalition:

1. Basic telecommunications services are essential to ensure full citizen participation in society.

2. The new Universal Service provisions of the Telecommunications Act expand upon, but do not replace, the Commission's Universal Service goals under the 1934 Communications Act.

3. The Commission should recognize the importance of Institutional Access to advanced services.

4. The Commission should broadly construe the Universal Service principles of section 254(B) of the Telecommunications Act:

- in considering Quality Services at Just, Reasonable, and Affordable Rates;

- Advanced Telecommunications and Information Services; and

- Low-Income Citizens, Producers, Residents, and Consumers.

CTCNet is an organizing support project for existing and emerging community agencies developing technology programs for those who otherwise would not have access to computers, technology tools, telecommunications, and the support needed to make use of them. CTCNet is based upon the achievements of Playing to Win,

Inc. (PTW), a 16 year-old nonprofit originating in Harlem, New York, and nationally recognized as a pioneer and leading advocate of equitable access to computer-based technologies. PTW and the Network which was established under its auspices were built upon the principles that technology is a tool to help participants achieve their own goals; students work collaboratively as much as individually and learn as much from play as from work; teachers are facilitators, resources and participants in the learning process; curriculum is project-based. The PTW Harlem Center has provided a range of computer-based learning and exploring opportunities since 1983, and in 1990 the National Science Foundation (NSF) provided PTW with funding to establish a network of 45 centers across the eastern United States. The Network provides written, video, and multimedia materials; on-site, telephone, and electronic assistance; support with regional coordinators, specialized consultants, and volunteers as well as central staff; local workshops, regional gatherings, and an annual All-Affiliates Conference (this year June 14-16 at Boston University); and numerous corporate and organizational collaborations and support resources. Affiliates include settlement houses and store fronts,

At the All-Affiliates Conference, the workshop after the public policy plenary covered state action and FCC and Congressional follow-up with (l to r): Ellis Jacobs, Dayton Legal Services; Coralee Whitcomb, Virtually Wired and editor of The Telecom Post; Emilio Gonzalez, former officer with both NTIA and the federal Office of Technology Assistance; and Ceasar McDowell, Executive Director of the Civil Rights Project, Inc.

museums, libraries, and community cable access centers; after-school, literacy, and arts programs; agencies for the homeless, the mentally and physically-disabled, ex-offenders, and children of alcohol and substance abusers—a range which vividly demonstrates the Network's potential for reaching those ordinarily disenfranchised from technology in general and telecommunications in particular.

In 1995, NSF provided additional support to the Education Development Center (EDC) in Newton, MA, to expand nationally over the following five years what officially has become the Community Technology Centers' Network, or CTCNet. There are currently 70+ affiliates throughout the U.S. and internationally, with clusters in New York, New England, Ohio, and Washington, DC. The Edgemont Neighborhood Coalition represents one of 14 centers in the Ohio Community Computing Center Network (OCCCN), established by the $2.2 million agreement in the Ameritech-Ohio Alternative Regulation Case, which is an affiliated partner in CTCNet. Many of the community cable access centers which belong to the Alliance for Community Media and are in the process of being transformed into new media centers that include the full range of emerging technologies and telecommunications are also members. CTCNet envisions a network of 250-300 centers and programs by the turn of the millennium. Clearly there are hundreds, even thousands of similar community technology programs struggling to give birth to homes for telecommunications access for those who otherwise would have little access to emerging technology and telecommunications. SeniorNet itself has a growing number of centers, too. We urge you to help nourish these centers as key points of access along the road to Universal Service.

CTCNet originally used telecommunications as one of the major communications vehicles for keeping the directors of affiliate centers and central network staff in touch with each other. The Network's original home was on PBS/Learning Link. The Network moved in 1994 to the Institute for Global Communications (IGC), set

up a number of conferences and resources there, and last year established its own domain on IGC. Most recently, CTCNet has moved in the direction of working through numerous electronic lists and on the web as affiliates have opted for and been encouraged to develop appropriate relations with local Internet Service Providers and as telecommunications has expanded from being strictly an administrative communications media toward becoming one of the central applications for affiliate participant users themselves. CTCNet web resources are developed through the combined resources of EDC, IGC, and affiliate and associate members. Hence, all 70+ members are connected through the most appropriate option, with a range of technology sophistication that matches their capabilities, budget, and resources. CTCNet affiliate configurations range from, at the low end, those with a single machine connected via a non-dedicated line which has to be manually connected for each use with a very slow modem which has text-based access only, all the way up, at the high end, to a fully-networked facility with its own server, all workstations having high-speed connections through a T-1 connection, and a range of on-line curricular materials, projects, and experienced volunteers. It is an important range by which to gauge the meaning of "Universal Service."

As a membership organization with substantial growth in terms of partnerships/collaborations as well as affiliates (see our web page at http://www.ctcnet.org), CTCNet's approach towards integrating telecommunications resources with basic computer and literacy access, training, and technical assistance at local centers provides a proven and growing, practical yet idealistic, strategy for reaching those most in need and achieving—through strengthening neighborhood institutions with access to equipment, peripherals, applications, telecommunications, specialized content, projects, and support—universal technology access.

In doing this, CTCNet wishes to underline the benefits the Joint Coalition stressed in their third set of comments to you regarding Institutional Access to advanced

telecommunications (pp. 8-9), and we concur in their urging: "The Joint Board and the Commission should not only adopt expansive definitions of services and support mechanisms in applying these new guidelines to schools and libraries, but it should recognize the role of all institutions—schools, libraries, community computing centers, and community media centers—in bringing new services and technologies to all Americans." As the Edgemont Neighborhood Coalition reminds us, this echoes a central finding of the National Information Infrastructure Advisory Council, established by Executive Order in 1993, in its final report, *Kickstart Initiative: Connecting America's Communities to the Information Superhighway:* "The quickest, most efficient way to do this is to bring the Superhighway to the neighborhood—to schools, libraries, and community centers."

Community centers represent an excellent supplement to schools and public libraries in terms of meeting the lifelong learning needs of a community and providing public access to the Information Superhighway. Connecting community centers to the Superhighway may also service to fill in the gaps left by schools and public libraries. Connecting community centers can fulfill the access needs of the nonschool population of a community; can extend the hours that access to the Information Superhighway is available to the community, can bring the community closer together, and can create a point of access for special interest groups with a community — e.g., senior citizens, veterans, Native Americans, etc. — who might not otherwise access the Superhighway. (Edgemont, p. 10; *Kickstart*, pp. 3, 6)

In the words of the Joint Coalition, not only does such access "serve as a gateway to allow individuals far greater access to these services than they would otherwise receive" and provide "an efficient use of scarce universal service resources," it does so while making "highly efficient use of telecommunications resources" in a setting which "provide[s] fundamentals training, skills building, information exchanges, and technical support."

Regarding "training... and technical support," CTCNet involves a range

of corporate and organizational partnersips working together to bring this about. Major partnerships with Apple Computer, Inc., and the Lotus Development Corporation as well as favored status with the National Cristina Foundation have resulted in hundreds of thousands of dollars worth of hardware and software support going to neighborhood centers. Through the Alliance for Public Technology, the Alliance for Community Media, the Benton Foundation, and Computer Professionals for Social Responsibility (CPSR), CTCNet has been able to help develop an awareness of and involvement in public policy issues with grassroots organizations, and has done so along with expanding community cable access centers' own definitions of universal and community access, developing Network relations with national policymakers and funding/resource providers. CPSR presented CTCNet Founder Antonia Stone with its national Public Service Award in 1994, and, in addition to CPSR, CTCNet has developed a range of volunteer sources including Americorps*VISTA and the national Technology Resource Consortium (TRC) of nonprofit technology assistance centers such

as the Boston Computer Society, CompuMentor (San Francisco), Nonprofit Technology Resources (Philadelphia), and the Information Technology Resource Center (Chicago). And, most importantly, CTCNet has helped leverage the resources of affiliate members for each other (note especially affiliate members who have their own web pages).

Additional collaborations indicating leveraged support include our involvement with specific projects and constituencies such as the United Neighborhood Houses of NY, the country's largest settlement house association; the "Computers in Our Future" Project for California, under the direction of Community Partners, for which the Wellness Foundation has provided major support ($1.25 million); and HUD's programs for developing Computer Learning Centers through its Neighborhood Networks and Campuses of Learning for subsidized and public housing. Collaborations with TERC in Cambridge, the New York Hall of Science, and Lawrence Berkeley Labs indicate the growth of technology, science, and math resources reinforcing those of NSF.

CTCNet and its affiliates have a variety of expansion directions,

individually and collaboratively, especially with regard to reaching towards Universal Telecommunications Service. One of the keys to CTCNet's plans for expanding public access to telecommunications and the NII lies in assisting members in developing access, content, projects and support through their own resources and with local service providers, FreeNets and the National Public Telecommunications Network, PBS-supported Community-Wide Education and Information Services, or CWEIS projects (e.g., http://www2.wgbh.org/MBCWEIS/mbcweisHome.html), and other community telecommunications projects to establish community points of presence for those least likely to make use of the NII on their own.

In sum, Institutional Access builds self-sustaining, self-help, and empowering telecommunications institutions in the very communities which need them most.

We trust you will share this basic orientation as you help define the rules of Universal Service in your deliberations.

Very truly yours,
Peter Miller
Community Technology Centers' Network Director

The TIIAP Campaign

In addition to testimony before the FCC, for some time CTCNet has been searching for ways to appropriately involve affiliates in public policy issues, especially since this is such a crucial time for establishing a baseline of universal services and expectations for public access to technology.

In the late summer, Bart Decrem (Plugged In), Coralee Whitcomb (Virtually Wired), Mimi Graney (Somerville Community TV), and CTCNet Associate Carl Kucharski agreed to spend an hour each month discussing these matters and at least another hour doing common work. Campaigns that would make a difference and would educate affiliate centers and their participants would be posted and comments invited on the CTCNet "pubpol" electronic discussion list to invite as many to join

in as wished to be involved. The group agreed to post occasional notices to all CTCNet affiliates to highlight those targeted activities which can make a difference, inform about major issues, and provide an opportunity to explore political issues involving technology.

Shortly afterwards, the People for the American Way, leading a coalition of nonprofit organizations in support of progressive national telecommunications policy and legislation, distributed a letter in support of the Telecommunications and Information Infrastructure Assistance Program

Plugged In's Bart Decrem—providing guidance at the web page development workshop as well as with public policy issues.

(TIIAP), one of the few national programs from which CTCNet members have benefitted directly. No less than three affiliates—LEAP, Plugged In, and United Neighborhood Houses of NY—have received TIIAP grants to extend telecommunications resources to those ordinarily without access.

The final letter to Congress contained the signatures of more than 75 nonprofits and community-based organizations. In addition to helping affiliates become aware and encouraging their participation, Bart Decrem sent the following to Senator Peter Domenici, with whom he had discussed these matters sometime earlier.

Sen. Pete Domenici
328 Hart Senate Office Bdg
Washington DC 20510

Dear Mr. Domenici,

It was a pleasure talking with you about our work during my stay in DC. Today, I am writing to urge you to support efforts to restore partial funding for the Department of Commerce's Telecommunications Information Infrastructure Assistance Program (TIIAP, administered by the NTIA).

As you know, Plugged In works to make sure that the low-income people of East Palo Alto, CA, don't get left behind in the information revolution. Started as an after-school program at a local Boys and Girls Club, our program now serves almost 500 people each week, offering a broad range of technology related services, including:

- free access to computers and the Internet 7 days and 70 hours per week;

- over 30 classes each week, in partnership with community programs ranging from child-care programs to drug recovery programs;

- a community networking effort that's put 17 agencies on the Internet, distributes a community calendar each week and is currently setting up 7 public access Internet terminals throughout the community;

- an after-school program for neighborhood children;

- a series of teen businesses that sell a variety of information services (our kids will be running a major,

national, teen discussion forum on America Online, the country's largest on-line information service).

Our program has received broad recognition as a model for making sure people of all backgrounds will be able to reap the benefits of the information revolution: we've been featured on CNN, Good Morning America, CBS Radio, NPR, and in *Newsweek* and *US News & World Report*.

But we couldn't have gotten this far without support from the TIIAP program: a year and a half ago, our annual budget was slightly over $100,000 and it was very hard for us to raise industry support. Today, we're launching a new fiscal year with a budget of close to $700,000. Approximately $100,000 of this is federal government support, but it plays a really important role: we have been able to mobilize industry leaders in our community by telling them that their support is matched by the federal government, and by sharing with them the support and encouragement we've received from the late Secretary of Commerce Ronald Brown, Assistant Secretary Larry Irving, and the entire Commerce team. In short, the TIIAP program has really allowed us to take our program to the next level:

- we've been able to expand our hours from 30 to 70 hours weekly,

- we've been able to triple the number of people we serve,

- we've been able to help our teens launch their own computer businesses.

One of the things that's been most surprising to me in working with the Department of Commerce has been the energy and dedication of the people with whom I've had a chance to work. I was concerned that working with government folks was going to be a bureaucratic headache. Instead, working with the people at NTIA is like working with Echoing Green Foundation, the small foundation that provided us with start-up funding. The TIIAP team has been able to build a real community that includes the different programs they support and the staff.

I know these are difficult fiscal times for the federal government. Still, it's hard for me to think of a program that gives better "bang for

the buck" than the TIIAP program: the $20 million that was appropriated last year has allowed more than 100 rural and urban communities around the country to get connected to the information super highway, and serve as models to many more programs elsewhere.

Please support an amendment to HR 3814, (the FY 97 Commerce, Justice, State Appropriations bill), which would restore funding for the TIIAP program at NTIA. The proposed amendment will be submitted by Senator Kerrey when the full Senate considers the appropriations bill.

Thanks for your consideration,

Bart Decrem
Executive Director, Plugged In

TIIAP Update

In early October, Kevin Taglang passed along the following update to the Benton Foundation communications policy discussion list:

As I'm sure many of you may know by now, $21.49 million of funding was included for TIIAP in the FY97 omnibus appropriations bill. Once again, the program received bipartisan support, as evidenced by letters sent to Sen. Lott signed by both Democrats and Republicans.

Congratulations are in order for the many people and organizations who put forth tremendous effort to support this valuable program. Hopefully, if we can continue to make Senators aware of the great things this program is doing, we can prevent this funding fight from continuing to be an annual event.

The NTIA plans to start accepting FY97 grant applications sometime early next year.

Jim Hermes
People for the American Way
<jhermes@pfaw.org>

SimpleCard—Simply Phenomenal

PHIL SHAPIRO

Every once in a while a new computer program comes along that changes everything. SimpleCard, a color shareware multimedia program for the Macintosh, has the potential for turning things completely upside down.

Created in 1995 by Niklas Frykholm, a whiz college student from Sweden, SimpleCard allows any System 7 Mac user to create inexpensive presentations, "stacks," that mix graphics, text, and recorded sound. Loosely modeled on Apple's own HyperCard program, SimpleCard allows for the creation of buttons that can link from card to card, and from stack to stack.

On first appearance, SimpleCard's power may not jump out at you. But SimpleCard's lean menus conceal the program's true power. SimpleCard allows you to present whatever pictures, sounds, and words you wish to combine together. The pictures can be photos, maps, illustrations, diagrams, or whimsical doodles. The sounds can be recorded voice, music, or other sound effects. And the words can be any words that spring to mind.

In some ways SimpleCard is reminiscent of the wildly popular HyperStudio program, a commercial multimedia construction kit that is enthusiastically used in schools around the country. Unlike HyperStudio, SimpleCard provides no screen wipes, no Quicktime capability, and few of the other enhancements that make HyperStudio so popular. But SimpleCard's stark simplicity is also its great strength. Unlike other multimedia construction programs, SimpleCard forces you to concentrate on content since it offers few

Phil Shapiro is the Washington, DC Regional Coordinator for CTCNet and can be reached at pshapiro@his.com, http://www.his.com/~pshapiro/. This article was written as an information handout for one of the workshops given at the June 1996 CTCNet All-Affiliates Conference. Copies of the freeware video mentioned in this article are available from all CTCNet Regional Coordinators, as well as from Phil.

of the extra bells and whistles of other programs.

How do you create stacks with SimpleCard? Since the program contains no drawing tools (or text tools) of its own, you need to create the cards of your stacks in a separate program, and then copy-and-paste them into SimpleCard.

The program I find most useful for assembling cards for my SimpleCard stacks is ClarisWorks, specifically the draw program in ClarisWorks. ClarisWorks is a program that ships for free with every Performa computer sold. There are literally several million copies of ClarisWorks in use today, possibly upwards of 8 to 10 million copies.

The ClarisWorks draw program allows you to easily manipulate draw objects on your screen. The draw objects can be circles, squares, ovals, rectangles, and lines from the ClarisWorks program itself. The objects in a draw program can also be scanned photographs, maps, or any other graphics object.

Draw objects can also be background colors, giving you the capability of defining the background color of the cards in your SimpleCard stacks. ClarisWorks also gives you the choice of choosing text colors and the background colors for text objects, allowing for color text boxes to appear in your SimpleCard stacks.

Used together, ClarisWorks and SimpleCard are potent storytelling tools. For the grand sum of $5 (the requested shareware fee for SimpleCard), about 10 million Macintosh users can become stack producers, multimedia documentary producers, electronic storytellers.

Incidentally, ClarisWorks is not the only program from which you can copy-and-paste graphics. You can copy-and-paste graphics and text from any Macintosh graphics program. Macromedia Freehand, Adobe Illustrator, Adobe Photoshop, and any other program that manipulates Mac graphics can serve as building tools for SimpleCard stacks.

How do you link two cards in

SimpleCard? The process is simplicity itself. While holding down the command key and dragging the mouse diagonally across the screen, you can indicate any size rectangular area as a button. When you release the mouse, SimpleCard prompts you to tell it the name (or number) of the card you want to link to.

Within four or five seconds you can link any two cards. Linking stacks (for larger multions) can be accomplished with just a few extra steps.

The power of SimpleCard became clear to me recently when I had the chance to create a freeware multimedia documentary about the life and work of Margie Wilber, an inspiring Washington, DC resident who has been a tireless youth advocate for over 30 years. Combining scanned photographs, scrapbook writings, and recorded voice into a single stack gave me a renewed appreciation for the kinds of stories that can be told using SimpleCard.

After all, human beings are storytelling animals. And there are so many important stories in our world that remain to be told.

To help others learn about the potential uses of SimpleCard, a friend and I recently created a seventy minute freeware videotape titled, "SimpleCard Explained." This video may be obtained for $6 (including postage). In the spirit of sharing, the video itself may be freely reproduced.

To help celebrate SimpleCard creations, I've set up a SimpleCard Fan Club home page as part of my own web page. The SimpleCard Fan Club home page will have links to some of the best SimpleCard stacks on the web (and within Macintosh ftp file sites on the Internet).

Where to Get Copies of SimpleCard

A copy of SimpleCard comes with the freeware "SimpleCard Explained" video I'm distributing. You can also download SimpleCard from America Online and various places on the web. (To download

from America Online, use the keyword "quickfinder" to get to the Mac file libraries. Then just search for "SimpleCard" [without the quotes].)

Technical Characteristics of SimpleCard

This article would not be complete without a brief summary of the technical characteristics of SimpleCard. The SimpleCard program itself is about 50 kilobytes in size. Accompanying the program is an explanatory stack, SimpleGuide, which is 50 kilobytes in size, too. You can copy SimpleCard and SimpleGuide onto a high density floppy disk and still have over a megabyte of free space for your own stack(s). And for a reason I haven't quite figured out yet, some SimpleCard stacks can be compressed as if they were loose bundles of feathers. One 400 kilobyte stack I created was compressed to 20 kilobytes by Stuffit Lite.

I can't wait to see what other people will make with SimpleCard. This is a program that offers wide open possibilities, especially for the many CTCNet people with stories they yearn to tell. If you make or have made some high quality SimpleCard stacks, I'd love to see them.

Grateful thanks

Grateful thanks are owed to Niklas Frykholm, who has also created a bunch of other excellent Mac shareware. (You can visit his home page on the web to learn about his latest creative programming work. The address is http://www.ts.umu.se/~r2d2. Niklas' email address is nisfrm95@student.umu.se.) Thanks are owed to my good friend Ron Evry, who casually suggested, "Phil, you ought to take a look at SimpleCard sometime." Ron is one of the most creative people around, always coming up with imaginative ways of using software and the net.

A very big thanks is owed to Jennifer Elsea, the person who made the freeware "SimpleCard Explained" video happen. When I suggested the project to her, she cheerfully chimed in, "Sure. Let's do it." ◆

Making the Software Connection
Part I: Trade Shows

KEITH SCHLESINGER

The first step is over: you have bought the hardware you want (or can afford). Now what programs are you going to have patrons run on those lovely machines? Perhaps you have budgeted a tidy sum for software support, and want to stretch your dollars as far as you can. Maybe you did not have the luxury of a software budget, but still want to offer youth and adults at least a few educational and productivity programs to get and keep their interest until more funds can be acquired.

This is the first in a series that will provide software acquisition strategies for member centers and practically anyone else interested in building a program library on a shoestring.

Most major metropolitan areas and smaller high-tech cities like my own home town of Dayton, Ohio serve as sites for traveling trade shows. One such show, MarketPro, comes through the Dayton/Columbus/Cincinnati region at least once a quarter for a day or two on a weekend. The show sets up shop at a small convention center or in a building at the county fairgrounds. The atmosphere is, shall we say, "relaxed": noisy, crowded, and full of booths and tables selling everything from shareware on floppy disks to discount CD-ROMs to complete computer systems.

What the shows lack in atmosphere they make up in value. For the past year and a half, I have satisfied at least 75% of my personal software needs at these shows. I have never paid more than $30 for a single program, and the average price hovers around $15. I have purchased good software for as little as $3.00! You can expect that this software is slightly outdated (i.e., an earlier version than the one currently on the shelf) or was

originally intended to be sold as part of a CD player "multimedia kit" that has been discontinued. Everything is perfectly legal, and the show sponsor in my area has done a good job of screening the merchandisers. I have never had a problem that could not be resolved by a telephone call to a vendor, and there have only been a couple of these after purchasing close to 75 programs.

So what can you get at these shows? Educational games for children include "Oregon Trail" (DOS & Windows 3 versions), "Lemmings" (DOS), and MECC's award winning story creation program "Storybook Weaver" (Windows 95). Productivity programs—all for Windows—have included gardening, computer-assisted design (CAD), and résumé creators. I have even seen Microsoft "Office Professional" for Windows 95 for $180, which is $300 less than what it sells for in the stores!

Are there any catches? For one thing, you do not get pretty packaging and printed manuals. Your center's technical staff and volunteers will need to experiment a bit with the programs and even write up their own rough-and-ready documentation, but that is half the fun anyway! If the software is a full retail version, it will almost certainly come with a registration card that you should fill out, photocopy for your files, and send in to the manufacturer. This gives you access to technical support by phone (usually toll-free) and the right to receive by mail or download from the Internet future upgrades and patches that correct or improve the program.

Another catch is that some older versions of software and most games are written for DOS. Making DOS work inside of Windows is difficult, even in Windows 95. If you do not have the technical staff to handle this challenge, stay away from DOS. This is becoming progressively easier to do, as most

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software offered for sale at the shows is now designed for Windows. There are even a few items designed exclusively for Windows 95. The "DOS problem" will virtually disappear by the end of 1996.

A final catch is that some software is not top-of-the-line, particularly on the productivity side of things. Even so, it is better to give participants some sort of capability than none at all. The transition from grade-B to grade-A software is not that difficult these days, thanks to common features found in nearly all programs written for the Windows operating system.

A final note: If you use Macintoshes rather than PCs, you will probably find little of interest at these shows. If you'd like to take advantage of these offerings, be sure to get models that can support a hardware card that permits PC Windows programs to run on them. Even if you cannot afford the $400-$800 per card cost right away, it will give you a chance to access the market for low cost software in the future.

Next: "Salvation by Junk Mail" ◆

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The mission of Computer Professionals for Social Responsibility (CPSR) is to provide the public and policymakers with realistic assessments of the power, promise, and problems of information technology. As concerned citizens, CPSR members work to direct public attention to critical choices concerning the applications of information technology and how those choices affect society.

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Fall 1996 newsletter: Electronic Democracy ($5 for nonmembers)
Guest Editor: Hans Klein, Director at Large, CPSR

"Electronic Voting is NOT Electronic Democracy," Steve Miller, MassNetworks and CPSR Board Member

"Using the Internet to Shape an Informed Electorate," Kim Alexander, California Voter Foundation

Legislative information online: "THOMAS: A System by the People, for the People," Audrey Fischer and Edward Ohnemus, Library of Congress

"CTCNet and the Movement for Democracy," Peter Miller, CTCNet

"The Civic Practices Network: Social Learning for a New Citizenship," Carmen Sirianni, Lewis Friedland, and Melissa Bass

"Democracy and Democracyware," Doug Schuler, author of *New Community Networks* and former chair of CPSR

"The Information Highway from Hell: A Worst-Case Scenario," Jeff Johnson, software designer and former chair of CPSR

Phil Zimmermann Gets CPSR's Wiener Award of 1996

Duane Fickeisen Named Interim Director, Aki Mamioka, President, CPSR

—Susan Evoy, CPSR Deputy Director (sevoy@sunnyside.com)

Publications, Videos, Manuals, Reports, and Other Related Material

Lansing Computer Learning Center Training Guide; "Children, Computers & Community," and **"Children, Computers & Community / How You Can Push All the Right Buttons"**
The guide is $5; videos are $10 each; all three, $20. Payable to the Lansing Housing Commission, attention: Sandra Kowalk, 310 Seymour Ave., Lansing, MI 48933, 517-393-5750.

The first video is an overview of the Lansing Housing Commission (LHA) computer technology program, what is involved, and its benefits; "How You Can Push All the Right Buttons" is an expanded video detailing how the LHA program works, how and why it is important to involve residents, schools, educators and law enforcement agencies.

New Community Networks: Wired for Change
by Douglas Schuler, Addison-Wesley Publishing Company, 1996, 416 pp., ISBN: 0-201-59553-2, $26.85, 800/822-6339, http://www.aw.com/cseng/
In an era when many communities are declining, activists at the grassroots level all over the world are building community networks that are designed to reinvigorate communities by encouraging dialogue and providing a vehicle for voices that too often are unheard. Via the new computer networking technology, new communities are now able to connect electronically to pursue various activities including: community and public health projects, long-distance learning, social activism, economic development, and "virtual spaces." Includes discussion of CTCNet.

Civilizing Cyberspace: Policy, Power, and the Information Superhighway
by Steven E. Miller, Addison Wesley, 1995, 413 pp., ISBN: 0-201-84760-4, $26.85, 800/822-6339, http://www.aw.com/cseng/
"This is the best book I have seen on the public policy debates surrounding the information superhighway. It covers all aspects of this debate including democracy, citizenship, community networks, privacy, intellectual property, competing

models of the NII, universal service, equity, freedom of expression, protecting the public interest, encryption, and so on. Highly recommended for anyone interested in this subject, or for use as a text in classes." Gary Chapman, Coordinator, the 21st Century Project, LBJ School of Public Affairs, Univ. of Texas, Austin, gary.chapman@mail.utexas.edu.

NetActivism: How Citizens Use the Internet
Ed Schwartz, O'Reilly and Associates, 1996, 212 pp., ISBN: 1-56592-160-7, $24.95, includes CD-ROM, 800/998-9938, http://www.ora.com

Shows ordinary people who want to reclaim politics—from the neighborhood to the national level—how to use the power of the Internet to make a difference. Written by Ed Schwartz, veteran political activist, former Philadelphia city councilman, and Director of the Institute for the Study of Civil Values, *NetActivism* shows readers how to use the Internet to find out what the government really does, as well as how to organize around a cause or a community with online tools like electronic mailing lists, online debates, and Web sites.

Institute for the Study of Civic Values, 1218 Chestnut St., Rm. 702, Philadelphia, PA 19107, 215/238-1434, edcivic@libertynet.org. The ISCV home page can be reached at http://libertynet.org/~edcivic/iscvhome.html. Also check out "Neighborhoods Online" at http://libertynet.org/community/phila/natl.html. It's the Institute's project with LibertyNet to support neighborhood activism. To subscribe to the Institute's international mailing list send to majordomo@civic.net the one line message: subscribe civic-values.

Aether Madness: An Offbeat Guide to the Online World
by Gary Wolf and Michael Stein, Peachpit Press, 1995, 312 pp., ISBN: 1-56609-020-2, $21.95, 800/283-9444, http://www.aether.com/Aether/
Amidst all the noise about elec-

tronic communication, is there anything you really want to hear? This guidebook is also something more: a travel book. Like any utilitarian guidebook, it includes a glossary of common phrases in the back, to help the uninitiated master, at least at an elementary level, the complexities of the local slang. In the "Travel Tales" section, the authors have followed their curiosity and intuition. "When we struck on something interesting, like UFOs or beermaking or the law, we recorded our impressions and compiled instructions on how to get there. You are invited to skip around, to pick and choose, to flip through the pages until you find a subject that sparks your own curiosity, and then to follow our pointers to the relevant online conferences, mailing lists, or databases."

Freely available from the website as well as from Peachpit Press. Michael Stein is Associate Director at the Institute for Global Communications, the electronic home of PeaceNet, EcoNet, and CTCNet, and is reachable at mstein@igc.apc.org.

HUD Neighborhood Networks Resource Guide
226 pp. plus appendices, 1996, Aspen Systems Corp., Rockville, MD
$20 from the Neighborhood Networks Clearinghouse, 800/685-8470.
http://www.hud.gov/nnw/nnwindex.html.

Step-by-step guide for developing and operating computerized learning centers (see page 17). Seven chapters on (1) the HUD initiative and five steps necessary to create a center, suggested timeline, role of steering committee, governance; (2) assessing resident and community needs and resources; (3) program selection including adult education, afterschool activities, and job training; (4) space, software and hardware; (5) scheduling, staffing, and management; (6) budgeting—start-up and on-going; (7) developing the business plan. The guide can be downloaded at no charge by clicking on the "publications" button at the NN web site.

Keystrokes to Literacy: Computers as Learning Tools for Adult Beginning Readers

by Antonia Stone, 1991, 195 pp., National Textbook Company, 4255 West Touhy Ave., Lincolnwood, IL, 60646-1975. ISBN 0-8442-0679-2, $23.95.

For teachers, tutors, volunteers, and administrators who are interested in how technology can help adult students achieve their literacy goals. Funded by the NYNEX Foundation for Playing to Win, Inc.

The Neuter Computer: Computers for Girls and Boys

by Jo Schuchat Sanders and Antonia Stone for the Women's Action Alliance, 1986, 279 pp., Neal-Schuman Publishers, NY, ISBN 1-55570-006-3, $24.95.

Designed to help educators, parents, students, teacher trainers and policy-makers overcome the computer gender gap. Sections on What Kids Can Do with Computers, Strategies for Computer Equity, and The Computer Equity Program.

The Secret Guide to Computers, 22nd ed.

by Russ Walter, author and publisher, ISBN: 0-939-151-22-7 22 Ashland St., Somerville, MA 02144, 617/666-2666, 639 pp. $15, discounts of up to 67% in quantity, earlier editions for as little as 20¢, free shipping, permission to copy freely.

Covers everything important about computers—thousands of topics ranging from "accounting" to "zany sex," all neatly grouped into eight sections: Buyer's guide, operating systems, word processing, databases, spreadsheets, wild applications, programming, and endnotes. "Kids love its easy English; adults love its ruthless truths." Comes with free hotline help, technical and personal, 24 hours/day, or drop in anytime. Over 1,000 improvements on the 21st edition.

Order Directly from CTCNet

(Make check payable to CTCNet/EDC and send to CTCNet, EDC, 55 Chapel St., Newton, MA 02158):

❑ "**PTW Network: Year 3**," *CTC News and Notes*, #1, summer 1994, 20 pp., $5

Includes Network update in Boston and NY; Community Computing Centers in Poland and Northern Ireland by Joe Gannon; Playing to Win and the Community Computing Center Movement by Peter Miller; Laundering Extreme Approaches to the Challenge of Diversity by Andrea Kimmich-Keyser; Rediscovering an Old Friend: Logo, by Mark Osborne; Software Corner, by Toni Stone.

❑ "**Telecommunications, Video, and Neighborhood Centers**," *CTC News and Notes*, #2, fall-winter 1994-95, 36 pp., $5

Includes Antonia Stone Wins 1994 CPSR Award; Not This Year—The Communications Act of 1994, by Coralee Whitcomb; Computer and Video Art Camp in Somerville, MA, by David Publow; Community TV in the USA by Diane Agosta; Teledemocracy, Public Access, and the Homeless by Peter Miller; On Telecommunications Training Centers by Phil Shapiro; *Keystrokes to Literacy*—An Overview and Playing to Win—A Retrospective, 1980-1994 by Toni Stone; Aether Madness by Michael Stein.

❑ "**Libraries, Cable Access, and New Media Centers**," *CTC News and Notes*, #3, Fall 1995, 36 pp., $5

Includes PTWNet: An Agenda for Action by Toni Stone; "They're Not Just Libraries Anymore" with profiles on the Brooklyn Public Library by Deborah Guerra and the Martin Luther King Library's Computer Assisted Literacy Center of Washington, DC (CALICO DC) by Phil Shapiro; "From Cable Access to Community Media Centers" with profiles on the Lowell (MA) Community Telecommunications Center by George Preston and the Grand Rapids (MI) Community Media Center by Dirk Koning; Legislating Directions for the Information Superhighway: Empowerment or Exclusion, by Coralee Whitcomb; Bristol, CT Families Explore the Arctic Online by Darlene Hurtado; The National Youth Center Network by Brian Rubin; Building Community Through Technology—A Challenge for Greater Boston by Charlotte Kahn; Resource Development at Community Access, Inc. by Tom Mitchell; New Beginnings Learning Center Leads Network Planning in Pittsburgh by Marcia Snowden; on the Ohio Community Computing Center Network; The Los Angeles Televillage and Community Computing Center Development in California; Reality in Cyberspace by Carmela Federico; Reflections of an Email Evangelist by Chuck James; For Women Only by Beth Medjuck; Online—World Conference on Women by Veronica Hedman; Software and videos by Phil Shapiro and Bruce Ackley/CompuMentor; Update from IGC by George Gundrey.

❑ "**Neighborhood Centers and Public Policy**," *CTC News and Notes*, #4, Spring 1996, 40 pp., $5

Includes The Somerville Community Computing Center: A Day in the Life and Technology Sisterhood Is Global: Community

Technology in Casablanca by Kate Snow; On the Capital Children's Museum's Web Page by Phil Shapiro; Clubhouse at Boston's Computer Museum Spawns Others by Gail Breslow; A VISTA's Guide for Mobilizing Internet Resources by Brian Geoghegan; E.T. Phone Home: The Telecommunications Act of 1996 by Carl Kucharski; Learning Alliance Conference Review by Jack Keither; *Falling Through the Net* review and Ohio Area Update by Cary Williams; *The RAND Report on Universal Access to E-Mail* review by Deborah P. Snow; Public Utility Commissions and Sustainable Funding for Community Technology by Ellis Jacobs; A Vision for Community Technology in North Columbus by Leslie Steinau; Science, Math and Technology in Queens by Norman Rountree; the NY Settlement House Network Intern Program by Michael Roberts; Malden Access TV and Its Computer Resource Center by Sarah Smiley; Shrewsbury (MA) Wires Up by Stan Poreda; Kids on Computers at the Dorchester YMCA Family Computer Education Center by Hillary Sloate; Discovering Learning in Solitaire by Toni Stone; CTCNet in a Hands-On Universe by Carlos Agudelo; Science and Math Software and Web Sites by Kelly Wedding; California Computer Centers Project Update.

❑ "**The PTW Network: History, Change, and Opportunities**"

by June Mark and Kimberly Briscoe, October 1995, 100 pp., $5 Reports and Papers in Progress, EDC/Center for Learning, Teaching and Technology

The 3rd and final evaluation of the Playing to Win Network Project, describing the history and organizational development of PTWNet from 1989-1995. Drawing on information gathered from interviews with current and former PTWNet staff and affiliate members, this evaluation report focuses on two major components of PTWNet's evolution: PTWNet's goals and organization and the development of the PTWNet affiliate community. Includes recommendations to inform the directions, goals, and plans for CTCNet involving network services, regional clusters, and self-governance. Appendices include Affiliate Centers directory, project materials catalogue, PTWNet technical assistance, common threats among affiliate member programs, interview guides, and past All-Affiliate Meeting agendas.

❑ *CTCNet Start-Up Manual* (DRAFT) $45 now; $25 in 1997

Based on the HUD *Neighborhood Networks Resource Guide* (see above), this updated manual was distributed to affiliates and workshop presenters at the June 1996 All-Affiliates conference as a draft version and is not being publicized as generally available but can be obtained by non-affiliates as part of pre-order for final version to be released in 1997.

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http://www.si.edu/organiza/museums/anacost/start.htm

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pomeran@meol.mass.edu
http://www2.wgbh.org/MBCWEIS/LTC/AACA/aaca.html

Boys and Girls Club of Middlesex County Learning Center
Cassandra Strange
181 Washington St.
Somerville, MA 02143
617-628-4665
Fax: 617-623-1002

Cambridge Community Television
John Donovan, Susan Fleischmann
675 Massachusetts Ave.
Cambridge, MA 02139
617-661-6900
Fax: 617-661-6927
jwd@capecod.net
susanf@cambridge.village.com

Clubhouse at the Computer Museum
Stina Cooke, Gail Breslow
300 Congress Street
Boston, MA 02210
617-426-2800 x423
Fax: 617-426-2943
cooke@tcm.org
breslow@tcm.org
http://www.tcm.org/clubhouse/

Dorchester Family YMCA
Steve Quimby
776 Washington Street
Dorchester, MA 02124
617-436-7750
Fax: 617-436-9212
DorchesterY@ctcnet.org

El Centro del Cardenal
Jim McCarthy
76 Union Park
Boston, MA 02118
617-542-9292
Fax: 617-542-6012
mccartj@meol.mass.edu
http://www2.wgbh.org/
MBCWEIS/LTC/ElCentro/
ElCentroHomePage1.html

HAP, Inc. / Quadrangle Court
Computer Learning Center
Sarena Neyman
322 Main St.
Springfield, MA 01105
800-332-9667 x280
Fax: 413-731-8723
HN3291@handsnet.org

Hard Disk Cafe
Patty Natti, Mitch Cohen
108 Main Street
Gloucester, MA 01930
508-282-1399
hdc@cove.com

Jack Satter House / Neighborhood
Networks Center
Janine W. Lotti
420 Revere Beach Boulevard
Revere, MA 02151
617-289-4505
Fax: 617-289-3154
lotti@athena.hrca.harvard.edu

Jobs for Youth
Gary Kaplan
312 Stuart Street
Boston, MA 02116
617-338-0815
Fax: 617-338-0242
jfy@tiac.net

L.U.K. Lifelong Learning Center
Julie Bell-Elkins, Thomas Hall
99 Day Street
Fitchburg, MA 01420
508-345-0685 x17
Fax: 508-345-8205

Lowell Telecommunications
Corporation
George Preston, Bill Arcand
246 Market Street
P.O. Box 803
Lowell, MA 01853-0803
508-458-5400
lowellcrc@ctcnet.org
gfp@world.std.com

Malden Access Television
Sarah Smiley, Rika Welsh
145 Pleasant Street
Malden, MA 02148
617-321-6400
Fax: 617-321-7121
maldentv@ctcnet.org,
matv@world.std.com

Margaret Fuller House
71 Cherry Street
Cambridge, MA 02139
617-547-4680
Fax: 617-497-0166

Montague Community Television
Neighborhood Family Tech Center
Ron Bosch, Gerry Cousineau
56 Ave. A
Turners Falls, MA 01376
413-863-9200
mctv@k12s.phast.umass.edu

NC3 - Neighborhood Community
Computer Center
Corinn Williams
c/o PACE / GET-UP
166 William Street

New Bedford, MA 02740
508-979-4684
Fax: 508-999-3728
corinn@juno.com
http://www. newbedford.com/
nc3.html

Notre Dame Education Center
Ann Lynch SND, Sister Maria
Delaney
50 West Broadway
South Boston, MA 02127
617-268-1912
Fax: 617-464-7924
lyncha1@meol.mass.edu

Pelham Network Center
Terri Grasso, Bill Mance, Dennis
Caussade
75 Second Street
Framingham, MA 01702
508-879-5484
Fax: 508-879-5485
pelham@gis.net

Plumley Village Job Development
Center
Tom Stokes, Ramon Andino
16 Laurel Street
Worcester, MA 01608
508-770-0508
Fax: 508-831-0273
plumvil@ctcnet.org

Shelburne Computer Center
Michael Anderson, Crystal Lynn
Houston
2730 Washington Street
Roxbury, MA 02119
617-635-5213
Fax: 617-635-5224
shelburne@ctcnet.org
MAnder1065@aol.com

Short Stop Youth Shelter
Tracie Doubrava, John Skogstrum
1323 Broadway
Somerville, MA 02144
617-776-3377
shortstop@ctcnet.org

Shrewsbury Public Access
Connection
Stan Poreda, Bill Nay
57 Parker Rd.
Shrewsbury, MA 01545
508-757-3006
Fax: 508-753-4985
shrewsbury@ctcnet.org
sporeda@ci.shrewsbury.ma.us
http://www.ci.shrewsbury.ma.us/
spac/spac.htm

Somerville Community Access
Television
Mimi Graney
90 Union Square
Somerville, MA 02143
617-628-8826
Fax: 617-628-1811
scat@ctcnet.org

Somerville Community Computing
Center
Kate Snow
167 Holland Ave.
Somerville, MA 02144
617-629-2933
Fax: 617-625-2519
ksnow@ctcnet.org
http://www2.wgbh.org/
MBCWEIS/LTC/SCCC/sccc.html

United South End Settlements -
Harriet Tubman House
Lisa Evans, Amy Grabel
566 Columbus Avenue
Boston, MA 02118

617-536-8610
Fax: 617-536-9638
harriett@ctcnet.org
russcove@aol.com

Virtually Wired Educational
Foundation
Coralee Whitcomb
55 Temple Place
Boston, MA 02111
617-542-5555
coralee@vw.org
http://www.vw.org/

● **Michigan**
Community Media Center
Dirk Koning, Patrick Randall
50 Library Plaza, NE
Grand Rapids, MI 49503
616-459-4788
Fax: 616-459-4788
70762.541@compuserve.com
randall@grcmc.org

Lansing Housing Commission /
Computer Learning Centers
Sandra Kowalk, Chris Stuchell
310 Seymour Ave.
Lansing, MI 48933
517-487-6550
Fax: 517-487-6977
kowalk@commtechlab.msu.edu

Neighborhood Network Center /
Interfaith Homes of Kalamazoo, Inc.
Mark Todd-Thomas
1037 Patwood Court
Kalamazoo, MI 49007
616-382-0012
Fax: 616-382-3741
lift@mail.iserv.net

● **New Hampshire**
ALPHA Alliance
John Mackenzie, Marcela
Seiderman
83 Hanover Street #8
Manchester, NH 03103
603-627-5127
Fax: 603-627-1650
alpha@xtdL.com

● **New York**
Brooklyn Public Library
Deborah Guerra
Literacy Program
Grand Army Plaza
Brooklyn, NY 11238
718-780-7821
Fax: 718-398-1770
dedg@aol.com

Civic Association Serving Harlems,
Inc. (CASH)
Joseph Kelly
356 West 123rd Street
New York, NY 10027
212-864-5850
Fax: 212-864-5540
forgeahed@aol.com

Club Kwanzaa
Heather D. Burack
310 Malcolm X Blvd.
Suite 306
New York, NY 10027
212-831-2270
Fax: 212-831-2441
ClubK@ctcnet.org

Community Access, Inc.
Tom Mitchell, Steve Coe
200 Avenue A
New York, NY 10009
212-780-1400
Fax: 212-674-8417
tomm@cairn.org
http://www.cairn.org

Community Association of
Progressive Dominicans
Tami Garcia, Victor Morisete
2301 Amsterdam Avenue
New York City, NY 10033
212-740-3866
Fax: 212-740-8347

DreamYard Drama Project
Tim Lord, Jason Duchin
189 Franklin Street, 2nd Floor
New York, NY 10013
212-226-1825
Fax: 212-777-8300
dreamyard@earthlink.net

Eastview Community Technology
Center
Nancy Bordier
350 Main Street
White Plains, NY 10601
914-761-6900
Fax: 914-761-1668
Eastview@ctcnet.org

El Puente Media and Technology
Center
Miriam Greenberg, Josh Merrow
211 South 4th Street
Brooklyn, NY 11211
718-387-0404
Fax: 718-387-6816
elpuente@escape.com
http://www.escape.com/~elpuente

Forest Hills Community House
Carol Spiteri
108-25 62nd Drive
Forest Hills, NY 11375
718-592-5757
cspiteri@unhny.org

Fortune Society
Melvin Harris
39 W. 19th Street
New York City, NY 10011
212-206-7070
fortune@ctcnet.org

Henry Street Settlement
Saba Hocek
40 Montgomery Street
New York, NY 10002
212-233-5032
Fax: 212-571-4132
upxb22@prodigy.com

Hudson Guild
Rita Katcher, Jay Colan
441 W. 26th Street
New York, NY 10001
212-760-9800
rkatcher@unhny.org
jcolan@unhny.org

Latimer Education Program
Richard Parkany
700 Craig Street
Schenectady, NY 12307
518-377-2421
Fax: 518-374-0751
rparkany@wizvax.net

Lenox Hill Neighborhood House
David Kirchoff
331 E. 70th Street
New York, NY 10021
212-744-5022 x257
Fax: 212-228-0722
dkirchoff@unhny.org

New York Public Library / Aguilar
Language Learning Center
Mildred Dotson
455 Fifth Avenue
New York, NY 10018
212-340-0804
Fax: 212-340-0988
mdotson@nypl.org

North Bronx Family Service Center
Jonathan Shevin, Suzanne Conyers
2190 University Ave.
Bronx, NY 10453
718-365-7755
Fax: 718-365-1411
nbronx@ctcnet.org

Playing to Win, Inc. / Harlem Community Computing Center
Allen James
1330 Fifth Avenue
New York City, NY 10026
212-369-4077
Fax: 212-369-4077
http://www.cooknet.org/non-profits/playing_to_win.html

Reap & Keep Educational Services
Rev. Daisy King
111-33 Station Avenue
Jamaica, Queens, NY 11435
718-529-5955
randk@ctcnet.org

United Neighborhood Houses of NY
Michael Roberts, Maxine Rockoff
465 Park Avenue So., 6th Fl.
New York City, NY 10016
212-481-5570 x322
unhnyiti@ctcnet.org
mroberts@unhny.org
mrockoff@unhny.org

University Settlement
Melissa Nieves
184 Eldridge St
New York, NY 10002
212-674-9120 x177
Fax: 212-420-0934
mnieves@unhny.org

Women In Need, Inc. (WIN)
Jacque Reed, Rita Zimmer
323 W. 39th Street
New York, NY 10018
212-695-4758
win@ctcnet.org

• **North Carolina**
Chavis Lifelong Learning Branch, Greensboro Public Library
Lou Sua, Sandy Neerman
201 N. Green Street
P.O. Box 3178
Greensboro, NC 27402-3178
910-373-5841
Fax: 910-373-5893

Triad Minority Development Corp. (TMDC)
Linda Tillman, Sherman Brown
143 E. Front St.
Burlington, NC 27215
910-228-0059
tmdccp@mail.interpath.net

• **Ohio**
Akron Community Service Center & Urban League
Bernette Williams
250 East Market Street
Akron, OH 44308
330-434-3101
Fax: 330-434-4716
aulsummit@ctcnet.org

Cincinnati Community Video
Joyce Miller
3130 Wasson Road
Cincinnati, OH 45209
513-871-2730
Joyce_Miller@pol.com

East End Community Organization
Sa'iyd Yasin, Christopher Vaughn
535 E. Main St.

P.O. Box 825
Xenia, OH 45385
513-376-4111
Fax: 513-376-6530
said@cesvxa.ces.edu

EdgeNet Community Computer Center
Linda Broadus
919 Miami Chapel Rd.
Dayton, OH 45408
513-228-1834
Fax: 513-228-7794

Information Technology Center
Leardo Bernard
Black Data Processing Associates
1001 Indiana Avenue
Toledo, OH 43607
419-242-7590
Fax: 419-248-5040
leardo@ibm.net

Marietta Area Community Computing Center (MACCCenter)
Ella Bogard, Mary Kern
701 Wayne Street
Marietta, OH 45750
614-374-6548
Fax: 614-374-6506
MA_EBOGARD@SEOVEC.OHIO.GOV
MA_MKERN@seovec.ohio.gov

North Education Community Computer Center
Dotti Merriman, Leslie Steinau
North Education Center
100 Arcadia Ave
Columbus, OH 43202
614-365-5135
Fax: 614-365-6458
PKrenzke@aol.com
lsteinau@freenet.columbus.oh.us

Volunteers of America / Community Computer Center
Chad Bratschi, Carolyn Moehring
379 W. Broad Street
Columbus, OH 43215
614-224-8650
Fax: 614-224-3823
76711.2506@compuserve.com
76711.2504@compuserve.com

Youngstown Public Library Community Computing Center
Gary Simon
305 Wick Ave
Youngstown, OH 44503
330-744-8636
Fax: 330-744-3355
bm757@yfn.ysu.edu

• **Oregon**
Multnomah Community Television
Michael Seitz
2600 S.E. Stark Street
Gresham, OR 97030
503-667-7636
mseitz@mctv.org

Tualatin Valley Community Access
Fred Johnson, Paula Manley
1815 NW 169th Place, Suite 6020
Beaverton, OR 97006
(503)-629-8534 x112
Fax: 503-645-8561
fredj@teleport.com
pmanley@teleport.com

• **Pennsylvania**
East End Cooperative Ministry
Sheryn Peters
250 North Highland Avenue
Pittsburgh, PA 15206
412-361-5549
bgpeters@vms.cis.pitt.edu

New Beginnings Learning Center
Marcia Snowden, Rachel Flinner, Lavel Claytor
202 Robinson Street
Pittsburgh, PA 15213
412-683-2140
Fax: 412-683-1288
Snowden@hillhouse.ckp.edu
Flinner@Hillhouse.ckp.edu
http://hillhouse.ckp.edu/nblc/

Philadelphia Parent Child Center
Gwenda McFadden, Gail Sosnov
2515 Germantown Avenue
Philadelphia, PA 19133
215-229-1800 x230
Fax: 215-229-5860
ppcc@ctcnet.org

• **Texas**
Austin Free-Net
Sue Beckwith
1711 S. Congress, 3rd Floor
Austin, TX 78704-3556
512-326-9084
Fax: 512-326-8309
sue@austinfree.net, sue@outer.net

• **Vermont**
Old North End Community Technology Center / Chittenden Community Television
Lauren-Glenn Davitian, Peggy Luhrs, Rick Anderson
294 North Winooski Ave
Burlington, VT 05401
802-860-4057
Fax: 802-860-2370
ctc@cctv.org

• **Washington**
RECA Foundation
Bruce McComb
605 S. Olympia #74
Kennewick, WA 99336
509-543-2910
Fax: 509-586-7576
sysop@tcfn.org
http://www.tcfn.org

• **Wisconsin**
Cambridge Apts. Community Learning Center
Kerry Claas
1831 N. Cambridge Ave.
Milwaukee, WI 53202
414-272-4159
Fax: 608-272-4680
cambridg@execpc.com

Northport Community Learning Center
Pat Leonard
1740 Northport Drive
Madison, WI 53714
608-249-9281
northport@mailbag.com

Packer Apt. Community Learning Center
Jackie Thomas
1927 Northport Drive
Madison, WI 53714
608-249-0160
packer@mailbag.com

Plymouth Anthony Community Learning Center
Mary Washington
824 W. Galena St.
Milwaukee, WI 53703
414-263-1020
Fax: 608-263-3161
plyapts@execpc.com

Sunrise Apartments / Affordable Community Housing Trust - Beta
Terri A. Williams-Lewin
8750 West National Avenue
West Allis, WI 53227
414-321-1004
Fax: 414-321-7903

• **El Salvador**
Intercambios Culturales of El Salvador
Julio Reyes, Andrew Igbo
Boulevard Constitucion y
San Salvador, El Salvador
011-053-74765
icambios@tmn.com

• **Ireland**
Ashton Centre Bytes
Paul Roberts, Claire Killen
Churchill Street — Antrim Road
Belfast, BT15 2BP Ireland
0232 742255
Fax: 0232 351807
bytes@ashton.thegap.com

Rathcoole Youth Centre Bytes
Bobby McDowell, Brian Kingston
1 The Diamond
Rathcoole, Newtownabbey, BT37 9BJ Ireland
0232 364114
Fax: 0232 364129
bytes@rathcool.thegap.com

Worknet Centre Bytes
Seamus Murray, Daithi O'Flaherty
475 Falls Road
Belfast, BT12 6DD Ireland
0232 242050
Fax: 0232 312999
bytes@worknet.thegap.com

• **Scotland**
Craigmillar Community Information Service
Andy McDonald
Unit 32, Castlebrae Business Centre
Peffer Place
Edinburgh, EH16 4BB Scotland
andy@ccis.org.uk

Invitation to CPDC/Edgewood Terrace Renovation party, October 24, 1996, by Marvin Hicks, Art Contest Winner, 1995.

Friends, Partners, and Collaborators

Affiliate Collaborations

The Alliance for Community Media: Promoting CTCNet among its community cable access center membership in order to expand its definition of community access to technology and those organizations and programs that promote and develop it; providing leadership in the arena of public policy.

The Ohio Community Computing Center Network: Responsible for negotiating the $2.2 million Ameritech settlement supporting the establishment of 14 community computing centers across Ohio.

Baptist Homes of the Midwest and **Baptist Churches of Wisconsin**: Active in building upon their five established community computing centers in their state.

Libraries for the Future: Active in assisting Friends of the Libraries and other library collaborations in building upon access programs in the libraries.

Computers in Our Future: The Wellness Foundation-supported collaboration with Community Partners, CompuMentor, and the Children's Fund, to establish 10 community computing centers in California.

United Neighborhood Houses: NY NTIA grantee subcontracting Network services toward developing five settlement house technology learning "family rooms."

Plugged-In: Technology youth center in East Palo Alto collaborating on CTCNet development; **LEAP**: developing affiliate centers in CT and NTIA grantee for the National Youth Center Network.

The Boston Computer Museum: With support from the MIT Media Lab, leading in the establishment of Clubhouse programs for youth in metropolitan Boston and across the country.

Hardware and Software

Apple Computer Community Affairs: Equipment grant to more than 25 affiliates; current "Expanding Technology Access" partnership program now in second year.

The National Cristina Foundation and **The Lazarus Foundation**: Provide donated hardware to CTCNet affiliates.

The Lotus Development Corporation: Supporting a variety of Network initiatives including grants to individual affiliates, the All-Affiliates Conferences, Network services, resource development, and site license partnership program for all Lotus products.

Tom Snyder Productions: Provision of donated software to affiliates and additional training for program use.

Volunteers/Tech Support

Americorps*VISTA: Developing community organizing and empowerment on-line resources and supporting the placement of Community Technology Specialists with CTCNet affiliates.

Computer Professionals for Social Responsibility (CPSR): Access, for purposes of local assistance for Network affiliates, to their national membership; awarded Antonia Stone the 1994 CPSR Norbert Wiener Award for socially responsible promotion of technology use; first CPSR Independent Awards to the Somerville Community Computing Center and Virtually Wired.

Technology Resource Consortium (TRC) and **CompuMentor**: National organizations of computer professionals dedicated to assisting non-profits. CTCNet works especially with Nonprofit Technology Resources (NTR) in Philadelphia and Information Technology Resource Center (ITRC) in Chicago helping develop center programs in those areas.

Public Policy

The Alliance for Public Technology, The Benton Foundation, OMB Watch, and **NonProfit America**: Active in developing CTCNet relationships with national policymakers and funding/ resource providers.

Other Housing Collaborations

HUD: Supporting computer learning centers in public and assisted housing through its Neighborhood Networks, Campuses of Learners, and Safe Neighborhood Action Program (SNAP), and other initiatives.

e.villages, Hamilton Securities, NetLearners LLC, DSSA, Residents First, Aspen Systems, National Housing Enterprise Corporation, Winn Management — providing workshop, conference materials, technical support and management for computer learning centers in HUD-supported developments.

Program Collaboration

I*EARN: Global social justice/ environmental science education projects open to participation by Network affiliates on IGC.

Lawrence Berkeley Laboratory: Supporting four Network affiliates' participation in the "Hands-On Universe" project.

SeniorNet: Establishing community computing centers for seniors and working with CTCNet to expand technology resources for the elderly.

The Education Trust, Inc.: Active in extending technology access in the K-16 school community.

Other

The Morino Institute: Supporting a variety of Network initiatives including individual affiliates, the All-Affiliates Conference, and Resource Development.

Institute for Global Communications (IGC): Current CTCNet telecommunications service provider, home of EcoNet and PeaceNet, and gateway to the Internet for CTCNet affiliates.

The International Association for Community Networking (IACN), the Ad-Hoc Advisory Committee for the US Association for Community Networking, local FreeNets and **CWEIS projects**: Community telecommunications initiatives working with CTCNet to expand technology access through telecommunications AND center-based access.

ABOUT CTCNET MEMBERSHIP...

REQUIREMENTS:
...A commitment to providing technology tools for those who would otherwise have no access to them;
...An active community service, social action, and/or education program with computerized resources available to its constituency and/or the public;
...A willingness to be active in the CTCNet community, open to sharing expertise, successes, failures, and resource information.

BENEFITS:
Membership in the CTCNet community provides you with a number of central staff-supported resources and a group of Regional Coordinators as well as the expanding community of affiliates, associates, and support groups. As a member of CTCNet, you will find expanded:

Connections...
...with the growing number of community organizations throughout the U.S. that are engaged in similar efforts, and the individuals, organizations, funding sources, businesses and industries that are providing resources for this work.

Technical Assistance...
...from CTCNet staff, other affiliates, and CTCNet associates: in organizational and program planning and development; equipment, software, and telecommunications evaluation and selection; community outreach; volunteer recruitment, training and leadership; board and/or advisory committee support; staff development.

Opportunities to...
...present the unique resources and achievements of your own program;
...engage in collaborations with other affiliates;
...participate in framing CTCNet policies.

Affiliates receive:
1. Written material including the CTCNet *Center Start Up Manual*, our biannual *Community Technology Center Review*, Network evaluation reports and other literacy, math, science, program development, and community action tipsheets.

2. Subscription to CTCNet's monthly "On-line News and Notes," general membership and specialized electronic discussion lists; telecommunications support includes Internet service provider selection and web page development.
3. Regional meetings and workshops, and a national All-Affiliates Conference held each June.
4. Hardware and software donation/partnership programs.
5. Program evaluation support including resources developed by the NSF-supported four-year End User Evaluation Project.

Additional Membership Benefits for Affiliates in CTCNet Cluster Areas... through a CTCNet Regional Coordinator who will:
...visit your site twice in your first year of affiliation (once annually thereafter) to assist in developing an individualized plan of goals and objectives under affiliation and provide any necessary orientation to other CTCNet services;
...convene regional meetings at least twice each year around topics of common interest and concern to area affiliates;
...serve as liaison between CTCNet staff and the area affiliates.

MEMBERSHIP COSTS & OBLIGATIONS:
Membership Fee: $100 per year for nonprofit organizational membership.
Affiliates agree to support participation and costs associated with:
...attending the Annual All-Affiliates Meeting and regional meetings;
...weekly interaction on telecommunications;
...participation in CTCNet research and evaluation effort;
...participation in CTCNet's emerging self-governance structure.
For-profit organizational membership is available for $250. For-profits are not eligible for hardware and software donation programs. ◆

CTCNet/Apple Partnership Leads Industry Collaborations for Second Year — Lotus, Tom Snyder Continue Support

A variation of last year's basic package of five Performa 6290CD's with internal modems, LaserWriter Select 360, Apple ColorOne Scanner, and Quick Take camera will again be awarded to CTCNet affiliates on a mini-RFP basis in 1997 (see p. 11 for 1996 recipients). Guidelines will be released on December 2. CTCNet affiliates must be members in good standing as of January 1, 1997 to be eligible to apply. CTCNet Advisory Board members and Associates, EDC volunteers, and Apple Computer employees will review the proposals.

Lotus Development Corporation will be offering CTCNet affiliates site licenses for any and all Lotus products, with applications to be submitted on a quarterly basis. Tom Snyder will also be providing limited quantities of up to $300 worth of software per affiliate on a first-come, first-served quarterly basis. For further information on both these software offers, contact CTCNet Administrator Steve Ronan at ctcnet@edc.org. ◆

ctcnet Community Technology Centers' Network

Date _____

Application for Organizational Membership

Parent organization name: _____

Address: _____

_____

Director: _____

Telephone: _____ Fax:_____ Email: _____

Check box if 501(c)3: ❏   Check box if other nonprofit: ❏   http:// _____

Services provided: _____

_____

Technology Program Name: _____

Address (if different): _____

_____

Director: _____

Telephone: _____ Fax:_____ Email: _____

Ways in which computers and technology are currently used (check all that apply).
If not currently in operation, check here ❏ and respond to all below that apply to your plans:

❏ job training   ❏ adult education   ❏ school-age education
❏ open access   ❏ computer classes   ❏ collaborations with other agencies
❏ other (please specify): _____

_____

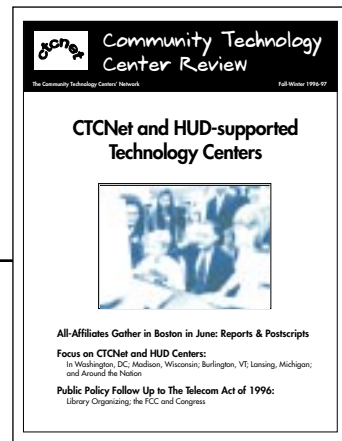Equipment/platform and peripherals: _____

_____

_____

hours/week computers used: _____ Est. # participants who use each week: _____

❏ Please attach a brief overview with the history, goals and educational philosophy of your program.
   Include any promotional or other materials that you think might be of interest, such as sample proposals,
   brochures, newspaper stories, photographs and/or annual reports.

   Send to: CTCNet at the above address along with a $100 check payable to CTCNet/EDC ($250 if organization is
   for-profit). Network staff will review your application and respond within four weeks with telecommunications
   list membership and additional information.

Support / Keep Up-to-Date with CTCNet

If you are a CTCNet Affiliate (see enclosed information sheet and application form on pp. 42-43) or Associate (page 12), you're sure to be kept up-to-date through on-line and hard copy mailings and electronic discussion lists. If you're not and would like to be supportive and/or simply kept informed, please send in the form below to CTCNet, EDC, 55 Chapel St., Newton, MA 02158, or contact us at 617/969-7100 x2727 or online at ctcnet@edc.org.

Community Technology Center Review
The Community Technology Centers' Network — Fall-Winter 1996-97

CTCNet and HUD-supported Technology Centers

All-Affiliates Gather in Boston in June: Reports & Postscripts
Focus on CTCNet and HUD Centers:
In Washington, DC; Madison, Wisconsin; Burlington, VT; Lansing, Michigan; and Around the Nation
Public Policy Follow Up to The Telecom Act of 1996:
Library Organizing; the FCC and Congress

Name: _____

Organization (if appropriate): _____

Address: _____

City, State, Zip: _____

Telephone: _____   Email: _____

- ❑ Yes, I'd like to be a CTCNet Associate and volunteer in person and/or online to help out with affiliate needs and network support (see p.12).

- ❑ Yes, I would like to become an individual member, support CTCNet development, and receive the semi-annual newsletter. Enclosed is my tax-deductible contribution, payable to EDC/CTCNet:
  ❑ $50   ❑ $100   ❑ $250   ❑ $500   ❑ Other: _____

- ❑ Yes, our organization would like to receive the semi-annual newsletter. Enclosed is our subscription, payable to EDC/CTCNet:
  ❑ $20 (for 2 years)

- ❑ Yes, I'd like to be kept informed. Please send me occasional updates.

- ❑ Yes, I'd like to be kept informed with occasional electronic postings to the above email address.

- ❑ Yes, I'd like to order the attached CTCNet literature (clip or photocopy p. 37).

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ctcnet

Community Technology Centers' Network

EDC
Education Development Center
55 Chapel Street
Newton, MA 02158

Address correction requested.

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