East End Cooperative Ministry
Employment Education Program

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Introduction

The Employment Education Program (EEP) is one of the East End Cooperative Ministry's (EECM) programs. EECM is located in the Eastminster Presbyterian Church, 250 N. Highland Avenue, Pittsburgh. It has many programs to serve the community, such as the Elderly Program, the Homeless Program, the Emergency Shelter, the Drop-in Center, the Food Pantry/Soup Kitchen/Tangible Aid $ Energy/ Shelter, the Volunteer Program, the In-School Intervention Program, and the After-School Program. (See Appendix 1) Employment Education Program is designed to teach out-of-work adults how to get and keep a job.

During this semester I have been working with Bruce A. Daberkow, the coordinator of EEP, and David Coyne, the job developer to increase the technical capacity of the EEP. This process first involved assessing the organization and program, the staff, and the technologies used by the organization. I then worked with Bruce to identify the needs of the organization and the opportunities to address these needs. The needs were addressed in priority of what would help them the most in doing his job. Finally, the evidence of increased capacity and sustainability from this consulting relationship has been documented, along with recommendations and resources for future action to further address the needs of the organization.

Situation

Organization and Program

The East End Cooperative Ministry's (EECM) Employment Education Program (EEP), which is located in the First Unitarian Church of Pittsburgh, 605 Morewood Avenue, Pittsburgh, PA. It is designed to teach students how to get and keep a job. These students are usually adults who are out-of-work, not well-educated adults, and from very low income families. Many of them are facing difficult challenges that result in barriers to employment. EEP teaches them how to get along with others, how to recognize their own work skills, how to demonstrate their skills to future employers, and how to prepare for the work force. The goal is to help them find and keep jobs by helping them get over the barriers to employment. (See appendix 2)

EEP has about 10 classes a year, which are taught by Bruce A. Daberkow and Alex Hornezes. Each class takes 20 days (four 5-day weeks from 9:30AM ~ 12:30PM, Monday to Friday). The 2nd and 3rd week students go to the computer lab, which is in the Presbyterian Church. (EEP doesn't have its own computer lab.) Students learn basic computer knowledge and how to use MS-Word to create a resume and a cover letter. On the other days of the class, there are classes focusing on interviewing, money management, how to interact with people in the workplace.

Bruce, Alex and David are in charge of this training program. The number of students in each class varies, depending on how many students are recruited. Some of the applicants plan to attend, but they find the job, and leave the program before they graduate. The budget for EEP is about $150,000 per year. Funding sources include the government, foundations, and businesses.

Facilities

EEP has two rooms in the rear of the First Unitarian Church. The classroom is on the 1st floor. There are four tables in the center of the room, surrounded by 20 chairs. There is a blackboard used by teachers during classes. The other room is Bruce and Alex's office. It is on the ground floor. David works in the main office, which is

located in Presbyterian Church. There are six old donated computers in Bruce's office. Only 5 can be upgraded for reuse and one is broken. They have not put them together yet, however, the computers are piled up in the corner of Bruce's office. There is a newer desktop, which runs on Alex's desk, connected to a laser printer. They print handouts for the students and documents which need to be submitted to the Allegheny County Department of Human Services. Both the classroom and the office have overhead lighting. They are located in a church, where there is a little traffic during the day. It is a very quiet environment and there is no need for security.

Staff

There are three people responsible for EEP, Bruce A. Daberkow, the coordinator, David Coyne, the job developer, and Alex Hornezes, the recruiter and teacher. Bruce is mainly in charge of budgeting and teaching. He organizes the classes and lectures. He finds related reading materials and copies them as handouts for each student. Alex is a teacher and the recruiter. He posts some flyers in public places throughout the community to recruit students to take this program. David's job is mainly to interview applicants that Alex has recruited and help them register for the class and he fills out the Intake forms. He also helps the students look for job opportunities by calling companies and searching over the Internet. He researches the Internet for some good related programs and tells Bruce about them.

David and Bruce individually call students who have graduated to check on their progress and to update their information. David fills out the follow up information forms. If graduates still need help, David tries to help them. Bruce is in charge of filling out the Initial Assessment for each student on the first day of each class.

Bruce and Alex operate out of the First Unitarian Church, and David operates out of the Presbyterian Church. They are in different building. Bruce and Alex contact David by phone or visit him. For example, if Bruce has called the graduates and needs to update the student information, he has to call David or go to his office to tell him the details. Both of them don't have faxes.

All the forms they use are created by David with MS-Word. The information is added to forms by hand. And after filling out, the forms they are kept in different folders in David's drawer. It is a time consuming process and a waste of space to store the files. They want to get rid of the manual paper work. Bruce is very anxious to increase his knowledge, and learn better teaching skills and tips to improve the students.

Technology Environment:

EEP's hardware and software include the following:

Computer	Hardware	Software
Ground Floor Office (Bruce's computer)	Pentium 133 Mhz 16.0 MB RAM 1.20 GB Hard Disk SuperExpress 336i PnPVoice Modem(not connected to Internet) CD- ROM 15' Monitor	Windows 95 MS Office 97 Norton Virus Netscape Communicator Internet Explore
Ground Floor Office (5 donated computers piled up)	486 DX4 8.0 MB RAM 516 MB Hard Disk	No OS set up (Windows 95 and Office 97 CDs have been purchased.)
Ground Floor Office	Can't tell, very old	none
Ground Floor Office	HP Black/White LaserJet 1100	

Computer	Hardware	Software
(Bruce's printer)		
Room 49, Perbysterian Church (David's computer)	Pentium 133 Mhz 16.0 MB RAM 1.20 GB Hard Disk SuperExpress 336i PnPVoice Modem(1 telephone lines connected to internet) CD- ROM 15' Monitor	Windows 95 MS Office 97 Virus Scan Internet Explore
David's printer	HP Black/White LaserJet 6L	

Currently, In his office, Bruce uses Microsoft Word 97 to do some paper work us the Pentium computer, for example, to write the handouts for the students. His computer has no Internet access. He is hoping to have it access the Internet, so that he can access David's information and useful information on line instead of going to David's office. Although the donated computers are in disrepair, they hope make them operational and connect them to the Internet for the staff and students to use.

Technology Management

They do not use the computer as much as they would like for their job. So far they have not had any computer problems. But if it had a problem, they would call the main office for help. The main office staff would find the support they needed.

Problems and Opportunities

From the situation analysis, Bruce and I came up with the following concerns to address during the semester:

1. Organize the files and improve staff's computer skills

Currently, David writes the reports and forms using Microsoft Word. Bruce or Alex copies it to the floppy disk then takes it to his office then prints out from his computer to fill in the forms. Because they put all the files in only one folder, it takes a long time to find the files that they want. Also they forget what they name files and have to open many files, read the contents, and then check to see if it is what they want. This is a very time-consuming process. Basic Organization and Information Processing procedures by computer would save time, time they could spend on helping students.

So Bruce and I has decided the following:
1. Learn how to use more features of word processing to write the documents.
2. Use the Excel to process statistics from data.
3. Learn how to organize files and find files quickly.

Impacts

Not only would this increase their efficiency and productivity, they would be able to teach students, so students can update their own resumes, currently David upgrades student's resumes, but also digitizing the form data makes it easier to transfer data to other EECM offices.

The influence on the technical environment: By processing paper work using computer, they will be able to share data and transfer files more easily. Bruce will no longer have to take time to visit David's office to get files.

Learning more computer knowledge helps them solve more problems themselves. Students who get more computer skills are more employable.

Feasibility

Bruce is anxious to learn and is giving this experience his highest priority, and will make the time first. Bruce's computer has the necessary software. I believe I can teach them how to use the software applications. Thus it is a feasible task.

2. Learn Excel and transfer data collection from Word files to Excel

Bruce and David collect specific data on each student in a Word document, but each student's track record use the same form such as Name, Gender, Social Security number, Address, Phone number, etc, and some other very short answers (yes/no) to very short questions. In addition, Bruce and David very often need to find the particular student to update their record. To get total counts they count paper. This is a big time consumer and lends itself to errors. By transferring the data to an Excel spreadsheet, they will be able to find records and related data easily and they will be able to quickly produce statistics.

Impacts

Once they learn how to use Excel and transfer the date from old Word files, it will not only save a lot of space and also they will save time. Subsequently they will be able to focus more time on running EEP and less time on collecting, updating, and reporting student information.
The most significant impact of using Excel to process the student information is allowing the staff to perform tasks quicker than they had before, and easier for them to retrieve the information and update the data. Also since Bruce and David's documents need to show other EECM related staff, it also will reduce their time to read the data. They only need to open a couple of files to use, not need to read files/hard copies one by one.

For technical environment, currently their computers work fine and have enough spare space to store their files. Plus, Excel is already in their machines. For technical management, since EEP staff mainly use computer to do their tasks, they have more chances to make mistakes and maybe computers will have some unexpected trouble. And they don't have any person responsible for technical support. So I will teach them how to back up their files and install virus scan for David's machine. (Bruce's computer has Norton Anti-virus installed.)

Feasibility

Bruce is anxious to accomplish his goal. Both Bruce and David have their own computers and have Office 97. Although they have never used Excel, they want to use this application to make things simple run, since they know MS-Word, it will be easier to learn Excel. I have the knowledge and experience needed to accomplish this.

3. Accessing Internet and sharing data with David in other building

Bruce has no Internet access and is not able to contact with others electronically. Currently he must physically go to David's office with floppy disk, copy David's files from there, then bring it back to print out in his office. It is very time consuming. In addition, he has to let David use David's computer to access the Internet so that he can get some useful info related to EEP.

Impacts

Bruce need access to the Internet, so Bruce and David can communicate with each other, share data, and find resources for EEP. They would save lots of time and energy to do this job, which could be redirected to the program. They could also submit statistics reports to the county electronically within the Internet.

1st, they can use the attachment by email to get files instead of visiting, and also use the email system to give the "subject" for which data base needs to be changed and how to change.

2nd. they can go to web space(e.g. egroups.com) to get the electronic space to share the folder, so they store data there. It would help them work on reports, forms design and teaching materials.

3rd, Bruce understands that EECM will have its own network set up soon. Learning to share data and using the Internet helps prepare them for the EEC network.

Feasibility

Bruce needs another phone line for access so he does not tie up his main phone. This is a potential barrier.

Since Bruce's computer has a modem and Netscape Communicator. I have the necessary skills and knowledge to do this. They are motivated to share data and to try using the Internet to share data. I think it is a feasible task.

Work Plan

The following chart shows the work done by week:

Task Name	Completed by: G-Guohong B-Bruce D-David	February				March					April			May
		1	2	3	4	5	6	7	8	9	10	11	12	13
Assess Situation (including Organization, Program, Staff, Facilities, technology environment and technology management)	G, B	▓	▓											
1. Organize the file and improving staff's computer skills														
Get reference materials	G, B		▓											
Concepts of Dictionary Structure	G, B, D			▓										
Learn Copy/Paste/Delete the files/folders	G, B, D			▓	▓									
Learn Create new files and folders	G, B, D					▓								
Learn Rename files and folder	G, B, D					▓								
Learn back up the files	G, B, D					▓								
Learn Send/Get attachment by Email	**G, B, D**					▓								
Learn how to terminate the application	**G, B, D**												▓	
2.Learn Excel and transfer data from Word files to Excel														
Research on their old files and Determine their Needs of Excel functionality	**G, B, D**					▓								
Introduction to Excel	**G, B, D**					▓	▓							
Discuss Design of student info database	**G, B, D**					▓								
Learn and build and customize	**G, B, D**						▓	▓	▓					

Task	Assigned																
spreadsheets									▓	▓	▓						
Format and Print spreadsheet	**G, B, D**											▓					
How to calculate the rows/columns using Excel	G, B, D												▓				
How to use Sort to find specific student data (sort by name, sort by date)	G, B, D											▓	▓				
How to use HyperLink	**G, B, D**													▓			
Transfer data from Word files to Excel	**G, B, D**																
3. Access Internet and Sharing Data with David in other building																	
Check the adapter, cables	**G, B**		▓														
Make Purchase	**G, B**			▓													
Get internet account and Get connect the internet	**G, B, D**				▓												
How to use the search engine to narrow search	**G, B, D**					▓											
How to use specified Subject to email attachment	**G, B, D**					▓											
Learn how to create e-space on the egroups.com and how to share files	**G, B, D**													▓			
Prepare for the presentation	**G, B**															▓	

The following table contains the date of work at EEP and EECM, and a brief description of the work done. The meeting on each date was on average three hours long. This table serves as a timeline of events during the semester:

WEEK	Date	Summary
3	2/4/00	Met with community partner and other member Alex. Talked about organization, technical situation, facilities, technical management, staff and other info related to their program. They also talked about what help they need. Gathered information about their site situation as much as possible.
4	2/11/00	Met and talked with all the staff who evolved this program. Went over situation draft with community partner in effort to gain more information about the organization and correct any mistakes or misconceptions. Clarified what I want to get and what we will do for the next meeting. Check the cable, modem, and adapter that need to buy in order to access the Internet.
5	2/18/00	Visited to the Highland Church and see the computer lab. Taught David and Bruce how to organize the files including cut/paste/copy, delete/create new/, etc. Talked & clarified with Bruce about further info related to the project and situations.
6	25-Feb	Met with community partner, analyzed the problem, discussed and came up with the opportunities they have. And drafted the work plan. Continued to teach them how to organize the files/folders.
7	3/8/00	Met with community partner, and helped them to access the internet. And according to the work plan, I taught him basic Excel and how to create the form. Taught them how to organize the emails and use the attachment.
	3/8/00	Met with Met with community partner and Joe, Kathy to discuss the situation & problems/opportunities, did some research and discuss the solutions. Introduced Excel to them and recommended the materials to them. Taught them basic concepts of database.
8	3/17/00	Met with community partner, talked about the work plan, and show him the whole plan and what outcome we will get at the end of this semester, to clarify his confusions, taught them Excel.
8	3/17/00	Met with community partner, talked about the work plan since he got new info about EECM networking. Accessed the internet, he got his email. And teach him how to create new file/folder, how to find the file, and how to put his handout on computer. Since time conflicted, we will work one hour more next meeting.
9	3/24/00	Session cancelled. Changed to Spring Break
10	3/27/00	Continued to learn Excel, and created student info, intake forms, and follow-up contact forms using various methods, including merge cells, delete row/columns, insert, copy cells…
11	4/3/00	Built the monthly service timetable using excel, learned how to calculate the cells/rows/columns in Excel, how to using the sort (last name, date) to quickly find. Showed how to use egroups.com to create The e-space to share the file. And how it works.
12	4/10/00	Solved the problems they have had when they used the files in their work, and taught them how to format the cells, how to set print area, how to print what they want, how to insert Excel in the Word document, and how to use the hyperlink.
13	4/17/00	Met with Bruce in his office. Solved the problem he run into. Taught him how to use the email attachment, how to download attachment, and how to organize the inbox emails. Last time he didn't learn (time conflict. Only David learned.) This

		time David didn't come. I solved all the problems Bruce has met after he learned from the beginning.
14	4/24/00	Since David's computer was frozen, he had no idea. Since I have taught Bruce how to do it, but David wasn't there. So taught him how to terminate the application and how to use the task manager. Then teach them how to use the search engine to narrow down the search and get the useful material from the web. Still help them organize the files and back up files since they met the new problem after I left last time.

Outcomes and Recommendations

1. Organize the files and improve staffs' computer skills

Evidence of Increased Capacity
Bruce and David have increased their understanding of basic computer knowledge such as hardware and software application, especially Microsoft Office 97 Word and Excel. Evidences include:
- David saves all requested documents by Bruce into folder called "Bruce", which he has created and named on the drive C. He is able to find those documents easily later.
- David has deleted some files that aren't related to his task and will not use it again on his computer.
- David and Bruce can organize the files/folders by creating folders, renaming, deleting and copying/pasting.
- David can send the files using attachment to Bruce and me. Both of them can download and open the attachment I have sent to them.
- Bruce has created the handouts using computer for students to learn how to use the Word to write their own resume.

In brief, they are saving a lot of time and they are now able to enter data directly into student's computer file during the interview. Before we work together, they only wrote down on paper directly and then type it into files.

1.*Evidence of Sustainability*
There are some evidences, which I feel they can continue to apply their improved skills to perform the tasks.
- Bruce and David have shown that they know how to organize, back up, and find their files. They will not lose data even after I leave.
- David created a "monthly service time table" using Excel when I wasn't there. He can apply what he has learned without assistance.
- David has learned some troubleshooting skills. He solved problems related to windows crashing by himself.

Recommendations

     1). Back up all the useful documents and reports.

They have lots of files to reorganize. Since they are still new to file organization techniques, it will be easy to lose files. I suggest that Bruce makes budget for purchasing a Zip drive, which costs about $100.00. Holding 100 MB of space, zip drives reduce the number of disks, make backup easier and are less likely to become damaged.

     2). Bruce and David create many files and will need to place many files on a floppy disk. I recommend purchasing and installing WinZip (about $30), which is a Windows based compression program. It is user friendly. It is also often needed to uncompress files downloaded from the Internet. Pkzip.com is a free software application, but WinZip is easier for them to use although.

    3). Continue to learn more computer skills and information technology to update/improve themselves. Bruce learned that EECM will set up a networking soon. As a result, their computers will be upgraded. They should learn more, especially about networking, so that he and David can take advantage of the networked environment when it arrives.

Resources:

1). *http://www.nonprofits.org*.

It is a very good resource for them to learn the basic computer knowledge by a large FAQ. A lot of topics and questions covered by the FAQ and also give some links to get other resources.

For example:

Where can I learn about computers?

How do I maintain my computer?

How so I know when I should upgrade my computer?

What's the computer network?

What's an Internet?

2). *http://www.virtualuniversities.com*

This web site provides many courses for you to take with very low tuition. They can select the courses according to the needs.

3). *http://www.win.tue.nl/~wstmv/misc/backup.text*

It contains a discussion group posting about general backup strategies and different approaches that can be taken to back up data.

4). *Microsoft Window NT at a glance*

This is a good tutorial for the novice. It provides a corresponding picture to illustrate each step. It can help Bruce learn how to use Win NT after EECM network set up.

5). *http://www.pkzip.com*

It has instruction how to download the pkzip on the computer and how to set up for free.

6). *http://www.winzip.com*

This web site has an instruction how to order and how to use the WinZip to compress the files.

7). *http://www.iomega.com*

From here, Bruce and David can know the price of Zip drives and also can order it.

8). *http://www.onenw.org/toolkit/virus.html*

This is web site relate to the following topics: 1) What is a virus? 2) Where can I get more information about viruses? 3). How to protect virus. It is good to know basic knowledge.

2. Learn Excel to create the student info forms, removing old Word files into spreadsheet.

Evidence of Increased Capacity

    1). Bruce and David search specific student information and digital files for entering updated data on line. Now they have the beginning of an information system.

- After learning Excel, especially some of the basic database concepts, they have built a customized spreadsheet that meets their needs. One file contains all the students' information.
- They now sort on the last name to easily find a particular person.
- They sort the date to quickly find students they have contacted recently. They can make a schedule to contact other students using the spreadsheet.
- They can use the calculations in Excel to compute the data. For example, every month, they count the time they spend on specific student/activities everyday, which they need to submit to Department of Human Services. Instead of manually counting, they click AutoSum to get the total.

    2). David uses hyperlinks to jump quickly to related data stored elsewhere. For example, if he wants to see the Follow Up Contacts for a student, he goes to the student record on the spreadsheet, click on the contact hyperlink and he is there without leaving the student file.

Evidence of Sustainability

    The following is the evidences:

- David created new tables without any assistance from me.
- David adds and deletes new fields and merge cells to customize and modify a table.
- David has found and applied new functions of Excel, solving his own problems. E.g., since Intake forms contain many columns, he has to scroll the horizontal bar to reach the far away column. He split the long sheet into 3 sheets, while still in the same file. This also made it easier to print.

Overall, David can modify the table according to the purpose correctly. And although Bruce have not shown me how to perform some tasks by Excel because of his conflicted schedule, I will find time to let him do it, at least David is willing to teach him, even I leave them.

Recommendations

    1). Bruce and David have not put all the records from the hardcopies into their new spreadsheet. They need to set a goal to ass all useful data into their new database files. Otherwise they will have to count some data manually and sort through papers to find information. They also should consider assigning student ID numbers to help them organize the table. In addition, since every year they have a lot of new students, they may store the student records by year.

    2). Although I am able to train Bruce and David how to use the basic database concepts and use Excel, I am sure their skills would improve with additional training. Purchasing some tutorial books would be very helpful for them as well as using Internet to get on-line tutorials. With advanced learning, they could make adjustments to the databases as needed. This way they will not be dependent on finding other persons to make changes.

Resources

1.http://www.coyotecom.com/database

It provides the rich resources about Database basics and Software/Technology Use Tips. This is very easy for novice to pick up himself or herself. They can use this to know how it works, may be create the files by using other application in the future to deal with more complicated tables. It covers Overview of Databases, Database Terms, "Flat" and Relational Databases, How Databases Are Joined, Shopping for appropriate Database Software….

2. *Microsoft Office 2000 at a glance*

It is a good introduction to MS office suite; the picture illustrates every step. It is very helpful for the novice. It costs $29.99.

3. Access the Internet and sharing information

Evidence of Increased Capacity

The following are the evidences:

At the beginning of the semester, Bruce had no Internet access. Bruce is now connected to the Internet. He and David use the search engine to search information related to their program. Now that they are both connected, they use email to communicate with each other and send files each other over the Internet. So they spend more time helping the students.

David already knows how to use the egroups.com to create shared folder with Bruce, once Bruce trust the Internet Privacy, they would work on the same file jointly without learning their office or sending files back and forth.

Evidence of Sustainability

Bruce and David are applying new functions of Excel to solve problems without help. They are working together to improve their information system.
Using e-space, they will practice saving files which will prepare them for the network.

Recommendations

1.Bruce needs to be on the Internet in order to use e-space and to communicate with David. He is reluctant to use his only phone lime. I recommend he budget for a second phone line.
2.Bruce is eager to share files with David, but worries about web security. I recommend use the student ID instead of names to protect the identity of students. Also I recommend they back up their files on the Internet.
3. Bruce and David need more training on the Internet. I recommend classes or find a way to teach by themselves. I recommend getting training for email, www, and the basics of sharing info and centralized through a network.

Resources

http://www.coyotecom.com/database/techbuy.html
 It has an introduction of email to the staff, how to use email to share info.

http://www.compusabusiness.com/corp/training/
If offers some classes that are used to prepare for the usage of a network.

http://www.egroups.com
It offers free e-space for the various groups. User can control and manage the person who can access the files. It is very useful for David and Bruce to share info here.

CompUSA offers a wide variety of classes that Bruce could use to prepare his staff to use the features of a network. Courses include everything from maintaining a network to using the WWW. These courses are listed on the web site.

CompUSA Training
http://www.compusabusiness.com/corp/training/
Tel: 1-800-COMPUSA
 E-mail: *Customer_Service@compusa.com*

4. *Additional Strategic Technology Planning and Uses*

1). Strategic Technology Planning can help Bruce evaluate his technology needs and create strategies to meet his needs and achieve his goals. I recommend he consider his needs for the next 2 or 3 years and create a plan and budget to submit to others who make budget decisions.
There is an article (resources 1) cites a 70/30 rule for technology funding used by many large companies and organizations: For every $1 budgeted for technology, 30 cents would be used for hardware and software purchases, with the remaining 70 cents used for training and support.

Bruce may consider this when he makes budget plan.

    2). Build a web site for the EEP program. Take advantage of the Internet (e.g. BBoard/Newsgroup) to develop student's job opportunities. Encourage companies to post job openings on the web site. Build Bulletin Board /Newsgroup and let students post job information there.

   3). Get the old donated computers fixed and building the computer lab, or get computer that are operational. Connect them to the Internet. Encourage students to complete on line training courses and to develop their own web page. With their own computers and their own projects to work on, encourage students to practice when they are not in class, which every afternoon.

Bruce can give some useful evidence to show his superior to try to get budgets for his plan.

Resources:
1). *http://www.coyotecom.com/database/techbuy.html*
There are articles "Reasons to Computerize or Upgrade a System" and "Stuff Buy in". It would be helpful to read so that gets sense why/how I get the technical support.

2). *http://www.nonprofits.org/npofag/*
This web site is a very good resources for Strategic technology planning and gives straightforward answers to questions that directors of nonprofit organizations might have, and also gives insight as to the cost-effectiveness of certain implementations so that organizations develop an adequate budgets that are not overestimating too much on what might be done. All this info provides for the nonprofits to involve individuals that can be both technology- and program-savvy to considering the suggestions.

3). http://www.genie.org/
This web site is also a good resource for technology planning. It provides a lot of FAQ's that can help in planning.

4)http://www.mapnp.org/library/infomgnt/learning/
There is an article about "where can I learn about computers". (Revised on 8/19/99). It gives an overview of the basics of a small computer system and can help staff to learn the computer and networking knowledge.
5) *http://www.coyotecom.com/database/techbuy.html*
This web site provides articles about "technology plans", and other related web links. The technology plans are more than just hardware and software wish lists. They can help nonprofits:
- ·   become more effective in daily operations
- ·   budget and spend money more effectively
- ·   boost fundraising efforts
- ·   buffer groups from the effects of staff turnover

6).*http://www.nctp.com*
Developing effective Technology Plans
Author: John See, Technology Integration Socialist, and MN Dept of Education.
Technology Planning: Recipe for Success
Authors: Larry Anderson & John Perry, Jr., NCPT
What should my technology Plan include?
A short "thought document" created by the Ca. Tech. Assistant Project RISM program

7). *http://www.npo.net/itrc/consultingservices*
This web site offers a consulting rates and skills to meet different needs, Bruce can take a look to help make the more accurate budget plan. It covers database, Internet, networking, word processing, technical management and support, spreadsheet.

8). *http://www.coyotecom.com/tips.html#weblist*

More than 15 files of information to take your organization through the entire Web development process on your own, or, to help you understand the process if you are working with an outside consultant or volunteer.

9). *http://www.coyotecom.com/online.html*
Every not-for-profit or public sector organization has two primary resources: people and their ideas. What the Internet offers is an easy, immediate, extremely efficient way to connect with people and ideas. However, visions of becoming a super-efficient organization, reaching lots of new donors and clients, raising enormous amounts of new money and effortlessly administering an agency will not come to pass with an Internet account. Here are real-life examples of what agencies are using the Internet for, and links to other resources offering even more advice and examples.

Volunteer Program
Eastminster Presbyterian Church
250 N. Highland Avenue
Pittsburgh, PA 15206

Susy Robison
Director of Volunteer Services
361-5549

ExtraOrdinary Tutoring
East Liberty Presbyterian Church
116 S. Highland Avenue
Pittsburgh, PA 15206

Lincoln Avenue Church of God
St. James A.M.E.
St. Andrew's Episcopal
Church of the Redeemer

Heather King
Education Director
361-0450

Brad Yoder
Assistant Coordinator
361-0450
3:30 pm – 7:00 pm
M – Th (ELPC)

Children and Youth
Rev. Bruce Foster
Director of Core Programs
361-5012

In-School Intervention Programs
Peabody High School
Allderdice High School
Westinghouse High School
Reizenstein Middle School
Arsenal Middle School
Frick Academy
Fulton Academy
Lincoln Elementary Technology Academy

Communities That Care
Phylis Nelson
CTC Coordinator

Lincoln Elementary Technology Academy
Fulton Academy

After-School Programs
Eastminster Presbyterian Church
East Liberty Presbyterian Church
Emory United Methodist Church
Mt. Ararat Baptist Church
First United Methodist Church

Pathways Initiatives
Lincoln Elementary Technology Academy

Americorps
Many opportunities exist for tutors, mentors, and
recreation aids; both full and part time positions

Marisa Smucker
Amercorp Program Director
Tel: 361-5012

EAST END COOPERATIVE MINISTRY, INC.

DIRECTORS
SITES
AND
LOCATIONS

250 N. HIGHLAND AVENUE
PITTSBURGH, PA 15206
PHONE: 361-5549 FAX: 361-0151
eecm@usaor.net

Administration
Eastminster Presbyterian Church
250 N. Highland Avenue
Pittsburgh, PA 15206
Tel: (412) 361-5549

Myrna Zelenitz
Executive Director

Rev. Darnell Leonard
Associate Director
361-5012

Michele Griffiths
Community Development Director

Sandy Laux
Operations Manager

Susy Robison
Director of Volunteer Services

Pamela Murray
Fiscal Manager

PennFree/Bridge
319 N. Beatty Street
Pittsburgh, PA 15206
361-5013

Toni Simon
Director of Homeless Programs
361-0922

Elderly Program
Eastminster Presbyterian Church
250 N. Highland Avenue
Pittsburgh, PA 15206

Michele van Voorst
Director of Elderly Services
361-5549

Meals on Wheels
Eastminster Presbyterian Church
250 N. Highland Avenue
Pittsburgh, PA 15206

Michele van Voorst
Director of Elderly Services
361-4200

Homeless Programs
East Liberty Presbyterian Church
116 S. Highland Avenue
Pittsburgh, PA 15206

362-6654

Emergency Shelter
East Liberty Presbyterian Church
116 S. Highland Avenue
Pittsburgh, PA 15206

362-1380 (VM)

Drop-In Center
Fourth Presbyterian Church
Friendship & Roup
Pittsburgh, PA 15206
Open 3 pm – 6 pm M - F

Nate Crawford
Manager of Drop-in Center
661-6149

Employment Education
1st Unitarian Church
605 Morewood Avenue
Pittsburgh, PA 15213
Bruce Delberkow, E. E. Coordinator
621-2455

Job Resources
East Liberty Presbyterian Church
116 S. Highland Avenue
Pittsburgh, PA 15206

David Coyne
Job Placement Coordinator
661-5016

Food Pantry/Soup Kitchen/Tangible Aid
$ Energy/Shelter
East Liberty Presbyterian Church
116 S. Highland Avenue
Pittsburgh, PA 15206

Mary Rieger
Director of Hunger Services
361-5549
362-6654

Appendix 2:

EECM'S
EXTRA CARE

How do we welcome you to the "Work Neighborhood"?

* We provide bus tickets to and from the program daily

* Each student is assigned a mentor (a supportive "Neighbor")

* We provide a light breakfast each morning

* We continue to provide help even after you have completed the program

* We keep our groups small & friendly

PREPARING
YOU FOR
THE WORKPLACE

For more information please contact:

David Coyne

**East End Cooperative Ministry
250 N. Highland Ave.
Pittsburgh, PA 15206**

Tel: (412) 661-5016
Fax: (412) 361-0151

East End Cooperative Ministry

**Employment
Education
Program**

EECM'S
EMPLOYMENT
EDUCATION
PROGRAM

* Have you had a problem getting or keeping a job?

* Do you want a job with a future?

* Have you been prepared for the workforce?

* Do you want to demonstrate your skills to potential employers?

* Do you have problems getting along with people?

If you have answered yes to at least one of the above, then now is the time to join
EECM's Employment Education Program

EECM'S
EMPLOYMENT
EDUCATION PROGRAM
CAN:

* Help you find a job with a real future

* Prepare you for the workforce

* Help you recognize your work skills

* Help you sell your skills to future employers

* Help you to get along with difficult people

EECM'S
EMPLOYMENT
EDUCATION PROGRAM

Welcomes you to the Workplace Neighborhood

✓ Interviewing

✓ Money Management

✓ Creating you own resume and cover letter

✓ Basic Computers

✓ How to interact with people in the workplace

Microsoft Excel - Student Info Database.xls

File Edit View Insert Format Tools Data Window Help

	User ID	Last Name	First Name	Middle Initial	Date	Birth Date	Age	SS#	A
2			Michelle	na	4/13/00	5/14/59	40		9oo Laxton St.
3			Christopher	S	4/13/00	3/10/72	28		250 N. Highlan
4			Michael	na	4/20/00	4/19/60	40		7321 Stranaha
5									
6									
7									
8									
9									
10									
11									
12									
13									

Sheet1 / Sheet2 / Sheet3 /

Ready   NUM

Microsoft Excel - intake info.xls

File Edit View Insert Format Tools Data Window Help

Intake Forms - 1

	User ID	Last Name	First Name	Employment History	Current Income(Y/N)	Income Source	Average Monthly Amount	HS Grad (Y/N)	GED(?)	Highest Grade Completed	Previous Training Programs(Y/N)	List Programs(if yes)
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Intake Form-1 / Intake Form-2 / Intake Form-3 /

Ready   NUM

They have learned how to use the different sheets to customize files

August,99.doc - Microsoft Word

File Edit View Insert Format Tools Table Window Help

Title   Arial   12   **B** *I* U

Monthly Service Delivery Units

999____

Name	2	3	4	5	6	9	10	11	12	13	17	18	19	20	23	24	25	26	27	30	31		Total
	0	0	0	0	0	.25	0	.75	0	0	0	0	0	0	0	0	0	0	0	.75	0		1.75
	0	.75	0	0	0	.25	0	0	0	0	.50	.50	0	0	0	0	0	0	0	.50	0		2.50
	0	0	0	0	0	.25	0	0	0	0	0	.25	0	0	1.0	0	0	0	0	.50	0		2.0
	0	0	0	0	0	.25	0	0	0	0	0	.25	.25	0	0	0	0	0	0	.50	0		1.25
	0	0	0	0	0	.25	1.0	0	0	0	0	.25	0	0	0	0	0	0	0	.50	0		2.0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	.50	0		.50
	0	0	0	0	0	0	0	0	0	0	0	1.0	0	0	0	0	0	0	0	0	0		1.0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1.5	0	0	0	0	0	0		1.5
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	.25	0	0	0	0	0	0		.25
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1.0	0	0	0	0		1.0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1.0	0	0	0		1.0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	.75	0		.75
	.25	0	.25	0	0	.25	0	0	.75	0	.25	0	0	0	.25	0	0	0	0	0	0		2.0
	0	0	.50	0	0	0	0	0	0	0	.50	0	0	.50	.25	0	0	0	0	0	0		1.75
	0	0	.25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		.25
	0	0	0	.50	.25	0	0	0	0	0	.25	0	0	0	0	0	0	0	0	0	0		1.0
	0	0	0	0	0	.50	0	0	0	0	.25	0	0	0	.25	0	0	0	0	0	0		1.0
	0	0	0	0	0	.50	.50	0	0	0	0	0	0	0	0	0	0	0	0	0	0		1.0
	0	0	0	0	0	.25	.50	0	0	.25	0	0	0	0	0	0	0	0	0	0	0		1.0
	0	0	0	0	0	0	0	.50	0	.50	.25	0	0	0	0	0	0	0	0	0	0		1.25
	0	0	.50	0	0	0	0	0	0	.75	0	0	0	.75	0	0	0	0	0	0	0		2.0
	0	0	0	0	0	0	0	0	0	0	.25	0	0	0	0	0	0	0	0	0	0		.25
	0	0	0	0	0	0	0	0	0	0	0	0	0	.25	0	0	0	0	0	0	0		.25
	0	0	0	0	0	0	0	0	0	0	0	0	.25	0	0	0	0	0	0	0	0		.25
	0	0	0	0	0	0	0	0	0	0	0	0	0	.25	0	0	0	0	0	0	0		.25
	.50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		.50
	2	3	4	5	6	9	10	11	12	13	17	18	19	20	23	24	25	26	27	30	31		28.25

Draw AutoShapes

Page 1   Sec 1   1/1   At 1.2"   Ln 1   Col 1   REC TRK EXT OVR

Old word file. They need to calculate the total hours manually.
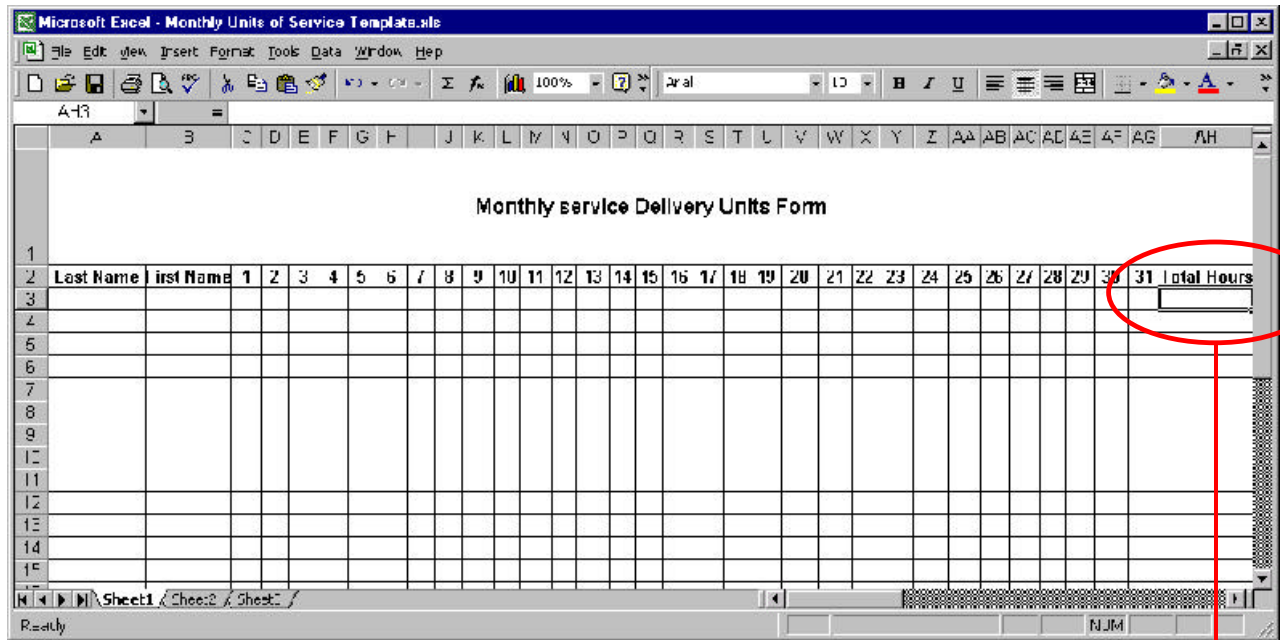
Excel file. They can calculate the total numbers by using "AutoSum".