

Citizens Against Domestic Apartheid (CADA)

North Versailles, PA

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Community Partner, Dr. Janis C Brooks, Founder

Part 1: The Situation

Organization

Citizens Against Domestic Apartheid (CADA) was founded in 1990 as a result of several incidents of extreme police brutality in the community of Crestas Terrace in North Versailles, Pennsylvania. The name of the organization was changed in 1993 to Citizens to Abolish Domestic Apartheid to stress and highlight that the reality for many Americans falls short of the ideal that full societal access and social equity is guaranteed to all.

CADA's mission is to provide competent education, quality health care, environmental integrity, economic quality, and judicial equity for all persons, regardless of race, creed, color, sex, or age. CADA's goals are to provide youth and senior citizens with expanding learning opportunities in a safe, drug free environment, to reduce juvenile delinquency, to promote and encourage competent education, to practice preventive health care, to facilitate, encourage and promote positive parenting skills, and to increase awareness of cultural diversity.

CADA may be a small organization in start-up mode, but in the past few years, CADA has really established itself. Some of CADA's accomplishments to date include:

- Developed a partnership with Penn State McKeesport to provide tutorial and career development services to after school students
- Obtained a Sales Tax Exempt Certificate
- Became a member of the Community Technology Collaborative of Western Pennsylvania, a coordinated effort to help community groups and organizations achieve their program goals through effective uses of technology.
- Became a member of the Community Technology Center Network (CTCNet); a national network of agencies and programs that offer technology access and education to people who might not otherwise enjoy such opportunities
- Established a small computer center
- Established a partnership with the Greater Pittsburgh Community Food Bank. The foodbank spotlighted CADA in the 2000 summer newsletter.
- Became a member of the Mon Valley Providers Council (MVPC), an alliance of human service and related organizations that are based in Mon Valley
- Developed a partnership with UPMC's (Braddock) Outreach Department's Primary Health Education Class component

CADA is incorporated as a 501©3, has been operating on project-based funds from grants, and has remained almost entirely volunteer-based, with a Board of Directors. At this stage in CADA's development, the organization is planing to expand in efforts to meet its long-term goals, which include:

- the implementation of income generating programs
- expanding the after school program to include all of N. Versailles
- computer training for the entire community
- establishing and maintaining an onsite health clinic
- providing job readiness training

CADA hopes to soon lay the foundation for an internally generated income, facility of its own, and paid staff. Technology figures largely into CADA's long term plans, and will be a major factor in directing efforts of the organization. CADA sees that technology relates to its mission because technology integration will allow for more comprehensive technical opportunities for those who CADA serves, and will allow CADA to function more efficiently in its operations.

Facilities

CADA's programs are currently based in the lower level of Mt. Carmel Baptist Church, also located in Crestas Terrace. A contribution is provided to the church for space utilization. CADA also has a computer lab in the Crestas Community Center, which is located across the street from Mt Carmel Baptist Church. This room is rented. There are brand new, donated desk units for approximately 30 workstations. There are currently 10 computers set up in the lab. CADA is hoping to receive about 30 new computers. The arrival of these computers is hoped to transform the room from a room with nice new furniture and a few machines to a true computer lab. Because these computers would be purchased with funds from grants that are pending, it is still unknown if and when they will arrive. The computer lab, about 30 ft. by 40 ft, is well lit because of many windows and is colorfully decorated with a sailing theme. (The theme for the computer center is Skills in Academics Increases Life Successes (SAILS).) Due to lack of funds, Dr Brooks conducts organizational business from the office located in her private residence. There she is equipped with all the tools she needs, e.g. a computer, printers, office supplies.

Programs

CADA has a variety of programs currently in place. CADA runs the only after-school program currently running to North Versailles. The program is currently in its fifth year. The after school program runs on Tuesdays, Wednesdays, and Thursdays, from 2:30 PM - 5:30 PM. There are 52 children enrolled in the program, ranging in age from 5 to 15. Many of these children have returned to the program for multiple years. The after school program runs on a similar schedule to the public schools, with no program during the summer and on national holidays. CADA plans on expanding the program to be more days of the week and year-round. There are many components to CADA's programs, including:

- Academic tutoring and Career Development provides tutorial assistance and assessment and testing tools to achieve success. Six students from Penn State McKeesport provide tutorial assistance in this program.
- The East Allegheny School district provides fifteen teachers on a rotating basis to run Homework Completion. The presence of these teachers is inconsistent.
- In addition to basic nutrition training, a hot meal is provided daily through food assistance from The Greater Pittsburgh Community Food Bank.
- Barbara Jones, a volunteer nurse clinician from the University of Pittsburgh Medical Center, Braddock teaches weekly basic health education classes.
- A volunteer national truck driver, with a master's degree in journalism provides a monthly onsite geography presentation entitled "Keep on Trucking."
- Monthly discussions, or as needed, are held to discuss self-esteem and acknowledging ethnicity.
- Participants attend weekly computer skills classes. These classes are taught by Computer Explorers, a local business that specializes in teaching computer skills to children.
- Other services provided include: assistance in resolving housing problems, employment referrals, civil rights, health, education, and environmental issues, and food and non-perishable items distribution.

Currently the only aspects of CADA's programs that uses computers are the weekly Computer Explorers classes available to those in the after school program. These classes aim to teach the children useful computer skills in a fun and educational fashion. The lessons are in modules that teach skills like word processing or presentation preparation on PowerPoint through projects that are interesting to the participants. The Computer Explorer's staff is currently teaching the classes to a few children at a time

on CADA's existing machines. The curriculum has been revised to account for the resources available, i.e. the section on email and networking is not taught because CADA's lab is not internet accessible.

CADA also has plans to offer many new and expanded programs, as resources become available. One of these plans is to create two multi-media computer lab for the entire community. Both labs would be fully equipped. One would offer frequent computer training classes, while the other would be fully staffed and available for community members to use for their own purposes. These clusters would both add depth to services currently provided by CADA, because more classes would be available and the classes would be able to take advantage of the new resources in the lab, such as scanners, digital cameras, printers, and internet connectivity. These computer labs will also allow CADA to serve a greater segment of the community, including adults and senior citizens. Currently CADA's computer lab is only open for use during the weekly hours when Computer Explorers staff teaches classes and can supervise the students. Because they would be fully staffed, the future computer lab would be open on a regular schedule, making them more accessible to all.

Staff

CADA is run by a small core of dedicated and enthusiastic volunteers. Dr. Janis C. Brooks is the program's founder and is the backbone behind the organization. Dr Brooks plays many roles in CADA's success. She writes grant applications, recruits volunteers, raises funds, solicits donations, works with the Board of Directors in setting directions and strategic plans, and she takes responsibility for implementing those plans. Dr. Brooks does not have extensive computer skills or knowledge. She used her computer to type grant proposals but did not feel comfortable doing so, as she often ran into frustrating roadblocks in her computer use.

Dr Brooks also has the help of a few other adults in the community. These volunteers, mostly seniors and relatives of Dr. Brooks, are the mainstay of the program, each helping as they can. These individuals assist in many of the core activities needed to keep the program running from day to day, such as preparing food in the kitchen, sweeping the floors, and making pickups and deliveries of supplies and food donations. Six students from Penn State McKeesport also volunteer and provide the children in the after school program with homework assistance and tutoring. The senior citizen volunteers have no computing experience and computing assistance does not fall within the role of the student volunteers.

Mr. Geoffrey Taylor worked with CADA last year as a paid computer consultant. He is the director of Computer Tots and Computer Explorers, a for-profit organization which provides technology training and integration for children's programs. Geof knows a lot about computers and how CADA could best use technology to serve its children. He, with the assistance of two paid teachers, ran small computer classes last year with the students in the after school program in CADA current computer lab, with the existing donated machines. This year, Geof is staying with CADA as an unpaid volunteer, and running the computer education curriculum, until funding surfaces to pay him for some of his help. Despite Geof's busy schedule, he is donating his time to CADA because he believes in the program and sees the need for it in the community.

Technical Environment

CADA has 10 donated computers. These computers have been donated from a few sources and are all functional, but many are older and mismatched in resources. Three of the newer machines are emachines. These machines have a 366 MHz Intel Celeron processor, 32 MB of RAM, 4.3 GB of ROM, a 40 speed max CD ROM, and a 56 K data/fax modem. These computers are running Windows 98 and are bundled with Microsoft Works. All of these computers, except one, are set up in CADA's computer cluster in the Community Center.

All administrative tasks that use computers are done from Dr. Brook's home office. Dr. Brooks uses one of the donated emachines. There are also two printers in the office: a HP Deskjet 812C and a HP Laserjet 1100. The laser printer is primarily used, while the color printer is only used for special projects. Dr. Brooks pays for internet service through AOL and uses the internet for research and email.

The computer center is anticipating a grant for 30 new computers to upgrade its computer lab. The grant proposal also included such peripherals as 4 printers, a scanner, and a security system. The computer center is equipped with a telephone line, but currently has no internet connection established. While pursuing grants, CADA is also actively seeking donations of recycled computers. The center will make due with its current computers until new equipment eventually surfaces.

Technology Management

No one at CADA is officially in charge of technology management. CADA's Board of Directors is planning a Technology Committee. This committee will devise a technology mission statement for the organization and lay a plan for CADA future technical environment and technical management. Roxanne Epperson will chair this committee. She is the Director of the New Beginnings Learning Center, an organization with the goal of proving computer access and training to another local isolated community, and is also is the organizing committee of the Regional Community Technology Collaborative.

Currently Geof, is CADA's technology expert. He has prepared a "wish list" of technology components for CADA to request funding for in order to develop their computer center. Geoff is also consulted about any computer problems. He helps as he is able, but his time is extremely limited and he can not always be available as CADA's sole link to technology solutions. When Dr. Brooks has trouble with using her computer, she will ask whomever she can for help, often calling her grown children long distance. The organization's volunteers do not know much about computers and could greatly benefit from learning to use them to assist in programs and administration.

Part 2 Problems and Opportunities

After several meetings with Dr. Brooks, we had identified the area in which CADA could most benefit from our partnership. We decided to focus on transforming Dr Brooks into a computer savvy (or highly confident and knowledgeable) user.

In her role as founder of CADA, Dr. Brooks is responsible for many of the activities that go into operation of the organization. Many of these tasks require or could be assisted by a computer. When I began meeting with Dr. Brooks, her computer usage was frustrating and inefficient. She wanted to use her computer to create documents for CADA and for other tasks, but did not really know where to begin. Dr. Brooks often encountered problems or errors when she tried to use the computer, and when she got stuck her method of recourse was to call others, sometimes out of state relatives, to help her out.

Dr Brooks and I have met 10 times (a total of 30 hours) in her home office. During these meetings, we have answered her questions about the computer and explored new applications together. As a result of these meetings, Dr Brooks has accomplished much:

1. Dr Brooks has a more basic understanding of how Windows works. She can now quickly and efficiently perform simple Windows tasks like starting an application, resizing a window, and minimizing or restoring an application. She is now familiar with different uses of the mouse, such as "drag and drop", "double click", and "right click". She understands the difference between common file extensions and knows which applications to use to open files of many different types. While the concept of folder

hierarchy was previously foreign, Dr Brooks now efficiently finds the files she needs from the 'browse for files' drop down menu to send as email attachments.

2. Dr Brooks now uses her computer to separate and organize her work. She has created a separate AOL email account for CADA, instead of handling CADA's business from her personal account. Dr Brooks has created folders such as 'CADA Grant Proposals' to store files in, instead of just dumping everything into the 'My Documents' folder. She now unclutters her desktop and folders by deleting files that are no longer needed.
3. Dr Brooks now uses her computer to create impressive Word documents. She has created a variety of forms to use in the after-school program and also very professional grant proposals. Dr Brooks has created such forms as a volunteer sign-in sheet, an attendance sheet for the after school program, a participant information form for the after school program, and a form to record donations to CADA.
4. Dr Brooks has learned to record and alter information on a computer. She has learned to use Excel and has created a spreadsheet of the after school roster with information for each participant. She has also created a spreadsheet of CADA's expenditures to date.
5. Dr Brooks knows more about finding information on the internet. She has used online telephone directories to locate contact information for people, and has used search engines to search for information on specific topics.
6. Dr Brooks feels more confident when she uses the computer and can solve problems on her own. Dr Brooks often explores new functions and applications without fear. When Dr Brooks is unsure how to perform an operation, she uses the help feature or explores until she figures it out. When she makes a mistake, she now can often correct it, because she is familiar with the 'undo' feature and also understands more about why the mistake may have happened.
7. Dr Brooks has an understanding of what kinds of tasks computers can be useful for. She has a feeling for when there must be a better way to do something. She has used tables in Word to create sophisticated budget proposals for grant applications. Instead of drawing boxes around an organizational chart with ink and a ruler, Dr Brooks learned how to use drawing tools in Word to create straight lines and boxes and create a chart with those components. Then she further explored and found MS Organization Chart 2.0, an object that creates organizational charts that can be inserted into Word documents.

When working with Dr Brooks, our efforts took sustainability into account. When Dr. Brooks learned how to do a new thing, I would often ask her "Will you remember how to do this?" I am confident that Dr. Brooks has retained most of her knowledge from our sessions. We fell into a nice routine of beginning a new project together. Then, later on in the week, Dr Brooks would try to complete the task on her own, and often even begin similar tasks. This reinforced her learning, and also gave Dr Brooks an opportunity to ask follow-up questions during subsequent sessions.

When we tackled a new application, Dr Brooks was in the "driver's seat". When she wanted to learn how to do a task by using an application, I tried not to simply dictate to her how to do so. Instead, Dr Brooks learned how to use the help menus and explore the features for her purposes.

Another sustainability goal was to empower Dr Brooks to not only use the applications we learned together, but also future ones she will encounter. I think that her increased confidence, in addition to her exploration and trouble-shooting skills, will lend well to this. In fact, Dr Brooks has already begun exploring programs on her computer and seeing what they are all about and if they can be useful to her. From exploring the features of Word, Dr Brooks discovered Word Art and decided to create a new fax cover sheet for CADA that uses this feature in its design. Dr Brooks is looking forward to exploring the applications on her computer, and using them to create a business card for herself and CADA. .

Part 3: Outcomes and Recommendations

Outcomes

Dr. Brooks is a very busy woman, who dedicates countless hours to CADA. Because of our efforts, Dr. Brooks has increased confidence in her computer use, allowing her to work more efficiently, and with fewer frustrations. This allows her to focus on the task at hand, rather than fighting with the computer in order to make any progress. She is able to address many computer problems on her own, and now spends less time soliciting help. Dr. Brooks is more efficient at the tasks she has always used the computer for, and is now more efficient at tasks that were previously not computerized. Now that Dr Brooks will waste less time, she is able to delegate that time to other tasks which further the mission of the organization.

The ability to use the computer to generate documents and presentations will also have far reaching effects for CADA. More outstanding proposals could create a better impression and contribute to more outside support and grant money for CADA's programs to further its mission.

In turn, Dr Brooks is able to use her computer knowledge and experience to help other CADA volunteers and staff. Looking ahead, Dr. Brooks will be more effective at managing future employees in technical areas because she has a rudimentary idea behind the technology that they are using, and alternate approaches to it.

Dr Brooks determination and enthusiasm to learn has far surpassed my expectations. She has absorbed an incredible amount from our 10 sessions. All signs point to the hope that almost all that Dr Brooks has learned is completely sustainable. She has been successfully using all that she has learned on her own by regularly applying it to do her work. In any case when she was unsure how to do something that we had covered, she figured it out on her own. She has learned to utilize features in applications that we never covered together. She has already begun to explore new applications on her computer on her own. These are terrific signs that Dr Brooks will retain much of what she has learned. But even more exciting is the implication of the depth of Dr Brooks' capacity for learning even more about technology. Her motivation, determination, and enthusiasm paint a bright future for all that she can introduce to CADA in terms of technology leadership.

Recommendations

I recommend that Dr Brooks continues to explore how her computer can be useful in tasks of the organization. She already has all of the resources she needs to do this. She knows CADA well, and what goes into making it run. She has the motivations, and now the knowledge and confidence to look for ways to computerize more of CADA's operation. This will serve to increase all of the positive outcomes that have already come from Dr Brooks' new computer knowledge. Finding ways to increase productivity and efficiency, or broaden services can only bolster CADA's programs and how they fall in line with the mission.

CADA is right on target in understanding the importance of integrating computer access into the after school program. Part of CADA's mission and goals are to provide competent education and expanding learning opportunities to the youth it serves. Pushing these youth to the advantaged side of the "digital divide" is surely a step in the right direction.

1. I recommend continuing with the Computer Explorers classes that Geof Taylor teaches. These classes are terrific resources for the children to learn real world computer skills in a fun and educational atmosphere. The current machines are ready to do this.

2. I also recommend that CADA keeps pushing to receive new computer equipment. Geof's wish list is a good one for CADA, and CADA should definitely not give up on it.
3. CADA wants to set up a high-speed internet connection for the computer lab. This is an important step in creating a lab that is to be a resource for the community. An internet connection is the lifeline that allows the computers in the lab to share the wealth of knowledge and resources available all over the world on the internet. Geof has been researching different connection possibilities, and I have met with him to further explore these options. Unfortunately, Geof and I decided that there are currently no feasible solutions to this problem. All local cable and DSL providers do not yet serve Crestas Terrace, a modem connection would be worthlessly slow, and a T1 is economically infeasible. I recommend that CADA continue to follow up on local internet service. Keep checking to see when the companies will offer service to Crestas Terrace.
4. CADA also has some terrific ideas for ways to utilize the computer lab to provide increased benefits for the after school program participants. They eventually hope to have the cluster open more hours and available to people of all ages. Some of CADA's ideas for technology based educational programs include:
 1. CEP, a Cyber Empowerment Program, that will utilize email in a mentoring relationship.
 2. A project where participants prepare a multi-media history of their community. They would search for historical references and maps on the web, take pictures of their community on a digital camera, interview residents, write up their report using a word processor, and prepare a presentation of their findings using PowerPoint.
 3. An entrepreneurial project where the older participants in the program would create a small web-based business.

I think that each of these projects are terrific and I recommend the CADA pursues them. I recommend further exploring innovative ways to use the computer lab to serve the program participants. Some ideas are:

1. Installing software for the participants to edit, create, and record music.
2. Having a gaming tournament
3. Installing software for the participants to edit and create images
4. Using publishing software to create a newsletter for the program
5. Creating cards, calendars, and other gifts by using common desktop publishing software. A digital camera and a scanner would allow the participants to further customize their creations.

Once the resources for the computer lab arrive, including internet connectivity, all of these projects are feasible. Required resources to make them successful are some research into appropriate software for each task and someone with knowledge of these tasks, to guide the children through the experience. Geof Taylor has a terrific handle on the software and peripherals needed for these goals. I urge CADA to not stop at these ideas, as there are countless other ways that a computer lab can be beneficial to participants. Keep an open eye for new ideas, and let the participants suggest how they would like to see their lab used.

6. Networking the machines is another important goal of a top quality computer lab. This allows the computers in the lab to all share files and resources like printers and other peripheral devices. Many of the current machines in the lab are too mismatched and outdated to successfully connect to a network. However, I recommend that when new machines arrive, networking them should be a priority. No one at CADA currently has the knowledge to successfully do this task. I recommend hiring a professional to set up the network. They would be able to specify the cabling, hardware, software, installation, and support

requirements the CADA would need. Call a few local companies for estimates. I recommend contacting Dave Ross, VP of Simmons Business Systems, in Bethel Park. His phone number is 724-831-7400 and his email address is dross@simmonsbusiness.com. This reference has been recommended to me from various members of the Executive Service Corps, who have used these people for similar work and report that they are very reliable and accustomed to working with non-profit organizations.

One risk of having technology components is a lack of ability to maintain them. Geof is a wonderful resource for CADA. He has been doing a great job of getting the cluster set up so far and answering technical questions as they arise. I am concerned that much of the current knowledge about CADA's technical environment lies in Geof. If Geof is not available for consulting in the future, his efforts will not be sustainable. I recommend that Geof documents his work, such as the configurations of the machines as he adds them, so that his efforts can be maintained by a future consultant or staff member. Along these lines, I recommend that anyone who is employed by CADA to integrate technology into their programs should take the time to ensure that their efforts are easily sustainable as well. Dr Brooks, or someone else within the organization should not hesitate to question them and understand the work that they are doing. If CADA purchases new equipment, I encourage them to keep the warranty and opt for technical support, if available. High tech equipment that isn't working is worthless, and CADA should make every effort to maximize the present and future value of any technology that they can accumulate.

CADA's visibility and computer readiness could be furthered by creating a web page for the organization. This would be beneficial to CADA because it could be a resource for people, like potential funders, to learn more about the organization. This recommendation is certainly not a top priority, in comparison to CADA's other current tasks, but should be addressed at some point down the line, when resources become available. Who should create the page? I see a few possibilities. CADA could budget hire a student for this short-term project. If this course of action is taken, I recommend that the student keep Dr Brooks "in the loop" for the process and most of the content decisions. It is also important that someone at CADA knows and understands how to improve upon and maintain that page after the student leaves. As an alternate suggestion, Dr Brooks now has the computer skills (*but probably not the time!*) to create such a page. Another idea for down the road is to have CADA's students in the after school program work together to design the web site. With some knowledgeable guidance this is certainly feasible and would fall in line with some of the objectives of encouraging the children in the after school program to use technology resources in creative ways for useful means. For the creation of web pages, I recommend that the designers download First Page 2000 software from <http://www.evrsoft.com>. This software is both free and easy to use. There are also many online tutorials and references for learning how to create web pages. I recommend the following sites:

1. <http://www.ncsa.uiuc.edu/General/Internet/WWW/HTMLPrimer.html>
<http://www.mcli.dist.maricopa.edu/tut/lessons.html>

Both of these sites are terrific resources for beginners. They tutorials, and are broken into lessons. Both sites assume no prior knowledge about HTML. These do not offer completely comprehensive detail about every aspect of web page design, but that only makes it easier for a beginner to learn the basics and visit other sites when they are ready for more detailed or advanced concepts.

2. <http://werbach.com/web/wwwhelp.html#style>

This site is a good starting place to learn about the style and design aspects of creating a web site. It has a link to the Yale C/AIM Style Guide, which is regarded as the authority on this subject.

3. <http://werbach.com/web/htmlfaq.html>

This is list of questions that people who are first designing web pages often ask. The list is small, but the questions are answered well. The author provides links to other useful web resources to guide the reader.

1. <http://werbach.com/barebones> This site is a good reference for someone who is already familiar with the concepts of web design but needs a little help in remembering specifics. It is a concise cheat sheet, but not a good tutorial.
2. <http://www.w3.org/MarkUp/> The World Wide Web Consortium maintains the official HTML specification, and has many useful resources on its site.

I recommend that CADA uses Pittsburgh Three Rivers Free Net, <http://trfn.clpgh.org> , as a host for their site. Three Rivers Three Net is a comprehensive web resource for the Pittsburgh and Southwestern Pennsylvania community. TRFN offers free web hosting for local nonprofit organizations and government agencies, including training, support and email.

I also recommend that Dr Brooks keeps abreast of how other local non-profits are utilizing technology. She can contact members of the other organizations or even visit their sites in person. The community of non-profits can be a terrific resource to itself, if it shares its knowledge and advances, especially in terms of technology. By seeing how other non-profit organizations are incorporating technology, Dr. Brooks will be able to get more ideas about different options that CADA can use. Dr Brooks has already recognized the importance of such efforts, and participates in organizations like the Mon Valley Providers Council to further these goals. I recommend that as CADA grows, its staff remains aware of all that it can benefit from sharing technology resources with other non-profit organizations.

Some local non-profit organizations, which are at varying states of technology development are:

1. Mon Valley Human Service Center, 412-829-7112, Turtle Creek, PA
2. East Side Community Collaborative, 412-8244-5144, Homewood/Brushton, Pittsburgh, PA
3. People's Oakland, 412-683-7140, Oakland, Pittsburgh, PA
4. Salvation Army Family Crisis Center, 412-481-7916, Downtown, Pittsburgh, PA
5. The HUB, Downtown Street Outreach Center, 412-338-0884, Downtown/Strip District, Pittsburgh, PA
6. The Mount Ararat Community Activity Center, 412-441-1852, East End, Pittsburgh, PA
7. Ursuline Center, 412-683-0400, ext 210, Shadyside, Pittsburgh, PA
8. West Pittsburgh Partnersip, 412-922-2740, West End, Pittsbirgh, PA

CADA is a small organization that has big plans for growth in the next few years. I highly recommend that CADA establishes a long-term technology plan for itself. Fortunately, Dr Brooks recognizes how important technology is to the growth of CADA, and has big plans for incorporating it in the future. CADA is in the process of forming a Technology Plan subcommittee of the Board of Directors. This committee will be comprised of appointed community leaders. I recommend that this committee should form both a long- and short- term technology plan and work these goals into CADA's future budgets. I also recommend establishing technology benchmarks to set a standard by which CADA can measure its future technological progress. There are some resources in the web that may be useful in setting up a plan for technology management

1. <http://www.nonprofits.org> This website hosts answers to common questions about managing nonprofits and managing technology in nonprofits. The FAQ is very comprehensive and covers many topics in the areas of organization, management, regulation, resources, and development. The technology planning FAQs include examples of "best practices" in 2-3 year technology plans. It discusses the cost-effectiveness of different types of strategies and provides helpful guides to prevent over- or under-estimating costs.
2. <http://www.genie.org> This site hosts a wealth of information and resources for non-profits. Its Tech Plannig FAQ will be very helpful. It first explains what IT planning is and then goes into the steps and components of

developing an IT plan. Also helpful are the examples of TI planning documents. It includes a listing of resources for technology planning.

3. <http://www.nctp.com> This site focuses its information on schools, but it will still be helpful because of the many examples of technology plans and the insights in the Technology Planning Aides section.
4. <http://prioris.dcr.state.nc.us/hottopic/techplan/techplan.htm>
<http://www.ties.k12.mn.us/techplan/index.html>

These sites are small, but good, resources for technology planning. The information is not very in-depth, but they provide templates, worksheets, and examples for how a technology plan should look are excellent.

I recommend that CADA includes these benchmarks in their future planning. These measures have been taken from a document produced by the National Strategy for NonProfit Technology.

As CADA expands and begins to hire a staff, they can aim to reach some important technology benchmarks at the staff level:

1. All staff should have access to the appropriate technology tools needed to efficiently do their jobs (e.g word processing, spreadsheets, desktop publishing software...)
2. There should be minimum technology competency requirements defined for every staff position.
3. Staff members should receive appropriate technology training that allows them to achieve these minimum technology competency levels.
4. Staff members could be evaluated against minimum technology competency levels as part of their annual review process.
5. CADA could incorporate technology use policies into its regular policy and procedures manual as it forms.

CADA could also greatly benefit from setting benchmarks for itself in the area of technology sustainability:

1. CADA should have adequate, ongoing technical support.
2. CADA should keep an updated inventory of all computer hardware and software
3. CADA should budget for technology and associated staff training as part of its annual budget process
4. CADA should budget for technology upgrades every 2 to 3 years.

CADA is in a terrific position to harness these resources and lay the groundwork for the organization's future. I am confident that, with the current leadership and drive of the organization, and the motivation to follow the course CADA is currently taking in long term planning, CADA is not far from becoming a model of successfully incorporating technology use into a non-profit organization.