

**Gwen's Girls**  
Student Consultant, Sheila Wang  
Community Partner, Lynn Knezevich

## **I. The Consulting Situation**

### **Organization**

Founded in April 2002, Gwen's Girls is a new organization whose mission is to provide adolescent girls in Wilkinsburg, Homewood, and East Liberty, years 8-18, with a continuum of services, activities, and opportunities. Located at 7230 McPherson Boulevard, Gwen's Girls opened its doors officially in February 2002. It intends to empower girls to be goal-oriented and self-sufficient through its basic two services: reunification and prevention. Gwen's Girls currently services 53 girls and staffs 14 employees, 2 volunteers, and 3 mentors. The exclusively female staff is composed of care managers, education specialists, and group facilitators. The organization is funded by the Department of Human Services' Allegheny County Office of Children, Youth, and Families for under \$1,000,000 per year.

### **Facilities**

Gwen's Girls is stationed in a 3-floor building. The first floor contains 3 rooms: the reception room, the conference room, and Gwendolyn Elliott's office, who is the Executive Director. The second floor contains 4 rooms housing most of the offices, including Lynn Knezevich's. The third floor contains 3 rooms: the group room for girls, the library, and more offices. In addition, there are 2 kitchenettes and 6 bathrooms. The girls' group room houses two donated Windows 98 computers and is where the group sessions are conducted.

### **Programs**

Gwen's Girls partakes in 2 main programs. Its reunification and reintegration program services girls discharged from residential treatment facilities for disruption in their community, their family, or their school. After the girls are discharged from correction facilities such as Three Rivers Youth, Gwen's Girls facilitates the girls' transition from placement into the girl's family, community, and school. Each girl is assigned to 1 of 4 care managers. Each care manager provides direct services to girls by visiting her family and facility, by contacting her school, and by designing goal-oriented individual plans from comprehensive assessments.

Gwen's Girls also provides prevention services to girls residing in Wilkinsburg, East Liberty, Homewood, Point Breeze, and Regent Square to prevent or minimize the girls' involvement in drugs, smoking, teen pregnancy, and other issues. The two services are available to girls with referrals.

Both programs adhere to Gwen's Girls' list of Life Domains. The organization assesses each girl to develop an individualized progress plan in each domain for each girl. The 4 most important domains are education, community service, health and wellness, and life skills (job, house chores, etc). The rest are cultural enrichment (theatre, museum, etc), family, spirituality, recreation, leadership and development, and awareness (pregnancy, smoking, etc). The girls usually come in for group sessions on Mondays through Thursdays and Saturdays.

### **Staff**

Gwen's Girls staffs exclusively female employees, with the exception of 3 male drivers who provide transportation for the girls. There is no technical training available to staff although most staff are technically competent in performing office tasks. Lynn Knezevich is the Deputy Director and handles most of the organization's operating and financial procedures. There is currently only one group

facilitator, Allison Boyle, who conducts the group sessions where Life Domains are taught. There will soon be a new part time group coordinator to help Allison conduct the group sessions.

### **Technical Environment**

There are two donated PCs for group sessions located in the group room and two more donations in process. Both are Dell Pentium III Windows 98, have Norton AntiVirus software, and basic applications (Internet Explorer, MS Outlook, MS Word, MS Excel, WinZip, etc.) Gwen's Girls also uses Quest as the DSL service provider, and firewall for data security protection from virus, hacking, and cookies. The 13 staff computers and 2 girls computers are connected through a network with an MS 2000 server located in Lynn's office. Wolfe Consulting is the contact for any network or server problems, and Gateway provides service for hardware difficulties. The computers were ordered at the end of March 2002 and were delivered and in use by the beginning of April 2002. The girls also have access to computer use from either the public library or their homes.

### **Consulting Task: Design Technology Curriculum to Educate Girls on How to Use Computers**

The task was to develop a technology curriculum to educate at-risk adolescent girls on how to use computers. The staff group coordinators administered the curriculum. There was a set of 3 lectures for the staff to use when teaching the girls computer skills. The lectures were modeled after the "Group Lesson Plan" structure that the staff used at the time. There was also a set of magazines for the girls to read and take home for knowledge reinforcement. The magazines were in the format of colorful, easy to read, article-filled beauty magazines. A new lecture and magazine from the technology curriculum was taught during group sessions the first week of each month. This was done so that enough time elapsed between repeat lectures that new girls to the organization would have a chance to go through the curriculum. Girls who've been through the curriculum will be exempt.

During the group session, the group coordinator followed through the lecture by introducing computer vocabularies. The coordinator then distributed the matching magazine issue where the girls were asked to answer the quiz provided on the back cover. The quiz contained 5 questions matching the definition with the vocabulary. Each correct answer was given 1 point for a total of 5 points. The quiz documented the quantitative results of the consulting project for curriculum effectiveness. After the quiz was completed, the coordinator verified the answers with each of the girls. Each girl then took home her own copy of the magazine for at home reading.

The girls followed the magazines to perform basic executions on the computer and practiced on their own. They learned basic technical skills and will adopt technology into their job as they mature. Specifically, the girls were able to change the background setting on the desktop, search the internet using various engines, understand technical skill requirements for different careers, understand different technical vocabularies, know the components of computer hardware, etc.

### **Approach**

A schedule of the consulting project timeline is included as *Appendix A*.

- Conducted research online and on text to understand how to better design a technology curriculum that would motivate the girls and interest them, but on a level equivalent to their technical capability.
- Observed a reunification and a prevention group session to see how best to teach the girls technology. Questioned the girls in groups to find out more specifically what motivates the girls to learn.
- Designed, distributed, and collected survey testing the girls' current technical capabilities, their goals, and technology goals from the technology curriculum. The sample survey is attached as *Appendix B*.
- Evaluated the computers and identified applications usable for the technology curriculum.

- Collaborated with the community partner and group coordinators to design lecture 1 and magazine 1. The bulk of the lecture and magazine design was the consultant's responsibility.
- Informed the staff on how to perform certain actions on the computer through necessary demonstrations.
- Staff executed lecture 1 and magazine 1 in group sessions and collected feedback from staff and girls for plan alterations.
- Designed the later lecture and magazine sets with the staff.

### **Problem/Opportunity Addressed**

Despite the ten Life Domains plans designed to improve at-risk girls' life skills, the plan lacked a technology curriculum. Designing a technology curriculum served as an addition to the Life Domains and educated the girls on how to use computers as part of their life for work or interest.

### **Mission Orientation**

The technology plan for girls directly adhered to Gwen's Girls' mission, to empower the girls with necessary life skills, in this case, technical skills. The mission of the technology curriculum was to disarm the girls from technical alienation and educate them on basic computer knowledge useful for work or life. Gwen's Girls served to provide opportunities for its girls and the curriculum served as a stepping stone for the girls to advance on to other technical opportunities and job goals.

## **II. Outcomes and Recommendations**

### **Impacts**

#### *Organization:*

There was a small fee necessary to print color copies of the magazines every month. The organization was able to administer the technology curriculum as part of its mission to help at-risk girls.

#### *Program:*

The technology curriculum became part of the Life Domains program designed to help girls attain their life goals through technology. Both the Reunification and the Prevention program girls have the option to participate. All girls have their own copy of a technology magazine. The girls were able to perform basic executions on the computer and reinforce their knowledge through computer use in their homes or at the organization.

#### *Staff:*

In addition to administering the current "Group Lesson Plan" every week, the group facilitators had the added responsibility of directing technical group lessons to teach the girls how to use computers. The staff followed through the set of technical lectures when conducting group sessions, performed computer executions for the girls as examples, and distributed technical magazines to the girls.

#### *Technical Environment:*

The organization currently has two Windows 98 for the girls' use and two more are to be donated. The curriculum was designed such that two computers sufficed for the group sessions. Hence, the organization did not need to purchase new computers to complement the curriculum. It would be good if the organization does provide more computers for the girls to apply what they learned.

### **Outcomes**

A sample lecture 3 is attached as *appendix C*. The lecture, modeled after the group lesson plan template, directs the group coordinator on how to conduct the group session (introduce technical vocabulary, answers to the quiz, etc).

A sample issue 3 is attached as *appendix D*. Each front cover of the issues (page 1) contains a picture of a young African American adolescent female with bold headings that introduce articles within the issue. Page 2 and 3 contain articles on famous African American role models and Internet links to learn more about them. Page 4 and 5 contain an image in the background and usually focuses on technology. Page 6 and 7 usually contains more links to websites or smaller articles. The back cover (page 8) contains a quiz to match technical vocabularies with their definitions. There are hints and additional technical information provided underneath the quiz. The quiz questions must be verified with the group coordinator.

Gwen's Girls community partner, Lynn Knezevich, is very excited about the curriculum. She notes that each issue embodies the curriculum with interesting, culturally sensitive, and age appropriate material for the populations that the organization serves. In addition, she notes that the curriculum was designed based totally on the expressed needs of the girls that were surveyed prior to the consultant designing the curriculum. Given that Gwen's Girls services girls of age 8 to 18 from poor socioeconomic environments with varying computer experience, the organization is not dealing with an entirely voluntary population; the girls' attitudes and readiness to learn varies. Therefore, Lynn believes it may take additional cajoling and prompting to get some of the girls interested in the curriculum. She stipulates the need to recognize all elements of dealing with resistant populations and not take some of the individual's lack of interest as a reflection on the product itself. Lynn believes the eye-catching design and the creativity involved in the layout of the issues is certainly an appealing factor in generating interest. The fact that the girls can take the issues home with them and refer to them for future use is also an attractive feature. The lesson plans for each of the curriculum issues are laid out very clearly thus making it very easy for the group facilitators to administer it. All in all, Lynn comments the curriculum is beautifully designed and well thought out that it can be used for many more years in the Gwen's Girls curriculum.

Quantitative results were provided by the scores recorded from the quizzes. *Appendix E* is attached to show results of quiz 1 and quiz 2. 15 girls took quiz 1 from issue 1. From the majority of the results, 3 girls received 5 points (out of a total of 5), 4 received 3, and 5 received 2. 13 girls took quiz 2 from issue 2. The majority of the girls, specifically 10, received 5 points. Though the score distribution for quiz 1 was average, the score for quiz 2 was much higher. Given that the majority of the girls received perfect scores for quiz 2, the girls learned technical vocabularies fairly quickly. The girls' technical knowledge is improving from the curriculum since the majority of the girls were not familiar with the vocabularies before the curriculum.

Qualitative results were attained through the consultant's visit to the group sessions. The consultant observed that there were a few outstanding individuals in each group who learn faster than their peers. These girls could gain significantly from the curriculum. They seemed interested in learning about computers and easily scored perfectly on the quizzes. There were also individuals who refused to participate in the exercise due to lack of interest or other reasons. Hence, their quiz scores were not recorded.

The degree to which the girls will exercise their new technical skills in their future jobs is currently unobservable. If the program were sustained for a few years, the results would be more observable. The technical curriculum may teach the girls how to use the computer now but it is questionable whether the girls will exercise these skills in the future. The organization has yet to verify the effectiveness of the curriculum in the girls' futures.

The sustainability of the technology curriculum and the outcomes can be predicted as fairly well. The technical curriculum adheres to Gwen's Girls' mission of empowering girls with life skills. This

curriculum teaches them how to use computers, a project previously exempt from the skills set. The staff understands the value the curriculum adds to the organization and is interested in sustaining the results. The technical curriculum is expected to become part of the life skills group lesson plans. Given that there are girls who are interested in learning about computers as shown by the quiz results, and with the positive feedback from the community partner and staff, the curriculum and outcomes seem to be sustainable for at least a few months. To monetarily support the sustainability, the organization needs to replenish the supply of magazine copies every month by purchasing them at Xerox stores. The magazines cost about \$50 each month.

## **Recommendations**

In order to sustain progress on the technology curriculum, Gwen's Girls would use the lectures to direct the corresponding magazine issues and group sessions. The group coordinator would execute one lecture and matching magazine issue the first week of each month. Since there are 4 group sessions of different girls each week, the group coordinator would administer the same lecture and magazine issue 4 times that week. Given that the complete curriculum spans 3 months and that there are 3 lessons in the curriculum, the curriculum would be readministered 4 times per year. This is the schedule Gwen's Girls would follow in order to execute the curriculum in an appropriate time schedule. Girls who've been in the curriculum will be exempt when the curriculum is retaught and girls new to the organization will be provided with the curriculum. The three month time span is projected to be sufficient for enough new girls to enter the organization for the curriculum to be readministered.

With regards to replenishing the magazine issues, Gwen's Girls would call Kinko's in advance for a discount price quote on the color copies. Each month, Gwen's Girls would order 80 colored copies for 20 issues in total since each issue contains 4 sides. A staff would bring the floppy disk containing the issue in PowerPoint to Kinko's and submit the order. After the order is processed, a staff would visit Kinko's again to obtain the magazine issues and pay for the magazines. This will ensure that Gwen's Girls has enough issues to distribute to all girls involved in the curriculum to learn about computers.

The magazine issues are designed to contain fundamental technology information that would change little with the progression of time. However, if there are necessary updates such as expired links or other outdated technical information, *Appendix F* is attached to guide any alterations to the PowerPoint files. It contains information on how to edit text boxes and picture files.

To find additional information on how to use Microsoft PowerPoint, access Microsoft's website for help. "<http://search.office.microsoft.com/assistance/producttask.aspx?p=PowerPoint>" contains "How-to Articles and Tips for PowerPoint Users".

"<http://www.microsoft.com/office/powerpoint/support/default.asp>" provides "Online Support for Microsoft PowerPoint" with common questions, online support, and telephone support.

"<http://www.microsoft.com/traincert/default.asp>" provides a search engine to "Find Training for Microsoft PowerPoint". "<http://www.microsoft.com/office/powerpoint>" is the "Homepage for Microsoft PowerPoint".

To find more help, type "PowerPoint training" or similar keywords into a search engine. Netwind at "[http://www.netwind.com/html/powerpoint\\_xp\\_training.html?search=overture](http://www.netwind.com/html/powerpoint_xp_training.html?search=overture)", Courseware at "<http://www.computertrainingcourseware.com/pages/powerpoint2000f.html>", and Video Professor at "[http://www.tvguardian-online.com/video\\_professor/vp.html](http://www.tvguardian-online.com/video_professor/vp.html)" are some companies that offer video, cd, and classroom training. Brainy Betty provides book recommendations on how to use PowerPoint at "<http://www.brainybetty.com/pptbookstore.htm>".

The above recommendations will ensure the organization have the capability to continuously educate new girls to the organization on how to use computers. By reteaching the curriculum at recommended intervals, the curriculum will add to Gwen's Girls' mission of empowering girls with life skills, in this case, technical skills. Every girl in the organization will have a set of fundamental computer skills she can carry to her career.

## **Other Recommendations**

### **Design a Technology Plan to Make the Best Use of Gwen's Girls' Computer Resources**

The document located at "<http://www.andrew.cmu.edu/course/15-391/CourseInSession/Curriculum/Week03/TechLitBenchmarks-Revised.pdf>" identifies benchmarks that non-profit organizations should evaluate themselves against in order to determine its technological position with respect to other nonprofits and the technological direction it should take. One of the things missing at Gwen's Girls is an official technology plan to financially and technologically guide the organization through technological changes and advancements at its facilities. Currently, Gwen's Girls has no technology plan in place and is reacting to technology developments on an ad hoc basis. The organization may not be using technology to its fullest to attain its organizational mission. A technology plan can serve as a touchstone for all organizational technology activities and would help Gwen's Girls redirect its technology use towards a more mission-oriented basis. This recommendation was not chosen as part of the project due to the consultant's ability to exercise skills more appropriately for the technology curriculum.

In order to design a technology plan, Gwen's Girls would hire a technology plan specialist to analyze its technical environment and draft a technology plan. The specialist would keep current on new technology, alter the plan as needed, and maintain progress on the plan. Gwen's Girls would produce a list of preferred technical abilities of the ideal candidate, conduct interviews with selected candidates, and hire the appropriate technical staff. For a sample job description and requirement of the technology plan specialist, refer to the attached *appendix G*.

After hiring the appropriate staff, Gwen's Girls can look into "[http://www.infolineinc.org/connect/wps.htm#Computer Purchasing Guidelines for Non-Profit Organizations](http://www.infolineinc.org/connect/wps.htm#Computer%20Purchasing%20Guidelines%20for%20Non-Profit%20Organizations)" to find guidelines on how to develop a technology plan. "<http://www.rtpnet.org/soc/nonprofits.shtml>" and "[http://support.gateway.com/services/marketplace/clientcare/planconsult\\_serv.shtml](http://support.gateway.com/services/marketplace/clientcare/planconsult_serv.shtml)" also provide additional information on how the technical staff can design and implement a technology plan. "[www.techsoup.org](http://www.techsoup.org)" also helps to provide non-profit organizations with affordable software to achieve its missions. To find more resources, type keywords such as "technology for non-profit organization" into search engines to obtain more Internet resources.

After consulting the appropriate resources, the technology plan specialist should convene and evaluate the current technical capabilities of the organization, learn about the mission of the organization, and design a technical plan that allows the organization to better use technology into achieving its missions. The technology plan would include timeline on staff technology training, accounting software package purchasing, financial independence strategy from Hill House, technology plan for girls, budget updates for the technology plan, technology plan evaluation criteria, and other benign additions to the technical environment at Gwen's Girls. Most importantly, the technology plan helps the organization to clearly identify the necessary budget allocation to technology and what the allocation would be used for. It helps the organization pace the spending while ensuring technological advancement. After a plan is drafted, the technology staff would be responsible for maintaining progress on the plan by performing regular check

ups for successful plan executions. The technology plan specialist would evaluate where the organization is in terms of following through with the plan and alter the plan as needed.

In order to maintain a technology plan specialist, Gwen's Girls would need to allocate continuous funding as salary for the new specialist. The risk is that the responsibility of the technology plan is largely upon the staff to ensure the success of the technology plan. The staff may find difficulty appropriately fitting the organization's mission into the technology plan.

### **Purchase Accounting Software to Track Finances**

Another benchmark the article "<http://www.andrew.cmu.edu/course/15-391/CourseInSession/Curriculum/Week03/TechLitBenchmarks-Revised.pdf>" identifies as necessary for an organization is an accounting software package. Currently Gwen's Girls has no accounting software and relies on the Hill House to keep track of its finances. Lynn is in charge of the organization's finances and decides on where to allocate funding from monthly Gwen's Girls' financial reports the Hill House mails out. However, Gwen's Girls would like to file as a non-profit within a year under their own name and become financially independent from the Hill House. To prepare for this transition, the organization needs to obtain accounting software to analyze how Gwen's Girls can more effectively allocate funding toward servicing its girls. If the organization is able to detect where most funding is allocated toward and the fixed and variable costs of operating the organization, Gwen's Girls can better decide how to more efficiently allocate funding toward the mission. If a business system is not ready, finance records will become scattered in paper form and mostly unmanageable. This software package is necessary to sustain the financial record keeping of the organization. The opportunity was not addressed in the project due to consultant's ability to better focus on another project.

The small accounting software package called QuickBooks at "[www.quickbooks.com](http://www.quickbooks.com)" should suffice for Gwen's Girls' purposes. It is small, easy to use, and manageable. It provides training resources, help and support services, and offers a variety of products. The QuickBooks Premiere 2003 edition is most suitable for Gwen's Girls since it requires only a one time purchasing fee of \$499.95 and is the most complete edition that contains all available services from QuickBooks. The Premiere edition can aid the organization in creating a business plan to obtain loans or financing and forecast finances. It includes an analysis tool that measures financial performance against industry averages to make improvement recommendations. It offers the flexibility to work anywhere via the Internet and automatically transfers existing QuickBooks data when upgrading. More specific features offered can be found via their website.

The QuickBooks software will provide instructions on how to install and use the software. QuickBooks provides free installation and upgrade phone assistance at 1-888-320-7276. For other assistance, QuickBooks offers continuous support service plans or one time support service at a fee. QuickBooks also offers data recovery service for damaged files at a fee. There are seminars, software, and publications for additional help on how to use QuickBooks.

This recommendation requires that the organization purchase the software as a one-time cost with possible additional costs for support services. The deputy director at Gwen's Girls would be in charge of purchasing and installing the software, inputting data, manipulating and analyzing data, and generating results. The risk is in accumulating large costs from support services that may outweigh the benefits of using the software if the software is too complicated to use. Spending excessive time and money on learning to use the software can be minimized with finding volunteers or other non-profit employees familiar with QuickBooks for assistance. This recommendation of adopting the QuickBooks solution should ensure an easy transition from the Hill House to Gwen's Girls' financial independence.

### **About the Consultant**

Sheila Wang is a senior majoring in Business Administration with a minor in Computer Science. She expects to graduate from Carnegie Mellon University in May of 2003 and is in search of a position in the financial field.

### **Appendices**

Appendix A schedule of project plan

Appendix B survey distributed to Gwen's Girls

Appendix C sample of group lesson plan 3

Appendix D sample of issue 3

Appendix E quiz results

Appendix F how to update issues in PowerPoint

Appendix G technology plan specialist job description



## Appendix A Schedule of Project Plan

Activity	Who	How long	Target Date	w 1	w 2	w 3	w 4	w 5	w 6	w 7	w 8	w 9	Resource needed
<b>Project: develop a technology plan for the girls</b>													
<i>Conduct research to find out how to design a plan</i>													
Research books, internet, and other organizations fostering similar plans	con	2w	w2	x	x								Research materials
Contact program YES, an institution that services an entrepreneurial technical training program	con	2w	w2	x	x								
Observe reunification and prevention group sessions	con cp	1w	w2		x								
<i>Conduct a survey</i>													
Design a survey that evaluates the girls' current technical abilities and what they'd like to learn	con	1w	w1	x									
Distribute the survey	cp	2w	w2	x	x								
Collect and analyze the survey	con	1w	w2		x								
<i>Evaluate the available computers</i>													
Evaluate the technical capabilities of the computers	con	1w	w1	x									
<i>Design lecture 1 of the technical plan</i>													
Collaborate with staff members to draft lecture 1, pamphlet 1, and feedback form	con cp	1w	w3			x							Magazine copy funding
Inform staff on how to teach the lectures and perform computer demonstrations	con cp	1w	w4				x						
<i>Execute lecture 1</i>													
Staff teaches lecture 1, distributes pamphlet 1, and collects feedback from staff and girls on how to improve the plan	cp	1w	w4				x						
Make alterations on lecture and pamphlet 1	con cp	1w	w5					x					
<i>Design the technical plan</i>													
Design lecture and pamphlet 2	con	1w	w6						x				Magazine copy funding
Design lecture and pamphlet 3	cp	1w	w7							x			
Design lecture and pamphlet 3		1w	w8								x		
<i>Give staff the lecture and pamphlet set</i>													
Give staff the lecture and pamphlet set and inform them how to teach it	con cp	1w	w9									x	

## Appendix B

### Survey Distributed to Gwen's girls

Name	Age	Y	N
Please check Y if you have the following at home and N if you do not.			
Computer		-	-
Printer		-	-
Internet connection		-	-
Scanner (a scanner photocopies papers)		-	-
Webcam (a webcam is a video camera connected to the computer)		-	-
Digital Camera (a digital camera is a camera connected to the computer)		-	-
If you do not have a computer at home, where can go to use one? (answer this only if you do not have a computer at home)			
<hr/>			
Please check Y if you know how to do the following and N if you do not.			
Mouse		-	-
Open and close applications		-	-
Turn on and off a computer		-	-
What do you want to work as when you grow up?			
<hr/>			
Do you want to learn how to use a computer?		-	-
<b>Microsoft Paint</b> allows you to draw pictures. Do you know how to use Microsoft Paint? Would you like to learn how to use Microsoft Paint?		-	-
<b>Microsoft Word</b> allows you to type documents. Do you know how to use Microsoft Word? Would you like to learn how to use Microsoft Word?		-	-
<b>Microsoft Excel</b> allows you to make charts. Do you know how to use Microsoft Excel? Would you like to learn how to use Microsoft Excel?		-	-
<b>Microsoft PowerPoint</b> allows you to create presentations. Do you know how to use Microsoft PowerPoint? Would you like to learn how to use Microsoft PowerPoint?		-	-
<b>AOL Instant Messenger</b> allows you to chat with your friends. Do you know what AOL Instant Messenger is? Would you like to learn how to use AOL Instant Messenger?		-	-
A <b>webpage</b> allows you to describe yourself to other computer users. Would you like to build your own webpage?		-	-
Do you know how to download <b>music</b> onto your computer? Would you like to listen to music from your computer?		-	-
Do you know how to <b>type</b> with all ten fingers? Would you like to learn how to type with all ten fingers?		-	-

## Appendix C

### Sample of Group Lesson Plan 3

<b>Title:</b> Using Microsoft Applications	
<b>Date:</b>	<b>Facilitators:</b> Allison Boyle
<b>Session:</b> 3	
<b>Group Type:</b> Academic Group	<b>Featured Domains:</b> Education & Life Skills

<b>Goals:</b>	Facilitate technical competence through introduction to Microsoft applications
<b>Objectives:</b>	Students will learn what different Microsoft applications are used for.
<b>Check in/Review:</b>	When was the last time you used one of the applications and what was it for?
<b>Academic Enrichment:</b>	<p>Personal life-skills inventory. Girls will be introduced to Microsoft applications.</p> <p>Group Activity:</p> <ol style="list-style-type: none"> <li>1) Girls will gather around the 2 available computers. <ul style="list-style-type: none"> <li>▪ Facilitator will open up <b>Microsoft Word</b> and explain that <u>it allows you to create and edit text documents.</u></li> <li>▪ Facilitator will open up <b>Paint</b> and explain that <u>it allows you to create and edit drawings.</u></li> <li>▪ Facilitator will open up <b>Microsoft PowerPoint</b> and explain that <u>it allows you to create and edit slides for presentations.</u></li> <li>▪ Facilitator will open up <b>Microsoft Excel</b> and explain that <u>it allows you to create and edit tables and charts.</u></li> <li>▪ Facilitator will open up <b>Imaging</b> and explain that <u>it allows you to display and edit pictures.</u></li> </ul> </li> <li>2) Facilitator will congratulate the girls on today's effort and hand out <b>Issue 3</b> to each girl. Each girl will write her name on the front cover under "My name is".</li> <li>3) Facilitator will pair the girls up with each other. Each pair of girls will turn to the back cover of Issue 3. Each pair of girls will help each other to fill out the "What Do You Know?" quiz by writing the appropriate letter next to the words.</li> <li>4) Facilitator will verify answers with each girl individually or in groups. <u>Answers to the Quiz: 1D 2A 3C 4B 5E</u></li> <li>5) Each girl will keep and bring home her own copy of Issue 3. Girls will be encouraged to read the articles and use the applications to create or edit documents or pictures.</li> </ol>
<b>Check-out:</b>	<p><b>In Journals:</b></p> <p>I learned that Microsoft Word is used for ...</p> <p>Recite Gwen's Girls Affirmation.</p>

## Appendix D Sample of Issue 3

### What Do You Know?

What would you use if you were in the following situations? Answer each question by writing the letter of the application you think you would use. If you get stuck, just look back a page! You get 1 point for every correct answer!

- If you wanted to write about something, what would you use? **A. Paint**
- If you wanted to draw a picture, what would you use? **B. Imaging**
- If you wanted to create slides for a presentation, what would you use? **C. Microsoft PowerPoint**
- If you wanted to edit a photograph, what would you use? **D. Microsoft Word**
- If you wanted to make a table or a graph, what would you use? **E. Microsoft Excel**

### Other Things On Your Computer

Here are some other applications you'll find on your Windows computer!

- Microsoft Photo Editor** lets you view and edit pictures.
- Microsoft WordPad** lets you create and edit text documents.
- The Calculator** lets you compute numbers.
- Microsoft Outlook** lets you view and send e-mail.
- Microsoft Access** lets you build data base (a collection of tables containing data).

---

### Martin Luther King Junior

Chances are, most of you have probably heard of him in school. If you're a student, Martin is the King. In Day, this is probably how you know him. But if you don't, here's the story on why he's one of the most famous and influential figures in history.

Born on January 15, 1929, Martin Luther King Jr. grew up around black social leaders though he himself religious was isolated from an early age. On December 4, 1955, five days after a night when Rosa Parks refused to obey the city's rules requiring segregation buses, black activists launched a boycott and elected King as president of the their movement. As the boycott continued, King gained fame as a result of his courage and exceptional public speaking skills.

In 1959, King toured India, met with Gandhi's followers, and learned about Mahatma Gandhi's belief of nonviolent social protest. During these discussions he became more and more convinced that nonviolent resistance was the most potent weapon available to oppressed people in their struggle for freedom.

In 1963, King guided mass demonstrations in Birmingham, Alabama and generated newspaper headlines throughout the world. President Kennedy reacted to the Birmingham protests by agreeing to support broad civil rights legislation to Congress (which eventually passed the Civil Rights Act of 1964). On August 28, 1963, before 250,000 protesters in Washington, D.C., at the steps of the Lincoln Memorial, Martin Luther King Jr. delivered his famous speech, "I Have a Dream".

King's success grew to the point that Time magazine's Man of the Year and the recipient of the 1964 Nobel Peace Prize. After his death in 1968, Martin Luther King Jr. is remembered as one of the world's best known advocates of non-violent social change strategies. He led a movement for racial equality that forced segregation and changed America forever.

Want to learn more about Martin Luther King Jr.? Just type "Martin Luther King Jr." in a couple of search engines (Ex: www.yahoo.com). You'll find tons of information! Also, don't forget to check out his most famous speech, "I Have a Dream." You can find it at [www.ushistory.com/1963/king/MLK.html](http://www.ushistory.com/1963/king/MLK.html). To read about his Time magazine Man of the Year title, go to <http://www.time.com/time/special/1963.html>. To learn about the Nobel Peace Prize, go to <http://www.nobel.se/peace/laureates/1964/>

### Did you know?

Time magazine named the computer its "Man of the Year" in 1982. Martin Luther King Jr. was named the "Man of the Year" in 1963. The American Woman was named under the same title in 1975. Visit <http://www.time.com/time/special/1963/1963special.html> for more info!

### Featured Job

**Interior Designer**  
Interior designers plan and furnish private homes, public buildings, and commercial or institutional settings such as offices, restaurants, hospitals, hotels and theaters. Most of them specialize in a specific line of work. For example, some may concentrate in residential design, and others may further specialize by focusing on particular rooms, such as kitchens or bathrooms.

**What You'll Need**

- You'll need software tools such as CAD (Computer-aided design) to plan layouts for clients' ideas.
- Creativity is crucial.
- You may need a college education because few clients are willing to trust designers without formal credentials to create free living and working spaces.
- You may also need to be licensed. Because not all states require licensing, an interior designer's professional standing is important. Many designers join trade organizations like the American Society of Interior Designers. Membership in these places usually requires the completion of three or four years of post-secondary education in design, at least two years of practical experience in the field, and a passing grade on the National Council for Interior Design qualification examination.

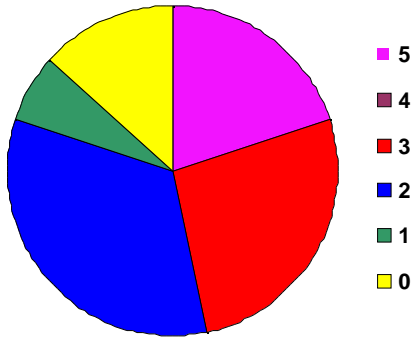




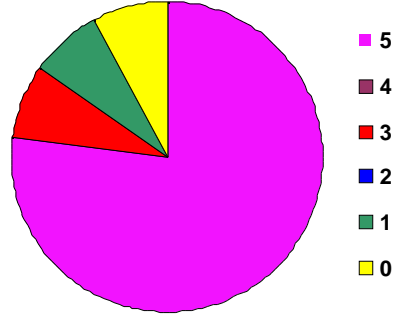
# Appendix E

## Quiz Results

Issue 1 Quiz Results



Issue 2 Quiz Results



## **Appendix F**

### **How to Update Issues in PowerPoint**

#### **Edit text boxes**

- To change words or links, click on font box and edit
- To change font style or size, highlight text, click and drag down font style or font size menus
- To change font color, highlight text and right click on “font”
- To move or resize text box, click on text box and when arrow appears, move or resize text box
- To insert new text box, click “insert”, click “text box”, click on slide to insert text box, and type text into text box

#### **Edit pictures**

- To move or resize pictures, click on picture and when arrow appears, move or resize picture
- To adjust picture contrast or brightness, right click on “show picture toolbar” and adjust by clicking on the contrast or brightness icons
- To change background color or image, click on “background”
- To insert new picture, click “insert”, click “picture”, click “from file”, and choose picture

#### **Undo**

- There are no backups for the pictures
- To undo a particular move, click “edit” and “undo”

#### **View slides**

- To zoom slides, click on “view” and “zoom” and choose size
- To view slides, click on “slide show” and “view show”

#### **Save**

- To save, click on “file” and “save” or “save as”

## **Appendix G**

### **Technology Plan Specialist**

#### **Job description**

Technology Plan Specialist will analyze the technical environment at Gwen's Girls. Using technology benchmarks, the specialist will compare technical capabilities at Gwen's Girls with those of other non-profit organizations. The specialist will collaborate with staff members to decide what additions or alterations are to be made to the technical environment while adhering to Gwen's Girls mission.

After consulting an abundance of resources (Internet, books, consulting companies, other non-profit organizations), the specialist will draft a technology plan with the staff. The technology plan will include timeline on staff technology training, accounting software package budget allocation, financial independence strategy from the Hill House, technology plans for the girls serviced, budget updates for the technology plan, technology plan evaluation criteria, and other additions to Gwen's Girls' technical environment. The technology plan will help the organization identify the necessary budget allocation and pace the spending while ensuring technological advancement.

After drafting the technology plan, the specialist will be responsible maintaining progress on the plan by performing regular check ups for successful plan executions. The specialist will determine where the organization is in terms of following through the technology plan by comparing actual results with expected results and determine how to minimize the gap. The specialist will collaborate with other staff members to make alterations on the plan as needed. In addition, the specialist will keep up to date with new technologies that may be incorporated into the technology plan.

Work will be 40 hours per week with salary negotiable and competitive depending on experience (\$40,000-\$50,000/yr)

#### **Requirements**

Must be female and be interested in working in a non-profit environment servicing adolescent girls.  
Must have bachelor degree in the technology field with 0 to 2 years of work experience.  
Must have good communication skills to convey technical ideas to a non-technical audience.  
Must be organized and able to design and deliver on the technology plan