



CTEP AMERICORPS

Site Capacity Assessment Instructions



Member emails Site Capacity Assessment to CTEP staff for Beginning Year, at Mid-Year, and then at End Of Year

PURPOSE

The purpose of the Site Capacity Assessment is to create a baseline report of the strengths and weaknesses of the technology literacy programming at your site before the member has introduced any improvements. The report concludes with the member creating a plan on how best to improve capacity at their site. This report should not assess the entire agency, but should concentrate only on programming that directly relates to the member.

CTEP integrates a community needs assessment into the report. This involves information gathering, analysis and documentation to understand a community's concerns around digital literacy, effectively characterize its needs and respond with appropriate interventions regarding digital literacy. Discovering those things that matter to the community, what issues the community feels are most important to address, and what resources are available to bring about change may be accomplished through interviews with community members, and by conducting listening sessions, public forums, and other place-based research, resulting in an assessment (or profile) of the community that helps identify and prioritize critical issues and plan future interventions. Besides the value to your site and programming, this is also an excellent professional development activity for members to have completed and analyzed a needs assessment survey, which will assist in future positions and grantwriting.

You will then revisit your survey to assess the impact of your capacity building projects both mid-year and at the end of the member's service year.

DIRECTIONS

CTEP Member, please complete the Site Capacity Assessment following the instructions below and return the report outlined below by the first Corps day in November. We suggest that you review the assessment from the previous year (if available) as a starting point. There is no page limit for the Survey. It should be sent by email to your CTEP program staff. **If your site serves at multiple service sites, please focus this survey on the service site that you intend to serve the most. You do not have to rate all the different service sites where plan to go. And to repeat, this is not a survey of all of the programming that your agency accomplishes, but only the programming that directly relates to your AmeriCorps service.**

For all of the following topics, provide **at least** a paragraph of information and answer each question. Building in community needs, we would like you to interview a minimum of 5 individuals (a combination of community members served by your organization as well as volunteers) through interviews, listening sessions, public forums or other place-based research to help build an assessment of the community need and the current ability of your host site to meet those needs. We anticipate that you will only be asking questions related to the first 7 topics below to community members. We encourage you to use direct quotes from community members when helpful, and incorporate community feedback into the assessment. In addition, you will need to consult your site supervisor and other site staff to both gather information and feedback.

Based on these results, the CTEP member and site supervisor should assign a score for each topic using the scale below:

0	<i>nonexistent</i>
1 – 3	<i>low quality and/ or needs significant improvement</i>
4 – 6	<i>average quality that could use some improvement</i>
7 – 9	<i>good quality that may need little or no improvement</i>
10	<i>exceptional quality that could not be better</i>

The first time you complete the survey, you will leave the scores and descriptions blank for mid-year and year-end. Then, when you update the survey to reflect improvements, you will rescore all sections. The report will then be fully complete by the end of the year. Many scores may be unchanged, but a few may have gone up or down. There is no reason that you have to assign a score that is consistent with the score that your previous CTEP member assigned at the end of their year. You are looking at the situation from a different viewpoint.

BACKGROUND QUESTION: DESCRIPTION OF NEIGHBORHOOD (no rating for this question)

What is the neighborhood where your agency is situated? What is the geographic area that your agency serves? What is unique about your neighborhood?

Want more information about your service site's neighborhood? [Check out this amazing neighborhood indicators](#) resource from Minnesota Compass. Sift through the data and find relevant stats to use in your capacity assessment. Feel free to find other sources as well.

1. PHYSICAL SPACE- Facilities and Access

Describe the physical space where technology or media programming is located in the organization. Include a description of items such as a computer lab, classrooms, cameras and equipment, meeting space, etc. Include how users of the facility find its location (e.g., signs outside, directions to rooms, receptionist desk, etc.) Is the facility wheelchair accessible?

Potential Questions to ask community members: How often do you use technology at our organization? Is it easy to find our available technology when you come here? Are there ways we could improve your ability to get to available technology?

Give the facilities physical space a rating from 0 – 10.

2. TYPICAL WEEKLY SCHEDULE

Include a current weekly schedule for your host site's technology literacy programs, with items such as when the facilities are open, when classes take place, etc. If applicable, list hours of open lab, hours of instruction, adult only hours, etc. (please break these down).

Potential Questions to ask community members: Are there times you wish you could use the lab or take a class, but you are unable to participate because of the current schedule? What times would work best for you to attend a class or open lab session? Would you value having youth only/ adult only classes or open lab times?

Give the agency's weekly schedule a rating from 0 – 10 in terms of whether the schedule appears to meet users needs.

3. TECHNOLOGY EDUCATION

If media or technology education is provided, please include details about what is offered. Include a description of the curriculum that is used, if any. When describing these, include how often these services occur and approximately how many people are using them. Include characteristics such as whether the services are used to capacity, if there are waiting lists, etc. If brochures or URLs give more details, include them or list the URL for more information. What is the background of the people providing the education/courses/instruction? Are there both youth and adult classes available?

Potential Questions to ask community members: Have you taken a technology class at our organization? Approximately how many hours of class did you attend? Did you have to wait to get into a class? How did you find out about available classes (brochure? Flyer? Online? Word of Mouth?) Were classes adult/youth only?

Give the agency's Technology Education a rating from 0 – 10.

4. USERS

Describe any data-gathering stream or system in place (formal or informal) to track who is using the technology literacy programming. Whether or not there is a formal system in place to track this, describe the typical users of technology programming, including background information (ethnic background, age, gender, languages spoken, neighborhoods of residence etc.) Provide any numbers available on how many people use the services (by day, week, year, etc.) If available, list how many users are drop in users and how many users have taken a class.

Give the agency's system to track who is using Technology Education services a rating from 0 – 10.

5. STAFFING

Describe the current level of staffing in the technology programming. Include the number of hours that staff provide services. Include the background or training of current staff. Describe the activities of the AmeriCorps member(s) separately from other staff.

Potential Questions to ask community members: Are you able to find staff in the agency when you need assistance or have questions? Are staff able to answer your questions or give you assistance?

Give the agency's degree of staffing for Technology Education services a rating from 0 – 10.

6. VOLUNTEERS

Describe the number and ways volunteers contribute to the work of the technology literacy programming. . How are volunteers recruited, trained, and managed? Include the average number of weekly volunteer hours served (this should *not* include AmeriCorps hours).

Potential Questions to ask community members: Are you a volunteer at our organization? Why or Why not and on average, how many hours do you volunteer? Have you volunteered with us in the past? Why or Why not? Would you be interested in volunteering with us in the future? Did you receive training or would training be beneficial before volunteering? What would you want volunteers to know about our agency?

Give your agency a rating from 0 – 10 that reflects how well it uses volunteers in its Technology Education services.

7. OUTREACH

Describe current efforts to let the public know about the technology literacy programming. How do people learn about their services? Include examples of brochures, postings, etc. Which language(s) are the outreach materials in? If there are future plans to change or increase outreach, describe those.

Potential Questions to ask community members: How did you learn about current technology programming at our site? Do you go to other organizations for different technology needs? If yes, why? How did you learn about those opportunities? What are the best ways for our organization to do outreach in our community and spread the word about our services?

Give your agency's current outreach efforts for Technology Education services a rating from 0 – 10.

8. FUNDING

Describe how the technology programming at your agency is currently funded. Include the source of funding that makes the infrastructure, staffing, and services of the media and technology programs possible, and whether the funding is permanent or “soft funding” (such as from a grant). If the funding is soft, list the duration of the funding.

Give your agency's current funding efforts for Technology Education services a rating from 0 – 10.

9. PARTNERSHIPS

Describe ways that your agency works collaboratively with other agencies on technology or media programs (e.g., applying for grants together, sharing curricula, shared marketing, etc.)

Give your agency's current partnership efforts for Technology Education services a rating from 0 – 10.

10. INVENTORY OF HARDWARE

Review and describe:

- Type of computers (MAC or PC)
- Cameras, DAT recorders, multimedia equipment for use by public
- How many computers are used for technology programming
- How many of them are online
- What speed of processors do they have (Pentium II, 800mhz, etc)

How well is hardware meeting the needs of your programming, using the rating scale of 0 – 10?

11. INVENTORY OF SOFTWARE

Review and describe:

- Word processing suite
- Games
- Other productivity software
- Homework Helper applications
- Digital video editing, website design, multimedia software

How well is software meeting the needs of your programming, using the rating scale of 0 – 10?

12. NETWORKS

Review and describe network(s). Is the lab on a Local Area Network (LAN)?

13. INTERNET CONNECTION

Choose: DSL, Cable Modem, ISDN, Dial-up, T1 line, other.

How well is this meeting the needs of your lab, using the rating scale of 0 – 10?

14. RECOMMENDATIONS FOR CAPACITY BUILDING PROJECTS

Based on the information gathered above, what projects could you complete to strengthen any of these areas in your programming? Remember that each member needs to complete a minimum of three capacity building projects, as well as implement three new efficient volunteer practices.