CD TECH
CREATING COMMUNITIES THAT WORK

2010 Final Report for the
California Emerging Technology Fund

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Name of Project: TechREADY
Grant Number: 2002266
Start Date: July 2007   **End Date:** December 2010

I. Financial Summary

- Total Project Budget Spent: $1,967,894
- CETF Grant Amount: $750,000
- Percentage of Match Funds Raised against Goal ($750,000):   168%
- Cost Per Unit of Outcomes: (Total Outcomes/Total Budget) $420

II. Project Description, Goals and Objectives, and Outcomes

Project Description

The 3-year TechREADY project was designed to close the digital and economic divide in the South Los Angeles community of Vernon-Central (90011 zip code area) by increasing the 21st century competitiveness of Vernon-Central youth and families through technology skills training and jobs generation. This strategy, in turn, was expected to simultaneously provide the ICT (information and communications technology) industry with a competent workforce and greater market penetration in the community among residents and businesses.

Over the past three years, CDTech has demonstrated the effectiveness of a comprehensive, targeted neighborhood approach to closing the digital and economic divide in Vernon-Central by essentially moving one of the most impoverished and technologically-underserved communities in the City of Los Angeles from 'no-tech' to 'basic-tech'. The long-term expected return on investment includes: greater market penetration and adoption of advanced technologies; a larger and more competent ICT workforce; and, the continued narrowing of the digital and economic divide in the community.

Goals and Objectives Summary

TechREADY objectives included the following: (1) Form an ICT business-school-community alliance; (2) Develop a sustainable education and training infrastructure that opens up multiple pathways into ICT training and employment; (3) Increase the number of Vernon-Central residents with interest, skills and jobs in the ICT industry; and, (4) Increase the application and adoption of broadband technologies to meet community purposes. An overall goal for the project was to infuse technology into 10% of the households in Vernon-Central.

All of the goals and objectives for the project were completed. While CDTech has had a presence in Vernon-Central since 2003 with the building of the CDTechLink technology center in partnership with the Los Angeles Trade-Technical College (LATTC) Electronics Department, TechREADY was essentially a start-up strategy for the comprehensive community initiative. Implementation highlights include: (1) placing a team of experienced technology professionals in the community who provided education and training to 3,500 residents (16% of Vernon-Central households); (2) engaging George Washington Carver Middle School in technology-based education reform with the additional involvement of the K-12 'feeder system' and parents; (3) launch of TechREADY, a 4-week intensive career exposure/work readiness training program; (4) establishing linkages with the small business community; and, (5) compiling ICT labor market research and convening of the IT Advisory Committee.

Two areas of the comprehensive strategy did not yield the degree of result originally planned: (1) provision of college credit classes in the community and (2) securing a formalized training/jobs pipeline with a regional ICT employer. In the first case, the State budget crisis which forced LATTC to contain educational resources primarily to on-campus adult education impacted the ability to bring LATTC concurrent enrollment classes into the community for middle and high school students which resulted in only 26% of the original outcome goal being met. And, in the second case, while major progress was made in establishing a training/hiring pipeline with a regional ICT employer, CDTech was unable to formalize a hiring commitment within the timeframe of the project. Establishing such hiring commitments with multiple employers is a primary focus of the technology workforce development work going forward over the next two years.

Project Outcomes Summary

Outcome Description	Actual	Goal	Percent Completed
Number of jobs obtained by youth and adults in ICT literacy.	158	150	105%
Number of youth that completed basic course work.	15	15	100%
Number of youth that completed advanced course work that counts toward college credit.	231	900	26%
Number of youth that completed course work that prepares them for a job/career.	1,617	1,400	116%
Number of parents required to take training regarding safety and engage with schools.	268	30	893%
Number of teachers formally trained.	7	6	117%
Number of adult students that completed basic course work to use the Internet.	1,192	1,000	119%
Number of adult students that completed course work that prepares them for a job/career.	139	75	185%
Number of systems refurbished and donated.	840	300	280%
Number of households subscribing to discounted or free broadband service.	216	1,000	22%

IV.   Accomplishments and Challenges

Summary of Accomplishments and Impacts of Project

Assessment of Outcomes Achieved in Comparison to Grant Agreement

- CDTech had 10 outcomes and achieved 100% of eight (8) of the outcomes. CDTech reached roughly 25% of each of the remaining two outcomes.

Delineation of Deliverables and Outcomes Not Achieved and Explanation

- The program did not fully achieve two of the Project Outcome Goals – (1) youth completing college credit course work and (2) households subscribing to discounted or free broadband service. Utilizing several integrated projects, we launched TechREADY in the summer of 2007 with a viable strategy to provide 900 middle and high school youth with concurrent enrollment college credit courses. The summer pilot program that year with culminated 8th graders from Carver Middle School resulted in 17 students earning three (3) units of college credit, three (3) of these students earned the Networking Cabling Specialist skills certificate and gained three (3) additional hours of college credit, which demonstrated the viability of providing a broader offering of these classes in the community. By the fall of 2008, we had successfully enrolled over 170 students in college classes and were poised to expand the classes into the community's middle and high schools. Unfortunately, the State budget crises restricted LATTC classes to on-campus only and an accreditation review of LATTC further limited the availability of concurrent enrollment opportunities. We continued to explore options for enrolling this educationally underserved community in college classes which included online classes and paying for classes through the contract education option. In the first case, we found that online classes were quite difficult for the high school students and the contract education classes

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were too costly for the number of students we needed to enroll. By the end of the project, we had succeeded in helping 231 students receive college credit (26% of the goal). We continue to assist both youth and adults in enrolling in LATTC on-campus classes while we continue to explore cost effective ways of providing classes in the community.

- The second unmet goal of 1,000 households subscribing to discounted or free broadband service was limited by the late inclusion of the goal in the project (Spring 2009) and limitations on the availability of high-speed internet services to residents within the geographic area. The broadband connection program was originally part of a larger partnership intended to wire affordable housing projects throughout the community. A number of barriers were encountered with this approach – one of the 'housers' felt strongly that the residents should pay for the service, one of the properties went into receivership and another property failed to get resident buy-in to move the project forward. By Fall 2009, CDTech accepted the 1,000 household goal as a component of the TechREADY deliverables and we devised an outreach and orientation program aimed at the general resident population. We formed a partnership with All Peoples Christian Center to sign-up their program participants and we outreached to over 500 families and conducted bi-monthly broadband orientations and free introductory DSL program enrollment with more than 200 families. 145 signed up for the services. Unfortunately, as we continued to enroll families in the program, the vast majority of the applicants were informed by the service provider that high-speed DSL could not be made available to them. At this point, CDTech's credibility in the community was being negatively affected by this denial of service and we discontinued the broadband outreach and orientation program until the problem could be resolved. In all, we achieved 22% of the goal by enrolling 216 families in the services.

Discussion of Other Positive Results from Project

TechREADY was developed by CDTech to jump-start the large-scale development of a 21st century economic base for South Los Angeles. Below is a description of those elements of the strategy that proved most successful in making progress toward this vision within three years:

1. Tech Infusion: Before CDTech launched the TechREADY project, Vernon-Central could have been classified as a "no-tech" community. This does not mean that there wasn't any technology within the community. However, outside of select clusters of high school students and the few fortunate youth and adults who received training through the three nonprofit organizations offering such training, there was no concerted effort to train the population as a whole in basic computer skills. Through the continuous offering of 8-16 hour computer classes and workshops at the CDTechLink Center and at other school and nonprofit venues, over 3,500 residents (16% of Vernon-Central households) achieved proficiency in basic computer literacy. At mid-point in the project, when we mapped the addresses of participants who were taking the classes to see if CDTech was having any geographic impact, we could see a density of trained residents within a one mile radius of the CDTechLink Center. This pattern encouraged us to concentrate the broadband outreach and orientations within these same neighborhoods to ensure that families could strengthen technology skills gained through broadband access in their homes. Because of the level of market penetration achieved through this strategic outreach and training, we feel that Vernon-Central has now achieved the status of a 'basic-tech' community. The strategies over the next 3-5 years are focused on moving the community into 'high-tech' status by focusing the training opportunities on advanced computer skills training that tracks to careers in technical support, multi-media and computer programming.

2. School Partnerships: Carver Middle School administration, staff and faculty welcomed CDTech's partnership with open arms – whatever we recommended or proposed, they worked diligently to support at every level. Due to the limited technology infrastructure available at the school, we launched the partnership by providing unique training opportunities for both faculty and students at the CDTechLink Center which is within walking distance of the school. CDTech was most fortunate to hire a TechREADY Project Director who had extensive experience in designing and conducting professional development in technology project-based learning tied to hands-on instruction with the students. As a result, CDTech was able to craft the 6th Grade Intersession program for off-track students and teachers. School administration supported this effort by providing funding to pay the faculty member for the planning and instructional time and to provide nutrition for the students. The TechREADY Director met with faculty to design curriculum based in California Academic Standards in math and science. Students (20-25 in each intersession) were recruited by the teacher and counselors for each 4-week Intersession program. Both students and faculty were trained in Adobe Flash animation software and other basic and intermediate computer applications. The faculty member introduced the students to the academic material and the TechREADY Director assisted the teacher in organizing the students into teams to

research topics and create presentations based on the academic material. The students achieved proficiency in an industry-standard multi-media technology application and developed 21st century skills through their team assignments. The success of the 6th Grade Intersession Program led to the development of the first 6th Grade Technology lab and class on the Carver campus which has now been institutionalized. CDTech also developed and implemented technology classes for Saturday School students and parents. The success with the Carver partnership was instrumental in the organizing of the Vernon-Central Education Network to develop the K-5th and 9th-12th components of the education and career pipeline with one of Carver's feeder elementary schools and Jefferson High School where about 60% of the Carver students matriculate after completing 8th grade. We are currently working to develop a Peer Innovation Network among interested faculty across the three schools. CETF funds have been leveraged in this education reform work with funding provided by the California Consumer Protection Foundation (CCPF) which allowed us to develop the social media parent engagement component. CCPF is now funding the work to develop the Peer Innovation Network.

3. Career Exploration: In a community of concentrated poverty where few people are employed in technology-related careers, it became imperative that we provide the Carver Middle School students with access to career role models. Through a series of Career Expos, CDTech was able to provide over 800 students with interactive learning opportunities conducted by industry volunteers in video gaming, automotive technology, robotics, fashion design, digital and graphic arts, architecture, rocketry and other fields. In addition, four classes of students from the University of Southern California (USC) Engineering Writing Class helped us develop career exploration curriculum and experiences related to engineering career pathways and worked with Carver students to test the effectiveness of the activities they designed. Based on student feedback, this is one area of the TechREADY project that we feel is essential to expand in the future through an afterschool High-Tech Club to encourage those students who are serious about careers in technology. However, a program of this type would require multi-year funding which has not yet been secured.

4. State-Wide Launch of 21st Century Communities: In October 2008, One Economy Corporation in partnership with CETF and AT&T conducted the statewide launch of the 21st Century Communities Initiative at the South Central Jazz Park in Vernon-Central. Corporate and public dignitaries took the stage to speak to the importance of digital/broadband inclusion through place-based initiatives and to pledge their support to the efforts in Vernon-Central. The Carver Middle School band and cadet corps welcomed guests with a flag ceremony and music. Parents and students took pictures with Mayor Villaraigosa, Councilwoman Jan Perry and then State Senator Mark Ridley-Thomas (currently District 2 County Supervisor). Guests were ushered across the street to the CDTechLink Center to meet the faculty and students of the 6th Grade Intersession Program that was showcased to funders and community leaders. This was a critically important event at a critically important time to cement community and regional relationships in the vision of digital and broadband inclusion and economic development in South Los Angeles. CDTech's leadership role in the Vernon-Central 21st Century Community Initiative garnered a site visit by Federal Communications Commission Chair, Julius Genachowski in 2009, further highlighting the significance of the TechREADY project to South Los Angeles's future. Being selected for a site visit by the Chairman has also assisted us in securing funding for the next stage work from both AT&T and the David and Lucile Packard Foundation.

5. Community-Based Workforce Development: Secondary data sources estimate that 1 out of every 5 youth aged 16-25 in Vernon-Central are not-in-school/not working; the primary data collected through surveys with this population suggest that a more accurate estimate would be 2 out of every 5 youth. Finding the best way to use technology in re-engaging these disconnected youth in education and employment was one of the primary goals of the TechREADY project. Through a series of exploratory efforts with Vernon-Central youth in Years 1 and 2, by Year 3 CDTech was able to design an effective jump-start workforce development program called TechCorps based on the youth's interests and needs. More than 150 youth aged 17-25 participated in the 4-week TechCorps program that provided a unique combination of technical skill development, work readiness training, leadership development and work experience. All participants in the training received a stipend. Successful graduates of the 4-week training program qualified for paid work experience as computer literacy training assistants working side-by-side with CDTech instructors to provide 8-16 hour basic and intermediate workshops to both youth and adults. As a result of their training and experiences, over one-third of each TechCorps cadre reported that they either went back to school, gained full or part-time employment or enrolled in a 'next stage' workforce development program. CDTech is working with the Los Angeles Public Library system to place TechCorps graduates in part-time tech assistant positions with the libraries in South Los Angeles as positions become available and we have provided part-time

employment for several successful graduates who demonstrated their ability as technology instructors or as community surveyors during the leadership development portion of the training.

TechREADY was designed as a community empowerment strategy. Some of the best examples of its sustainable impact on the residents and the community include:

- Students who achieved proficiency in advanced computer applications and 21st century skill building through the 6th Grade Technology Class were extremely upset to find that when they entered the 7th grade technology project-based instruction was not provided in any of their classes. They approached their 6th grade teacher to seek his advice and upon his encouragement, they organized themselves and presented their case to the school principal. As a result, the principal contracted with CDTech to provide basic, intermediate and advanced technology classes to all Carver students during the new 7th Period Elective Class. We feel that the team building, communications and technology training we provided to those 6th grade students empowered them to make a strong argument for what they needed – their collective voice was heard and it created change at the school for all students.

- TechCorps members refurbished over 800 computers through a partnership brokered by CETF between the Los Angeles Unified School District (LAUSD) computer 'graveyard' warehouse and CDTech. These computers are now available to strengthen the technology infrastructure at LAUSD schools and reduce the student to computer ratio at these schools. Over 100 of the computers were returned to Carver Middle School and were used to build the 6th Grade Technology Lab and Class.

- Through CDTech's related outreach and organizing efforts, parents representing students attending 13 Vernon-Central schools have formed ParentLink, a parent network focused on improving education in the community. ParentLink has its own Facebook page and the parents are learning how to use the new social media applications to galvanize parent involvement through the community on key issues. They are also learning how to construct and conduct a survey so that they can document need and interest for parent-driven education reform efforts.

Overview of Major Challenges to Achieving Planned Results

Identify Major Challenges to Successful Implementation

CDTech faced three major challenges during the grant period: (1) 'Revving the Engines' - the start-up process for an integrated, comprehensive community initiative; (2) Building a K-20 Pipeline in the midst of a State budget meltdown; and, (3) Mobilizing Youth & Parents for community economic change.

- Revving the Engines – We had a massive work plan for the TechREADY project with a short planning and start-up window. In order to take full advantage of the opportunities presented by CETF's generous grant award, it was essential that we move quickly with a build-it-first/iron-out issues later approach. We wanted to work with a project team with highly developed technology skills and experience and who had extensive experience on the inside of the technology industry *but also* had the people skills to initiate and develop relationships with the residents – youth, adults, seniors, businesses – and had experience working with K-20 educational institutions and systems. While we miraculously had all of that capacity in Patricia Celidon, the Director of Technology & Training, we also needed to find two additional SuperWo/Man staff in the matter of a couple of months and then orient them to a community development organizational culture and to the community itself. In reality, it took about ¾ of Year 1 to fill the other two positions and acculturate the staff which meant that everything needed to be done 'yesterday.' Also relevant to the start-up period challenges was the fact that the TechREADY project was contingent on the similar start-up processes of the larger education reform, economic development and leadership development components of the multi-year comprehensive community initiative – slow start on any single activity could add major delays to other activities.

- Building the K-20 Pipeline in the midst of a State budget meltdown (and a fierce Public School Choice campaign in Vernon-Central) – By Year 2 of the TechREADY project, all of the school-related strategies were at risk due to circumstances beyond the control. We have yet to replace the loss of the off-campus non-credit

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and credit college classes that had been a centerpiece of the planned K-20 pipeline. In the case of the Public School Choice campaign and K-12 budget cuts, the principal at Carver Middle School was replaced at the end of Year 2. Dozens of faculty and staff positions were lost throughout the feeder school system and administration was fully occupied with developing and defending their school operating proposals and budgets. By the middle of Year 3, Carver Middle School moved from being operated by LAUSD to being operated by The Partnership for Los Angeles Schools (PLAS).

- Mobilizing Youth and Parents for Community Economic Change -- Vernon-Central is a community of fragile relationships. Historically, promises have been made to residents that were not kept. As a result, the community has low expectations that any organization or institution will provide anything of quality that will truly meet their needs. Under these circumstances, we found ourselves literally having to build community within the programs. This process took much more time than planned. There were no short-cuts. Demand for trainings, workforce development and leadership programs had to be built one relationship at a time. Therefore, the first year of the planned 3-year project was devoted to building positive relationships and outreach partnerships; it took about 18 months (halfway through the project period) before we knew we had earned the trust of the community and were able to achieve sufficient, reliable demand for classes/workshops. Examples of this trust building included (1) delivering on the promises to the schools and 'wowing' them with the programming every time, (2) ensuring consistent availability of classes and workshops for the adults that progressively built their skills, (3) providing regular hours of service for the Open Access lab with high quality technical assistance available, (4) offering high-impact programming for the youth tied to the schools so that the parents could see the practical application of the time their children spent at the lab and (4) the youth had to know that they were missed when they did not come to programs which meant that ongoing outreach and re-engagement was critical.

Discuss Efforts to Address Challenges and Resolve Problems

- It was worth the wait on hiring the right staff - Shawn Mitchell and Ann Daramola -- to complete the CDTechLink team. They arrived with truckloads of innovative ideas and the full compliment of skills, experience and belief in the work that was at hand in Vernon-Central. The team was exceptional in every way and the relationships that they have forged in the community and the capacity building methodologies they employed have built a level of sustainability for the project outcomes that will not erode over time. We have learned the valuable lesson of building a timeline that better accounts for this start-up process and that focuses more resource on asset mapping, outreach and relationship building in Year 1 with less emphasis on program deliverables.

- Patience is a virtue in working with educational institutions going through this level of upheaval and so is the value of developing a dense web of relationships throughout the primary partner school. The relationship with Carver and the work there deepened despite the turmoil based on the credibility that the CDTechLink team had established with assistant principals, counseling staff, technology staff and faculty. We also met immediately with the new principal and took in a portfolio of the work-to-date with the school that included photos of the Carver students participating in Career Expos, at the 21st Century Communities launch and in the lab. She was very quiet. Then she said, "I'm overwhelmed. I had no idea that such a partnership could exist, that you could be doing all of this for the school." From that moment on, she has been the greatest champion helping us implement all of the work at the school. Beyond the partnership with Carver, we have needed to re-configure the work in developing the Vernon-Central Education Network. We had hoped to have the principals at the table with industry stakeholders and higher education representatives to start the process of formalizing the articulation of the career and technical education pathways. However, the budget crisis and school reorganization stresses necessitated that we work with each school individually in addressing their pressing needs (each of the schools is now managed by a different School Operator - the elementary is a District-operated school, the middle school is operated by the Mayor's Partnership for Los Angeles Schools and the high school is operated by the faculty as determined through a Public School Choice award). While this is a more lengthy process, it is allowing us to develop those critical multi-level relationships at the elementary and high school levels.

- The key to mobilizing the disconnected youth was hitting on the right approach to the programming. The training had to be done in a compressed period with content shifting in each week of the 4-week program. This allowed us to produce rapid results among all the youth. Small training stipends were earned throughout

the training and work experience. Once the first cadre of TechCorps had graduated, they encouraged their friends and relatives to join the other cadres. Also, tying all the elements of the previous three weeks into the projects conducted during the Week 4 Leadership Development component provided the youth with the opportunity to apply all their new skills in a way that could benefit their community. One of the applications of learning involved the design and development of a series of community surveys related to health, environment, employment, public safety, and food justice, the collection of data and the presentation of the data through PowerPoint presentations. Based on their enthusiasm for this work, we have developed the Vernon-Central Youth SpeakUP! to keep the TechCorps youth (and other youth from the HealthCorps and GreenCorps programs) involved in ongoing community change work related to the data they collected and analyzed.

- The key to mobilizing the parents has been twofold: (1) the hiring of a dedicated community outreach worker who resides in the community and maintains constant contact with the parents and (2) the hiring of an experienced community organizer/leadership development director to provide training and support to the development of the parent network. We started the network with training on social media and the development of a Facebook page and from there provided training on organizational development and collective action strategies. As a result, the network has been formed – the parents named it ParentLink – and it has alreadt been engaged in a major community action that was successful in securing a community benefits agreement with a private developer that has resulted in a $9 million award for health services, small business and workforce development. We intend to refresh the technology training on social media applications as a tool in this collective action work as the parents further clarify the issues they wish to engage other community members in addressing.

V.   Lessons and Recommendations

Summary of Lessons Learned (Please provide context, not just bullet points, so the reader appreciates the lessons learned.)

Lesson #1: Hire the most qualified staff you can find. Often organizations think that 'techies' who have worked in industry won't be a fit in the community. Look for related community-based experience in their backgrounds, but, hire key staff who are on the cutting edge of technology development, it pays big dividends for the community.

Lesson #2: We had far greater success with short-term, specific trainings than with ongoing programs, especially with the youth and young adults. We originally thought that we could easily recruit and engage a significant number of middle school and high school youth who would participate in an ongoing program that would build their skills in multi-media over time. Curriculum had been built out for a 12-month program that would lead into progressively more complex projects. None of the youth could sustain their interest and participation over time due to a number of issues and opportunities – family responsibilities, work, school, travel, sports, activities, etc. We achieved far greater results when we thought in terms of weeks, not months. We are now applying this learning to the development of the high-tech workforce development modules.

Lesson #3: Plan out all the contingencies in Months 1 and 2 of a comprehensive community initiative – you need to be able to see how small business development, education reform and civic engagement can intersect in real time so that you can maximize the investment of resources and impact on all the strategies simultaneously. For an infusion strategy to be successful, it is best to concentrate early efforts in specific neighborhood blocks surrounding targeted schools or the computer lab and then systematically build out from there in ever widening circles. This approach guarantees a pattern of infusion that can be appropriately supported through training, broadband inclusion strategies and ongoing outreach. We would now approach this strategy by developing computer labs at the schools to keep the basic training in the immediate neighborhood and offer only the intermediate and advanced training, as well as Open Access, at the CDTechLink Center.

Recommendations

Recommendations for Expanding the Project in Region or Scaling Up Statewide

Recommendation #1: As a result of the three year journey in developing the TechREADY infusion model, we feel we have learned enough to save other no-tech/low-tech communities two to three years of development time and cost in laying the foundation for a local 21st century economy. We have modified the model for application in Promise Neighborhoods and are working with Jordan Downs to adapt and further develop specific components for large-scale public housing developments in the City of Los Angeles.

Recommendation #2: Short-term 'gateway' workforce programs such as TechCorps are essential to re-engaging disconnected youth in education and employment training. The availability of small stipends, $500-$600, encourage enrollment and retention of youth to 'graduation.' Youth who have been unsuccessful in the education system receive personalized instruction in small groups and are supported through team projects, building their confidence in what they *can do* instead of what they 'can't do.' We have also developed a specific focus and strategies that provide an appropriate level of support to immigrant integration. The Workforce Investment system should set aside dollars to support these 'gateway' programs as part of the workforce development pipeline.

Recommendations to CETF Regarding Grants Management

Recommendation #1: CETF's quarterly reports and annual site visits were essential to TechREADY's successful achievement of the intended outcomes. The staff was clear that they needed to make progress on a quarterly basis because they needed to provide an update in each report. Yes, the reporting requirements were extensive, but the CETF Program Officer and other CETF staff worked with us in a spirit of cooperation through every aspect of the implementation and in achieving the deliverables. Release of funds was timely and CETF brokered numerous partnerships for CDTech that expanded the effectiveness of the efforts and provided access to critical resources. And, CETF's leadership in developing statewide submissions for the ARRA BTOP funds provided opportunities for funding that we would not have been able to pursue on the own. We wouldn't change anything – this degree of oversight was absolutely necessary for a project of this size and scope.

VI. Grant Agreement Requirements

Purchased Equipment

The project enabled CDTech to build a second computer lab at the CDTechLink Center to support multi-media computer instruction and workforce development. It also allowed us to upgrade the phone system and computers for the staff at the center.

Date	Description	Purpose	Amount	How it will be used.
10/26/07	Konica Minolta Bizhub C263 Printer Copier	Photocopying, printing, scanning of documents.	$ 8,253	Supports staff functions, produces marketing materials, supports user projects.
03/14/08	22 Mac Notebook Computers & Storage Cart	Add capacity to the CDTechLink Center by building out a Mac Lab to support multi-media instruction.	$24,630	The Mac Lab has been used for the TechCorps and mLAB youth training programs – it will be critical to the high-tech prep workforce development training programs as we move forward.
03/13/08	1 Canon Projector, 2 Camcorders, 5 Digital Cameras	Projecting presentations, digital photography, video recording.	$ 2,982	The projector is in constant use for presentations to funders, community groups, team presentations, etc. The students use the digital cameras and camcorders for projects in the multi-media classes and workshops.
05/19/09	Clearcom Telephone System &	Upgrade CDTechLink phone system.	$ 1,855	Provide outreach and information on available programs, provide tech assistance and case management.

	Phones			
06/17/09	6 Stainless Steel Worktables	Create a work space for the Mac Lab.	$ 1,618	Supports multi-media, TechCorps and mLAB instruction.
06/18/09	22 Lab Stools with Backs	Create a work space for the Mac Lab.	$ 1,338	Supports multi-media, TechCorps and mLAB instruction.
09/29/09	Canon Projector & Ceiling Mounts	Projecting presentations in the main computer lab area.	$ 1,187	Supports instruction and team presentations.
01/13/10	Dell 360 Optiplex MiniTower Desktop System	Staff computer.	$ 758	Enables staff to collect and aggregate data, prepare instructional materials, provide technical assistance, outreach and engage community and provide case management.
01/13/10	Dell 1545 Inspiron Notebook Computer	Provides mobile computing capacity.	$ 568	Enables staff to transport their work and make presentations off-site as needed.

CETF of Grant Funds *(If there is a balance of CETF of grant funds please indicate the balance and the agreement reached with CETF as to the disposition of these remaining funds.)*

All of the CETF grants funds were expended as of December 31, 2010.