

McKees Rocks Terrace

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McKees Rocks Terrace is a housing community located in McKees Rocks, PA. It was built in 1949. Currently about 80 families live there. Bruce Jones, along with his company The Community Builders, are aiming to help build a community where “people of all incomes can achieve their full potential”. They are in the process of creating an entirely new housing development by slowly replacing the old one. Upon its completion current residents of McKees Rocks Terrace will move into the new houses. The expected date of completion is approximately 2 and a half years from now.

Situation Description

As it stands now, McKees Rocks Terrace is very isolated from the rest of the community. Fences and one-way streets surrounding the area inadvertently cut off members of the community from interaction with one another. The hope is that through the new housing project, these invisible walls will come down, enabling all members of McKees Rocks to interact.

One of Bruce’s tasks is to establish an after school program for the children of the McKees Rocks Terrace community. This is highly desired for a few reasons. First, due to the isolation of the community there isn’t really much for the children to do when they return home from school. McKees Rocks Terrace sits at the top of a rather steep hill, which prohibits the children from really going anywhere. There are no playgrounds around the area, merely a single basketball court.

Second, the Sto-Rocks school district that most of the McKees Rocks Terrace children attend is ranked the 3rd worst school district in Pennsylvania. Bruce and The Community Builders have great hope for the after school program, in that it will help kids in reading and mathematics so that they might perform better in school. Inclusive in this goal, beyond homework assistance and working on reading skills, the hope is that educational software will be purchased and used in conjunction with the program.

Facilities

The facilities of the intended location for the technical aspect of the program are 2 bedrooms in an unoccupied family-dwelling unit. The unit is situated between Bruce’s office and some other empty family-dwelling units, all within a large, square brick building. The building sits next to the community center within the center of the Terrace.

The 2 bedrooms are relatively small; perhaps only a handful children can be in a room at one time using the machines. However, since the location is subject to change as result of the new construction that will be happening, it is difficult to say where things will be within a month. Hopefully the computers will be moved to a larger building.

Program

The after-school program is in its infancy and has not been launched yet. However, the intended audience of the program will be children between the ages of 9 and 18. Different programs will be formed based on age level for the children who participate. The number of children expected to participate is between 15 and 30 total. Everyday after school (Monday – Friday), from 3:30-7:30, children will be able to attend the program. The computers will be used for educational purposes, as well as game playing during a recreational period of the after school program.

Staff

Currently, the only staff member is Bruce. He has worked at McKees Rocks Terrace for about six months, though he has been with The Community Builders for 7 months. While by no means a guru,

Bruce is comfortable with computers and is in the process of learning more through friends and coworkers.

Bruce intends to hire someone from the McKees Rocks Terrace community to help with curriculum planning of the program and to run it, for he hasn't the time to do it himself. It is within his budget to do this. This individual might need training in terms of how to use the computers and how to help the children use them. As a consultant, I will help Bruce identify what things need to be taught to the new hires in terms of the machines as we progress.

Technical Environment

The current technical environment of McKees Rocks has six Gateway 2000 machines with Pentium 200 processors. They were donated by Youth Places. Each machine has a color HP DeskJet printer and a 56K modem. Also each has 64 megs of memory. With regard to software, the machines have: Microsoft Word, Mavis Beacon typing tutor, a Carmen Sandiego™ geography game, and 2 Middle School software packages that contain math (Geometry, Arithmetic, etc), reading, spelling, geography, and Spanish tutors.

Technology Management

There isn't any technology management as it stands now, since the technology hasn't been used yet. Presumably Bruce and the staff members who assist with the after school program will have that responsibility. This sort of management would concern types of problems that arise in terms of machine use (equipment that doesn't work, software that doesn't work, etc). Technology management is another issue that will be investigated as time goes on and once an actual program is established.

As a consultant, I hope to be able to help Bruce figure out how the machines might best be used in light of the after school program. At this stage, we're not completely certain how this will come about; he's in the process of gathering materials to assist in planning a curriculum.

Analysis of Problems and Opportunities

Currently at McKees Rocks Terrace, Bruce and I have identified two main opportunities that can be explored throughout the consulting process. The first concerns making the computers accessible to the children of the community via having computer time during the after school program. The second involves establishing a database that Bruce can use to help him organize data from community surveys he has collected.

1. After School Program

The primary goals of the program are to help raise the grades of the children of the McKees Rocks Terrace community, build confidence among them, and give them something to do after school lets out that is educational and recreational.

The program will run from 3:30-7:30PM five days a week. Rachel Jones, a member of the community, has been hired to head the program. The three of us worked together to develop a set of activities (with regard to the technical aspect of the program) that will help reach the program's goals.

Our first task was to purchase some educational software. We decided a math and reading tutor would best suit the children's needs, as well as some geography or puzzle games. Our research was very informal; we went to the computer store and purchased software that met the program's software budget (around \$200) that looked like it would meet our goals. As a result, the lab ended up with Princeton Review's Middle School tutor, Carmen Sandiego™, and Kaplan's Middle School Tutor.

The next problem faced was regarding which computers would have which software packages. It was decided early on that having Carmen Sandiego™ on all machines would possibly detract from educational software use. As a result, Rachel decided to install the game on only two machines. Furthermore, both of the educational packages were fairly large (7 CDs each), so we split the software among the 5 remaining machines (each with a mix of math, reading, geography and other applications).

The final issue that arose was with regard to time sharing. Certainly the children would rather use the computer than do their written homework (even if they were using educational software). With this in mind, we constructed a plan for how computer time will fit into the program. We decided to have a type of reward system for computer time. Per each 45 minutes of time spent on doing homework, students can play games on the computers for 15 minutes. Furthermore, there is “computer educational enhancement time”, which allows students to use the educational software on the machine, type up papers or reports, etc.

This is the main opportunity for the three of us – to plan how this computer-enhancement time is best spent. In future weeks, depending on the number of students that enroll, the age of the students, and their individual needs, we will begin to construct more concrete schedules for the program. For example, if a particular student is having lots of problems with math and traditional tutoring isn’t helping, he/she will be given more time on the computer to work with the math educational software we plan to purchase. Rachel is the primary authority on who needs help in which areas the most, since she’ll be working with the children every day. She is quite computer savvy and sharp. This will no doubt be a great opportunity for her to exhibit her talent.

It is generally well documented that educational software can help children do better in school by improving their skills. Hence, we expect that this aspect of the after school program will impact the community in a very positive way. It will also be very beneficial to Bruce and The Community Builders (TCB), because it ties into their mission of helping to build the community. Furthermore, it will be wonderful to make use of the technical environment, as its gone unused for some time.

It is very feasible that we will have the program up and running well within the next few weeks. Rachel is currently working on recruiting the children of the community to sign up for the program and Bruce is making sure all funding issues will be taken care of as soon as possible. As soon as both of those issues are clarified, the center will be opened and the program will begin. From then we will go into a second planning process based on individual students needs, which is also feasible to be examined and implemented within the remaining weeks of the project.

I feel that my skills are well suited to this situation. I can help Bruce and Rachel in many of the technical aspects of their tasks such as setting up software, installing printer cartridges, etc. So far, I feel my best use to Bruce has been answering some questions he’s had about software (where to get it, how much it costs, what types would best suit he needs, etc), about the internet (how one actually connects to it, what an ISP is, how to use an address book for email, etc). I’ve been able to help clarify a number of things for him, which is important when learning.

Bruce has more motivation to do things than anyone I’ve ever known does. He has wonderful dedication to this project and to his job in general, and sees the great benefit that can come from using technology to help strengthen the program. At any point when I doubt the feasibility of something, simply from talking with him my faith is renewed. While he is no Bill Gates, he has an excellent ability to gather the information required to solve a technical problem.

This project is definitely sustainable after I leave. I have immense trust in Rachel’s computing abilities to do any sort of basic trouble-shooting that could arise, and in Bruce’s ability to jump in and find other means of assistance if necessary (He has a wide network of computer-savvy friends). As for the sustainability of the after school program in general, despite possible risks (see next paragraph), I am very confident that it will succeed, and will last for a long time. Almost everyone in the community has been wanting this program to get started for months. Once it gets going, I don’t think anyone would allow it to stop.

It is undoubtedly a potential risk that the center moving (as mentioned previously) could inhibit things for a short period of time. However, given Bruce’s amazing determination to the after school program’s success, as well as his dedication to the community, I can’t imagine that it isn’t something that can’t be overcome. But, it shouldn’t be ignored that there is a potential risk in other factors inhibiting the success of the program. For instance, there are a number of issues with the development process regarding

the residents' relocation. The Community Builders are dedicated to overcoming these sorts of issues, but I fear that it's possible impediment in this project.

2. Survey Report

One of Bruce's tasks is to assemble data he has collected from about 80 different handwritten surveys that were taken by members of the McKees Rocks Terrace community. In the near future (Bruce is not sure when this will be), Housing and Urban Development (HUD) will be requesting the results of these surveys. It would hence be in Bruce's best interest to assimilate all of this data. I suggested he use a database. We explored using Access as a solution to this problem. At this time, Bruce is currently gathering additional information about the kind of data needed for his report. This information will help us shape how we'll build the database. This is a clear opportunity for us to both learn about how to manage data and how to use Microsoft Access.

The assimilation of this data will also be very beneficial to The Community Builders, since they will have all the data stored electronically, and organized in a structured way. They can then respond to HUD's requests, perhaps request future funding, etc. This does not directly impact the community; it is mainly for HUD to gather statistics (which they could later use to help better the community). All of the data collected is confidential, so it won't be released to the community at any point.

This problem is most likely sustainable after I leave; since Bruce will simply need to input the data into the Graphical User Interface (GUI) form we created together, and then print out the data accordingly when he is finished. At our final meeting, Bruce said he and The Community Builders are still in the process of determining what data is actually needed from the surveys, so this project might be delayed for some time.

Work Plan

Task	Person(s) Responsible	Target Date
Hire program instructor	Bruce	Oct 14
Purchase new printer cartridges	Bruce	Oct 14
Purchase software at CompUSA <ul style="list-style-type: none"> • 1 math program, 1 reading tutor, \$30 worth of games, trivia software (jeopardy) 	Laurel/Rachel	Oct 26
Install the software on the 6 machines	Laurel/Rachel	Oct 26
Database research <ul style="list-style-type: none"> • Ask HUD about deadlines • Ask TCB about required content 	Bruce	Oct 26
Program start!	Bruce/Rachel	Oct 28
Observations on computer time: <ul style="list-style-type: none"> • Is it helping the kids? • Are kids more encouraged to learn? • Do they enjoy the ed. software? • Any problems that arise? 	Rachel	Oct 28 – Dec 5
Call Bell Atlantic <ul style="list-style-type: none"> • Pricing information for future • Get phone line installed 	Bruce	Oct 30
Call Stargate <ul style="list-style-type: none"> • Pricing information for future • Get basic dialup service 	Bruce	Oct 30
Connect one computer to internet <ul style="list-style-type: none"> • Show Rachel/Bruce how to do this (for when the lab moves) 	Laurel	(As soon as phone/Stargate service begins)
Database setup <ul style="list-style-type: none"> • Set up basic Access structure 	Bruce/Laurel	Nov 5

Task	Person(s) Responsible	Target Date
<ul style="list-style-type: none"> • GUI forms for inputting records • Explanation on how to use forms • Input bogus data as example 		
Database data entry <ul style="list-style-type: none"> • Enter data into GUI forms 	Bruce ¹	(Depends on HUD deadlines)
Meetings for curriculum revisal <ul style="list-style-type: none"> • Discuss and solve problems with computer time as they arise • If money becomes available, talk about buying more computers and/or software • Talk about good/bad points of the software we have and if it's helping improve math and reading abilities. 	Bruce/Laurel/Rachel	Weekly until Dec. 5

Outcomes and Recommendations

Overall, the project was a great success. Our biggest problem was making the computers accessible to the children of the community in such a way that would be beneficial to them educationally, which we solved to everyone's satisfaction. A second problem/opportunity that arose was the survey report that Bruce was planning on putting in electronic form. Due to time constraints this project was postponed. However, in the recommendations section, there is some help available should Bruce decide to continue on with the project.

Evidence of Increased Capacity – Staff

Over the past few weeks, Bruce's knowledge over a number of domains has increased. Due to his amazing enthusiasm and desire to learn, we were able to solve a number of problems that arose.

One problem that arose often was Bruce's printer. He had inherited both it and his computer from The Community Builders main headquarters. As a result, a variety of printer drivers and printers were on the machine. When he tried to print, he encountered a variety of errors with regard to the quality of output on the document (blurred text, missing text, etc). After a few discussions on the matter, we determined that the problem were the number of old printer settings that resided on his computer. We removed all other printers that were not being used. Throughout this exercise Bruce achieved a basic understanding of printer drivers and how they are used. He also learned to download new drivers off the web from his printer's manufacturer's web site.

A second problem encountered was the lack of educational software on the lab machines. Rachel, Bruce, and I took a trip to a local computer store to remedy this issue. We carefully examined the software that was on the shelf to determined which packages best suited our needs (see "Problems and Opportunities" on pg 3 for more detail). We also learned about which software companies were reputable through store research. This was Bruce's first experience purchasing software, and he seemed to have both enjoyed as well as learned from the experience. In the future, Bruce will be able to purchase software for the children in the lab with a keen eye.

Finally, Rachel and Bruce learned how to install software on the machines. This is very significant, because if in the future there is desire for the lab to have additional software, the two will be able to install software without the help of a consultant.

Evidence of Increased Capacity – Technical Environment

¹ Since the results of the surveys are confidential, Bruce will probably be doing most of the data entry, unless he is able to hire an administrative assistant.

McKees Rocks Terrace acquired new software to be used on the 6 machines. This software includes educational software for mathematics, reading, geography, spelling, and Spanish help, as well as a Carmen Sandiego™ game. It is the hope that children in the after school program will have a more enriched experience with the program given the new software.

Because the lab is scheduled to move soon, Bruce has decided to hold off on the installation of phone lines in the lab. Upon moving and being settled in there is interest in connecting one of the machines to the Internet. At the date of this final report, details regarding phones in the new location are still being worked out. The target date for the after school program to be back up and running is December 6.

Evidence of Sustainability – Staff

Due to Bruce's increased capacity with regard to his understanding of how to use technology to educate children, as well as his amazing enthusiasm for the project, I'd say that McKees Rocks Terrace is in great shape to be sustained over many years to come.

More specifically, Bruce seems very able to learn quickly (as example: the printer driver problem), as well as use resources to their full capabilities to help him solve problems as they arise (see resources section). Furthermore, he has a fervent desire to continue to learn, which is a big contributor to the sustainability of a project of this nature.

However, it is possible that problems will arise that Bruce and Rachel will not be immediately prepared to deal with. Given we've just begun the program, it's difficult to foresee these specifically. Though, one can imagine a number of problems that could arise: Windows might crash and need to be reinstalled, a hard drive's contents might accidentally get deleted, once the computers are on the Internet a virus might accidentally get downloaded, etc. Despite all of these potential problems, Bruce and Rachel are in good shape for knowing what kinds of questions to ask (as seen through the printer problem example) and who to ask (see Resources) when trying to learn how to work through problems as they arise.

Evidence of Sustainability – Technical Environment

The computers are in good shape to be useful for times to come. The students who use them treat them respectfully and intelligently. Given how much the children enjoy using the machines and how much of a treat it is to be allowed to use them, I cannot imagine them ever acting in a malicious way towards them. However, the notion is not foreign to Rachel, and I believe she monitors the children's actions at the computer to both assure that they are using them for educational purposes and to make sure they aren't doing anything malicious.

As mentioned previously, there is desire to connect one computer to the Internet. While this would be a wonderful resource to not only the children but all members of the community, it certainly creates a variety of potential problems which may arise with regarding the sustainability of the lab's success. These include the downloading of viruses, the viewing of questionable material, time-sharing issues, to name a few. Because of this, I recommend Bruce consult other community organizations for advice on how to manage Internet connectivity. (*see Resources – "Other Community Organizations"*).

Recommendations

1. Connect the lab to the Internet

Once the lab has moved to its permanent location, it would be wonderful if some of the computers had Internet access. From our discussions, the best approach to this would be to connect just a few computers to the Internet, and use multiple phone lines to connect them. Bruce has already been in contact with Bell Atlantic and Stargate (a local ISP) on how to begin the process to doing this. (*see Resources - "Getting Hooked Up"*)

To have Internet access, the lab users could have a wide variety of information easily accessible to them. For students writing reports wanting to look up information to contacting other students across the country, this access could be very beneficial to the children of McKees Rocks.

2. Open the lab to other members of the community

One of the goals of The Community Builders is to help find jobs for the members of the community that are unemployed. If the lab reaches a point where it is connected to the Internet, members of the community could come in during the day (while the children are in school) to use the Internet to search for jobs. A variety of other programs similar to this have been started at communities all over Pittsburgh, so there is no shortage of information on how one might go about doing this (*see Resources – “Other Community Organizations”*). This would be a wonderful opportunity for the community members to expand the scope of their job searching.

Even if the lab doesn't acquire Internet access, other members of the community may enjoy using the computers as well to write newsletters, learn to type, learn Spanish, etc. This also ties into The Community Builders' mission of helping to enrich the community.

3. Contact other community organizations for advice

As problems arise, which they are likely to throughout the process, it would be good if Bruce could be in contact with other community organizations that also have similar labs. By forming this relationship, ideas can be bounced around and questions can be asked. This kind of communication will no doubt be invaluable to the continued operation of the lab and the after school program. (*See Resources – “Other Community Organizations”*)

4. Purchase additional educational software

Further down the road, it is rather likely that it might be in the best interest of the lab to purchase additional software. Perhaps one might want additional educational software for older (or younger children). It might also be a good idea to have some creative time in the lab, in that the students could design newsletters or posters. This could help build confidence and could be an interesting learning experience for the children (both of which tie into The Community Builders' mission). (*see Resources– “Software research”*)

5. Hardware Upgrade

If additional software is purchased, it might be a good idea to consider upgrading the hardware in the lab. Certainly much of this depends on funding concerns, but it still might be a good idea to get more memory (RAM) for the lab so the computers run a bit faster, and perhaps larger hard disks to store more data. Though I wouldn't worry too much about this; I'd only recommend it if things seem *very* slow on the machines, or if the hard drive fills up. (*see Resources – “Upgrading”*)

As an alternative, the lab could create a policy for deleting old student files (any files created after a certain date, for instance) or consider backing up files on floppy disks, which are relatively inexpensive to purchase from a local computer store.

6. Funding

If Bruce does decide to pursue purchasing new software or upgrade the hardware, he may need additional funding. As a result, I have included in the Resources section information on places to look for funding. (*see Resources – “Funding”*).

However, as an alternative should funds not be available, I recommend that Bruce contact Goodwill Industries to inquire about whether it's possible to have computers or software donated. (*see Resources – “Computer Donation”*).

Resources

Without a doubt, Bruce's best resource is the sheer number of people he knows willing to provide him help. He knows a number of people at Carnegie Mellon who are technically inclined, has other friends with a variety of technical backgrounds, etc. Furthermore, on a business level, The Community Builders has people employed who have much technical experience who Bruce can ask when issues arise. Beyond that, though, there are a number of resources that will no doubt be useful to Rachel and Bruce to consult as needed.

1. Software Research

It is likely that in the future new software will be purchased to the computers. As a result, I recommend Bruce and Rachel look at the following magazines for software reviews which can be found at the newsstand or at a local library: *PC Multimedia and Entertainment Magazine*, *Wired*, and *PC Magazine*.

On the web, Bruce can consult <http://www.superkids.com/> which is a terrific site that provides educational software review for all ages of children and has search engine where one can search for reviews of particular software titles.

Also, <http://www.techlearning.com/> could be useful to both provide similar information of reviews, as well as a variety of ideas on how to run an educational computing lab.

2. “Getting Hooked Up”

For quite some time Bruce and I have been discussing various options available to him with regard to hooking the lab up to the Internet. As a result, the following information might be useful to him and his colleagues as they consider the benefits and risks when beginning this process.

The most basic option that is available to the lab is connecting just one computer to the Internet via a phone line and an Internet Service Provider (ISP) like Stargate. An ISP allows one to dial in to their computer and establish an internet connection via a modem. This is also the least expensive option (the cost of the phone line plus a monthly charge of about \$10). To go about doing this, I recommend Bruce call **(412)316-STAR** and ask for more details with regard to cost of installation and service, how to get technical support if needed, etc. Furthermore, he can go to their web page at <http://www.stargate.net/services/> for more information on their ISP service.

A second option, which is more costly, is connecting all the computers in the lab to the Internet. One way to do this is to connect each computer, via modem, to the Internet via an ISP. This involves the purchase of additional phone lines, and possibly alerting their ISP to the increase in computers (they may charge more as a result). This option may be costly (6 phone lines a month could be on the order of \$80), but it fairly uncomplicated with regard to technical knowledge.

The second way to go about doing this is to network all of the computers together, and then purchase DSL (digital subscriber line) service. This would provide a constant connection to the Internet with no need for multiple phone lines. However, the monthly cost of this can vary anywhere between \$50 - \$200 depending on a variety of things such as the total number of computers, whether Bruce can get a community organization discount, etc. (Again, contact either Stargate or Bell Atlantic at **1-800-422-3555**. In addition to purchasing this service, the lab’s computers would also need to be connected together in a local area network (LAN). This is a very complicated and potentially expensive process. However, it is certainly not unfeasible. If this route is taken, I’d recommend Bruce look at [Networking for Dummies](#). (Note: This is by no means insinuating that Bruce is unintelligent in any way. shape, or form! These books are very common among the technical community as being very straightforward and easy to follow when taking on a complex task such as networking).

As a consultant, I’d recommend the first option (one computer, one phone line connected) as the best for this time. The cost is low, the amount of technical support needed is minimal (one doesn’t need to know anything about computer networking), the risks are lower (i.e., a virus damaging one computer instead of all 6), and one only needs to monitor one machine for “questionable activity” (looking at over-18 sites, for instance). As time progresses and the after school program is better established, both with how Rachel feels about the children and the number of students in the program, Bruce might want to begin to explore the other options I described. When doing this, it would no doubt be beneficial to consult other local organizations who have internet connectivity in their labs. (See “Other Community Organizations”).

3. Upgrading

PC Upgrade and Repair Bible published by Barry Press

is an excellent resource to consult when trying to figure out how to upgrade one's machine. It contains everything from storage (hard drive) and memory upgrades to printers. It's been called the "Swiss army knife" of computer books due to the vast amount of detail and information it provides. It's written in such a way that any level of computer user could appreciate and follow.

<http://www.pcguides.com>

PC Guide is a great site that presents information in a very clear and easy to understand way. It has information on how to help troubleshoot your PC when things go wrong, good tips for how to take care of your system, and a rich technical resource guide.

4. Funding

The Three Rivers Community Fund is a local non-profit organization that is dedicated to helping better communities. They provide small funds to qualified community organizations as well as free classes on how to write grant proposals. Members of the McKees Rocks community and The Community Builders might think of contacting this organization for additional funds for various projects.

100 N. Braddock Ave, Suite 207

Pittsburgh, PA 15208

Ph: (412)243-9250

Web: <http://trfn.clpgh.org/trcf/grantap.html>

The US Department of Education's Technology Innovation Challenge offers grants for community organizations that are interested in using technology to help education. As of last year, most of the grants were awarded to school districts, but it is possible (and probably worthwhile) for smaller organizations to try for the grant. I encourage The Community Builders to contact the department of education and inquire about this grant (as well as others they might offer).

555 New Jersey Ave, NW, Room 522

Washington, DC. 20208-5544

Ph: (202)208-3882

Email: ito_staff1@ed.gov

Web: <http://www.ed.gov/>

5. Other Community Organizations

The Northside Institutional Children Youth Ministry is a local organization that provides activities for around eighty young people, ages 4 to 18. Within their organization, they have a computer lab for the children, and might be worth consulting in terms of management of the technical environment and to send questions about sustainability of a long period of time.

Contact: Sharon Gans

1200 California Ave., Pittsburgh PA 15212

Ph: 412-363-2084

The East End Cooperative Ministry is another community organization that has variety of programs for children and adults that utilize technology. Also, they set up a web page for their organization, and might be willing to provide information on how they did that. Their web page is located at

<http://www.usaor.net/users/eecm/>

Contact: Brad Yoder

250 North Highland Avenue, Pittsburgh, PA 15206

Ph: 412-361-5549

Email: eastend@ctcnet.org

The **Creative Technology Center** at the Carnegie Science Center could be a great place to contact if one is looking for ideas for the program's future plans (how McKees Rocks' technology center might be used more creatively).

Contact: Maggie Henry
Creative Technology Center, Carnegie Science Center
Pittsburgh, PA 15212-5850
Ph: (412)237-3400
Email: henrym@clpgh.org

Three Rivers Free-Net is a site that provides free website hosting services for local non-profit organizations. By going to their site, one can see a huge list (around 900) of local non-profit organizations that might be useful to contact. <http://trfn.clpgh.org/organiations/>

The Community Technology Centers' Network (CTCNet) is a wonderful site that provides much information on community organizations all over the country that utilize technology centers. It is similar to Three Rivers Free-Net in its listing of organizations, but provides a more geographically diverse group of organizations, and all are specific to technology centers. The PA listing is located here:

<http://www2.ctcnet.org/ctc.asp?co=&setting=&st=PA>

6. Computer Donation

If a large grant doesn't come through, a nice alternative is to look around at **Goodwill Industries' Computer Recycling Center**. They often have older computers that are still in working condition at reasonable prices. Also, a community organization such as McKees Rocks Terrace might be able to have computer donated to them, or receive a sizeable discount.

Contact: Lisa Campbell, Coordinator
Goodwill Computer Recycling Center, 2600 East Carson St., Pittsburgh, PA 15201
Ph: (412)481-9049
Email: crc@goodwillputt.org
Web: <http://www.goodwillpit.org/crc/crc.htm>