SMART COMMUNITIES EVALUATION:

Civic 2.0 Participant Surveys and Interviews with Partner Organizations

With assistance from Lauren Bowman, University of Illinois at Chicago

Evaluation supported by the John D. and Catherine T. MacArthur Foundation, with additional assistance from the Institute for Policy and Civic Engagement, University of Illinois at Chicago

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SMART COMMUNITIES EVALUATION: CIVIC 2.0 SURVEYS AND INTERVIEWS WITH PARTNER ORGANIZATIONS

The Smart Communities program aims to create a culture of "digital excellence" or technology use in nine low- and moderate-income neighborhoods in Chicago. From 2010-2012, the program was funded by a $7 million Sustainable Broadband Adoption grant to the City of Chicago from the federal Broadband Technology Opportunities Program, and was administered by a partnership of community-based organizations led by the Chicago Local Initiatives Support Corporation. One assumption of the Smart Communities program was that community organizations that understand and demonstrate the relevance of technology for residents and neighborhood revitalization will contribute to this culture and the sustainability of Internet use in the neighborhoods. Neighborhood groups, in this view, play an important role in reaching out to residents, encouraging networks of use, creating content, and demonstrating the potential of the Internet. Additionally, the Smart Communities program aimed to harness the information and communication capabilities of the Internet for the benefit of community organizations and neighborhoods.

To promote the role of community-based organizations, the Smart Communities offered a distinctive Civic 2.0 training program on use of the Internet for block clubs, school groups, nonprofits, and other community-based organizations. In contrast with other BTOP training programs, Civic 2.0 addressed knowledge of Internet resources for neighborhood groups. Additionally, through collaboration between the partner organizations delivering the Smart Communities programs, the intent was to create a capacity for leadership around technology issues within the community.

The five lead agencies and their neighborhoods are: Bickerdike Redevelopment Corporation (BRC) in Humboldt Park; Greater Auburn-Gresham Development Corporation (GAGDC) in Auburn Gresham; Southwest Organizing Project (SWOP) in Chicago Lawn; Teamwork Englewood in Englewood; and The Resurrection Project (TRP) in Pilsen.

This report has two parts, both of which examine the Smart Communities efforts to integrate information technology use into community-building. Part I provides data on a follow-up survey of participants in the Civic 2.0 training program, which contained three modules: civic engagement and accessing government websites; online research basics; and social networking for community organizing. The classes were taught by Tech Organizers who were employed by the lead agencies, and they often included group projects such as the creation of websites or social media pages. Part II discusses the extent to which the lead agencies and key partner organizations have experienced changes in their technical capacity and views on technology in their communities, and is based on a comparison of interviews conducted in 2010 and 2012-13. The interviews are supplemented with data on neighborhood organizations and businesses listed on the 5 community portals.

Surveys with individuals who took Civic 2.0 courses were conducted in English and Spanish to evaluate the effectiveness of the program. The survey was conducted via telephone with participants who filled out consent forms indicating that they were willing to be contacted by the University of Illinois at Chicago's Survey Research Lab (SRL). The response rate for the telephone survey was 58% with 231 individuals completing the telephone survey. Because it is not a random sample, some caution is needed in generalizing to all of the Civic 2.0 participants. The survey results are consistent, however, with preliminary data in the formative evaluation showing that the neighborhood leaders in Civic 2.0 were somewhat more experienced online than participants in the Smart Communities Everyday Digital training..

Response rates were not even across neighborhoods, but weighting by neighborhood (as in the FamilyNet report) did not produce significantly different results, so the data reported here is unweighted. The proportions of participants trained by different lead agencies are as follows: Bickerdike (26%), The Resurrection Project (29%), Greater Auburn-Gresham Development Corp (24%), Southwest Organizing Project (9%) and Teamwork Englewood (12%). Below are key findings from the survey and interviews.

Civic 2.0 Participant and Course Characteristics

The courses were intended to assist neighborhood organizations, so questions were asked about participant involvement with community groups, group projects, and attitudes about the neighborhood.

- **Work with a neighborhood group**: Approximately 3 out of 4 participants – 76% -took the Civic 2.0 classes as part of a neighborhood organization. This varied from a high of 96% at The Resurrection Project to a low of 61% at the Greater Auburn Gresham Development Corporation (GAGDC).
- **Worked on a project together**: 20% of respondents worked on a group project as part of their classes. This varied from 26% for The Resurrection Project in Pilsen to 12% for the Southwest Organizing Project (SWOP) in Chicago Lawn.
- **Neighborhood attachment and efficacy:** Respondents also reported attitudes consistent with individuals who are active in their communities. Most (86%) believed they could make a great deal of difference in making their neighborhood a better place to live – at much higher rates than national surveys with similar measures of self-efficacy. Three out of four also reported being somewhat or very attached to the neighborhood in which they live.

Internet Use and Skills

How did Civic 2.0 respondents compare to other Smart Communities participants, such as the trainees in the Everyday Digital courses at the FamilyNet Centers? Were the community leaders who participated in Civic 2.0 more likely to be using the Internet on a regular basis? What kind of general skills did they have? Across questions, it is clear that Civic 2.0 participants are more likely to be regular Internet users and to have fundamental skills, but the differences are fairly modest. For use of social networks and websites, there is little difference.

- **Internet use:** More than 50% reported using the Internet at least once a day. Fewer than 10% reported never using the Internet in the past 30 days. Around half are regular Internet users, who go online daily. This is slightly higher than the 43% of Everyday Digital respondents who said they used the Internet at least daily during the past 30 days.
- **Home Internet access**: Over 80% of respondents reported using the Internet from home during the past 30 days, compared to 69% of Everyday Digital participants. .
- **Using mouse:** For this simple task, 70% of respondents said they did this very well, compared to 60% in Everyday Digital classes.
- **Finding information online:** Around 50% of respondents reported that they can do this very well. For Everyday Digital trainees, 43% said they could do this very well after the classes. This skill is needed to navigate the websites and perform the tasks required in Civic 2.0, which introduced specific sites for researching policy issues online. Overall, most participants – over 80% - felt they could find information online at least somewhat well after the classes.
- **Using social networks:** This was addressed in the Civic 2.0 classes, and 34% of respondents said they could use these very well, while at least 2/3reported using these at least somewhat well. The Everyday Digital trainees reported slightly lower levels of confidence using social networks after classes, with only 29% saying they could use them very well.
- **Creating a website:** Respondents had the least amount of confidence in their skill level for creating a website, with only 11% feeling that they can do this very well, in comparison with 7% of Everyday Digital trainees. Group projects sometimes included building a website, and approximately 28% of Civic 2.0 respondents said that they could do this at least somewhat well. This is similar to what was reported by Everyday Digital trainees, with small differences between the two groups in this regard.

Outcomes – Activities Online

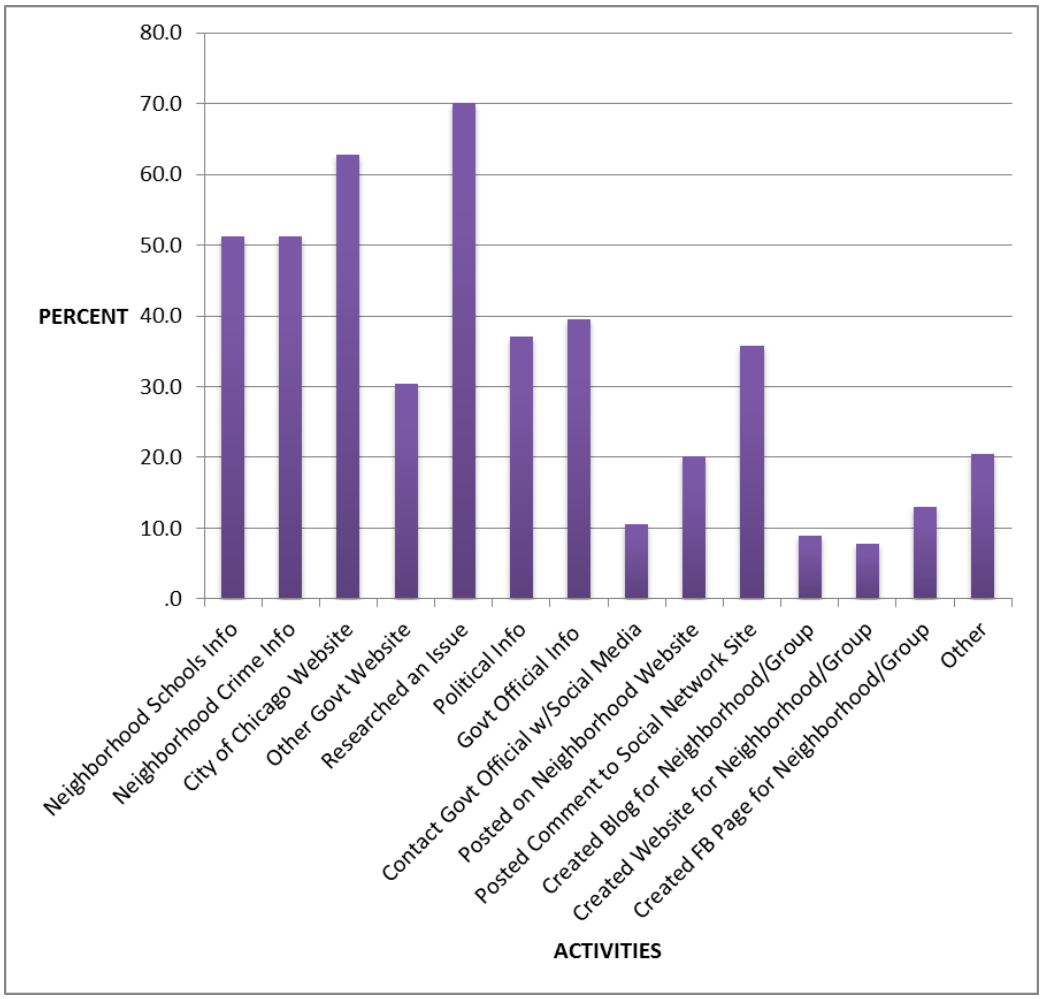
- **Neighborhood portal usage**: Neighborhood portals were established by the each of the Smart Communities lead agencies, and were regarded by lead agencies as an important

benefit of the program for neighborhood residents (Mossberger, 2012). Neighborhood portal usage was hardly universal, however, for graduates of the Civic 2.0 classes, who might be expected to be among likely users. After the class, 45% of respondents (just under half) used a neighborhood portal in one of the Smart Communities. This was highest among respondents from The Resurrection Project (63%) and lowest among respondents from SWOP (18%).

- **Chicago portal usage**: Another resource introduced in the classes was the Chicago open data portal. Use of Chicago's open data portal was somewhat lower than the neighborhood portals, at 37% overall. GAGDC respondents reported the highest rates of City of Chicago portal usage (48%) while the lowest rates were again for SWOP (24%).

Figure 1 (below) summarizes the range of activities reported by Civic 2.0 survey respondents.

Figure 1: Since You Finished Your Civic 2.0 Class, What Activities Have You Done on The Internet?



The figure above shows variation in activities overall, with research on an issue the most common activity at 70% and website creation the least common, at 8%. For information search, the most popular topics were neighborhood schools, crime, and the City of Chicago website, at over 50% of respondents. There were three general types of online activities measured in the survey: information search; posting, commenting, and contacting; and content creation (blogs, websites, social media pages). Variation by neighborhood is discussed below.

Online information search by community: While there was variation across neighborhoods, the patterns for information search were generally comparable across communities, with greater differences for the other categories of activities online.

Posting, commenting or contacting online by community. The rates for these activities were generally lower than the rates for information search.

- **Posting a comment on a blog, social network, or website**: Across all centers, this was the most likely activity for posting or contacting. The center with the largest percentage of individuals who did this activity was Teamwork Englewood (63%) while the lowest level of this activity was reported by SWOP (14%).
- **Posting information or photos to a neighborhood or group website**: This was the next most likely activity, with a range from 41 % for Teamwork Englewood to 5 % for SWOP.
- **Contacting a government official by email or social networking**: This was less common than posting, with a range from 28 % at Teamwork Englewood to 3% at the Resurrection Project.

Creation of blogs, social media sites, and websites by community. The most frequently reported action in this category was creating a Facebook page, across the neighborhoods. There was not a single respondent from SWOP who reported any of these activities. Teamwork Englewood had the highest percentage of respondents who did all three activities, with 31% reporting creating a Facebook page after the class, 19% reporting creating a website and 24% who created a blog for the neighborhood or a group.

For information search, respondents from different neighborhoods had roughly similar patterns of activity online after the classes. For interactive tasks or content creation, there was more divergence across communities. Respondents who worked with Teamwork Englewood were most likely to report these activities, and respondents who had attended the SWOP classes were least likely to be engaged in these online afterward.

Communication Networks for Civic 2.0

Because participants were introduced to new information sources and to the use of blogs and social media, the survey included questions about whether the courses changed the way they interacted with others within their neighborhoods and beyond.

- **Interaction with more people on neighborhood issues**: 50% of respondents reported interacting with more people online on neighborhood issues after the class.
- **More frequent interactions on neighborhood issues**: Additionally, 44% of individuals reported more frequent online interactions on neighborhood issues after the Civic 2.0 training.
- **More online interactions at the national level**: 45% said that after the classes they interacted more online nationally on issues of concern in their neighborhoods.
- **Interactions about neighborhood issues by community:** The Resurrection Project had the highest rates of increased interactions about neighborhood issues, with 64% reporting that they interacted with more people and 59% reporting that they interacted more frequently. SWOP had the lowest rates, with 24% of respondents reporting they interacted more frequently or with more people on neighborhood issues.
- **Interaction at national level**: Teamwork Englewood had the highest reports of increased national interactions (57%), closely followed by The Resurrection Project (56%). The lowest increase in national interactions was reported by Bickerdike in Humboldt Park (32%)

Satisfaction with Civic 2.0 Courses

- **Helpfulness of course for multiple outcomes:** Respondents to the survey found the Civic 2.0 classes to be very helpful across the board: for finding information on crime, their neighborhoods, government websites, issues of interest, and social networking tools. Ratings of course helpfulness were fairly consistent across content areas with fewer than 10% of respondents rating the courses as slightly helpful or not at all helpful.
- **Average overall satisfaction rating with Civic 2.0 classes by community:** While satisfaction with the classes was generally high, the lowest average levels of satisfaction were reported at SWOP (1.95 with 1 as the highest possible score) and the highest levels of satisfaction at were given for Teamwork Englewood (1.47). Satisfaction with instructors and course materials were related to higher ratings for the classes, but engagement in group projects was not.

Interviews with Partner Organizations

Section II of this report discusses interviews with the lead agencies and other partner organizations involved in the delivery of the Smart Communities program. Because one of the goals of the effort was to create the capacity for leadership on information technology use in the community, we compared responses to interviews in 2010 and 2012-13. The results showed that while these community-based organizations were motivated to help their communities compete on a level playing field, that the organizations often did not use technology extensively themselves initially, and sometimes expressed a lack of comfort with IT and even some ambivalence about its role.

The follow-up interviews demonstrated that these same organizations now use technology in a variety of ways. There has been an increase in technology planning, staffing, training, and budgeting in these organizations; and many changes were not directly supported by the Smart Communities efforts, but a result of learning more about the potential of technology through the program. There is a desire to continue the Civic 2.0 and Everyday Digital training, address the problem of affordability, and to integrate technology into a variety of community programs, especially for schools, parents, and youth. Resources, however, are a challenge now that the federal funding has ended.

Organizations on Neighborhood Portals

Often mentioned in the interviews as a continued source of information after the end of the grant were the neighborhood portals that have been created for each of the five lead agency communities. Slightly under half of the Civic 2.0 participants reported using the portal afterward, so this does seem to be a resource for some of the community groups. The portals contain a directory of neighborhood organizations, both businesses and nonprofit organizations. Listings on the portal are one measure of outreach and connections with other organizations for the Smart Communities program. Comparing the five portals, Auburn Gresham and Pilsen had the most organizations listed, with over 300 entries (nearly 200 of them businesses). Humboldt Park had over 200 organizations listed, most of which were nonprofit organizations. All five neighborhoods had around 150 or more organizations listed.

Conclusion

The Civic 2.0 classes have a unique goal in the BTOP program, addressing the information and communication needs of neighborhood organizations. The data collected for this assessment shows they predominantly involved participants who were involved in

neighborhood groups, as intended. In addition to the majority who joined as part of a group, respondents reported high levels of neighborhood attachment and self-efficacy in regard to their ability to improve the neighborhood. Participants had somewhat higher rates of home Internet access and self-reported skills than the FamilyNet respondents, consistent with a course that assumed some level of prior Internet use and an audience of community leaders.

Access to information was the most important outcome reported by respondents. Seven in ten had researched policy issues since taking the courses, and over 50% had accessed other types of information online, including data on crime, schools, and information from the City of Chicago website. Approximately half of the respondents – 45% – said they used the neighborhood portals after the classes. Fewer respondents engaged in contacting, posting or commenting, and a small minority (under 10%) created websites, blogs or Facebook pages after the class. Only 20% of respondents had worked on projects as part of their courses, and the results for information search are consistent with the modules, which helped respondents to find information relevant to their neighborhoods online. Nearly half of the participants said their neighborhood and national interactions on community issues increased after the classes.

The Civic 2.0 classes made new resources available to neighborhood organizations for information search and communications, with 817 individuals who attended the training. The Smart Communities partners demonstrate an increased awareness and use of technology within their organizations and in their activities in the community after their experiences with implementing the program. They express changes in attitude, with more positive impressions of the potential for technology for building communities, even in low-income neighborhoods where not everyone is online. These are steps intended to build a culture of technology use in the target neighborhoods, and there is a clear desire among the partner organizations to build on the foundation of the Smart Communities program in the future.

COMMUNITY ORGANIZATIONS AND A CULTURE OF TECHNOLOGY USE

The Smart Communities program aims to create a culture of "digital excellence" or technology use in nine low- and moderate-income neighborhoods in Chicago (Smart Communities 2009), and was funded by a $7 million Sustainable Broadband Adoption grant from the federal Broadband Technology Opportunities Program (BTOP). The Smart Communities training programs began in November, 2010 and federal funding for the bulk of programming ended December 31, 2012 – with the exception of a small set of funds made available to deliver a youth employment program in the Summer of 2013.

As part of an evaluation funded by the John D. and Catherine T. MacArthur Foundation, this report examines 1) outcomes for participants in the Civic 2.0 training and 2) changes in the capacity and perceptions of key partner organizations that collaborated to deliver programs.[i] The Civic 2.0 classes discussed in Part I of this report represent a distinctive approach for technology training programs, because they are intended to reach residents who are active in their community organizations, and to demonstrate ways that they can locate information and services for their neighborhoods.

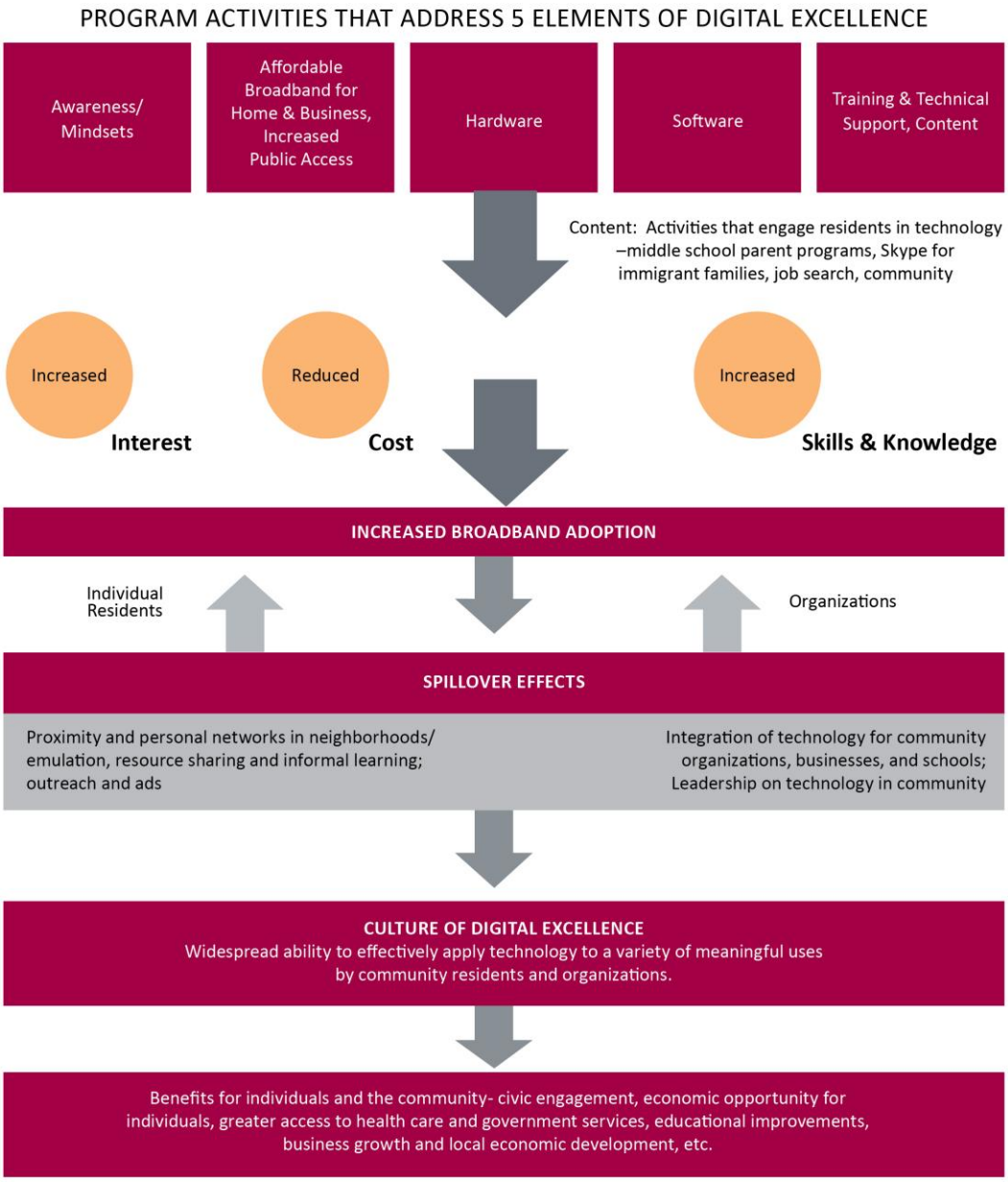
Two companion reports address other aspects of the Smart Communities: outcomes for participants in the Everyday Digital training at the FamilyNet Centers, and results comparing neighborhood-level change in the Smart Communities to other Chicago neighborhoods.

The Smart Communities program is embedded within a larger effort, the New Communities Program (NCP), a comprehensive community-building initiative in 16 low- and moderate-income Chicago community areas.[ii] The five Smart Communities neighborhoods and lead agencies pilot tested approaches to digital inclusion that are in some cases now being replicated in other Chicago neighborhoods.

The "theory of change" is that residents, businesses and community organizations will achieve "digital excellence" through awareness of broadband technologies, affordable access, appropriate and affordable hardware and software, training, and content that is relevant for their needs. Creating a culture of technology use is encouraged by expanding uses of technology in the communities along with social networks of informal sharing and learning. The assumption is that community organizations that understand and demonstrate the relevance of technology for residents and neighborhood revitalization will contribute to this culture and the sustainability of Internet use in the neighborhoods (Smart Communities 2010, interviews). Neighborhood groups, in this view, play an important role in reaching out to residents, encouraging networks of use, creating content, and demonstrating the potential of the Internet.

To promote the role of community-based organizations, the Smart Communities have involved a number of key partners in each of the five neighborhoods, and have

Figure 1 - Theory of Change for Smart Communities



offered a Civic 2.0 training program for block clubs, school groups, nonprofits, and other community-based organizations. Through collaboration between partner organizations and the

training of community groups and volunteers, the intent is to create a capacity for leadership around technology issues within the community (see Mossberger, 2012).

Toward the goal of creating a culture of technology use in the community, the Civic 2.0 classes fit within the context of a number of outreach and training activities in the Smart Communities. This includes Everyday Digital training in basic Internet skills at the FamilyNet Centers, youth programs for digital media and summer jobs, advertising on buses and bus shelters, outreach by Tech Organizers, and programs for small businesses.

Prior research lends some support to the idea that resource sharing, informal learning, and spillover effects encouraging technology use occur in neighborhoods (Goolsbee and Klenow 2002, Ward 2012). A comparison of the Smart Communities neighborhoods with other Chicago community areas in fact showed significantly higher increases in Internet use, broadband adoption at home, and several activities online compared with other Chicago community areas between 2008 and 2013 (Mossberger, Tolbert, and Anderson 2014). Controlling for demographic differences and rates of population change over this period, the Smart Communities exceeded the increases in other similar communities. While one of the challenges in evaluation research is that it is difficult to attribute with certainty a specific program as the cause of complex neighborhood-level changes, the size of the difference is well beyond what would occur by chance, and other plausible explanations like gentrification can be ruled out.

This report evaluates the Smart Communities efforts to increase Internet use for community organizations. Part I discusses the Civic 2.0 program and the results of follow-up surveys administered to participants. Survey respondents were contacted after the funding for the Civic 2.0 program had ended in December 2012, and in many cases this was months after they had taken the classes. Part II contains the results of interviews with key partner organizations that were involved in implementing the Smart Communities program. This is based on an analysis of baseline interviews with the lead agencies and other key partners at the inception of the program in 2010, and comparison with follow-up interviews conducted in 2013. The interviews are used to assess changes in the capacity for community leadership on technology issues, and also any perceived changes in the community after the Smart Communities program.

How The Smart Communities Are Organized

The structure of the Smart Communities program seeks to strike a balance between grass-roots initiative and more centralized accountability and program support.[iii]

At the neighborhood level, coordination of the Smart Communities program is achieved through a lead agency in each of the five community areas that is responsible for program

implementation. Within the five Smart Communities, other partner organizations deliver many of the services, housing the FamilyNet Centers or Business Resource Networks, for example (see Appendix A for a list of program partners involved in implementation). But, the lead agency is responsible for implementation and has a Smart Manager that coordinates the efforts across the various programs located in the neighborhood.

The key staff for the program within the neighborhoods consists of the following:

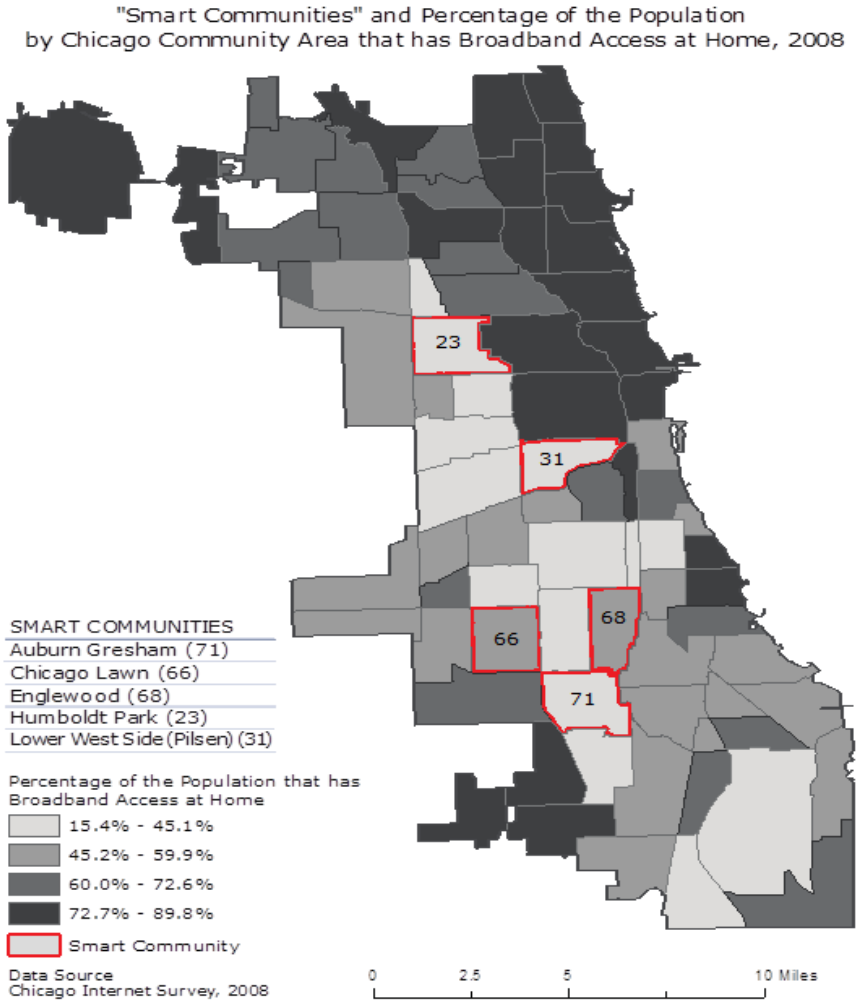
- Four Smart Managers who coordinate the various programs for the community area or project area. Five Tech Organizers, one FTE for each of the five community areas; the Tech Organizer does outreach for the Smart Communities and teaches the Civic 2.0 curriculum for community organizations.
- Six FamilyNet Center Managers, one FTE for each of the FamilyNet Centers.
- Four part-time Business Resource Network Managers, funded at $12,500 plus fringes for each of the 4 networks.
- Five part-time Portal Managers (10 hours per week), one for each of the community area portals.

The Local Initiatives Support Corporation (LISC) Chicago office is responsible for citywide administration, coordination, training, and technical assistance, working with the lead agencies and partner organizations. While each of the three project areas has its own plan, there is also a master plan and common curricula for the training programs. The project is a blend of decentralized, neighborhood implementation along with some centralized coordination and common models. The next section explores common trends as well as differences across neighborhoods.

Neighborhood Contexts

Figure 3 below shows the location of the community areas for the lead agencies and other implementing organizations involved in the Smart Communities program.[iv]

Figure 3: Smart Communities



Source: Mossberger, Tolbert and Franko 2012, Figure 9.1

There are differences in demographics and broadband adoption rates in the 9 neighborhoods that were served by the Smart Communities (including neighborhoods adjacent to the lead agency community areas). As shown on the left in Table 1, the populations of Auburn Gresham and Englewood are almost entirely African-American, and Pilsen is predominantly Latino, while other neighborhoods are more diverse. Poverty rates vary across neighborhoods with more than 43% below the poverty line in Englewood, although most target communities exceed the city average. (The exception are the 3 neighborhoods adjacent to Chicago Lawn and considered part of the service area by the lead agency there: West Lawn, Gage Park, and West Elsdon). High school graduation rates are lowest in Pilsen and Gage Park (at 56% and 51%

respectively) and are highest in Auburn Gresham and Englewood, with around three of four residents having a high school diploma.

Shown in Table 2 below, in the 2008 Chicago survey (Mossberger, Tolbert, and Franko 2012), West Englewood, Auburn Gresham and Pilsen were estimated to have the lowest rates of home broadband use before the Smart Communities program began, below 40% of the population. Only West Elsdon is similar to the average rate of broadband adoption citywide.

Table 1. Smart Communities Demographics at Program Inception, 2005-2009

	Demographic Characteristics (%)				
CCA	**Black**	**Latino**	**Asian**	**Poor**	**High School Grad**
Humboldt Park	43	53	0	34	63
Pilsen	3	82	1	30	56
Englewood	99	0	0	43	73
West Englewood	97	2	0	40	69
Auburn Gresham	99	1	0	27	78
Chicago Lawn	56	37	1	27	68
West Lawn	4	73	0	17	66
Gage Park	6	86	0	19	51
West Elsdon	2	75	1	12	62
City Avg.	34	27	5	20	79

Source: U.S. Bureau of the Census, American Community Survey 5 Year Estimates, 2005-2009.

Table 2. Broadband Adoption at Home, Smart Communities Estimates, 2008

Community	2008
City Average	*61*
Humboldt Park	0.43
Lower West Side/Pilsen	0.39
Englewood	0.56
West Englewood	0.35
Auburn Gresham	0.38
Chicago Lawn	0.51
West Lawn	0.56
Gage Park	0.38
West Elsdon	0.62

NOTE: Estimates are based on multilevel statistical models and random Chicago residents conducted in 2008 and 2013. The statistical models adjust for small survey sample sizes within Chicago Community Areas. These numbers can be read like percentages, but are probability estimates based on statistical models.

Part I - Civic 2.0 Classes

According to the Local Initiatives Support Corporation (LISC), 817 individuals have taken the Civic 2.0 courses. The organizations responsible for the Civic 2.0 classes were: Bickerdike Development Corporation (Humboldt Park); Greater Auburn-Gresham Development Corporation (Auburn Gresham); Southwest Organizing Project (Chicago Lawn); Teamwork Englewood (Englewood); and The Resurrection Project (Pilsen). Civic 2.0 classes were taught in each of the five community areas by a Tech Organizer who also had responsibility for doing outreach in the community for all of the Smart Communities programs. Classes were taught at the FamilyNet Centers and also at other locations in the community. While strategies for outreach differed, most of the communities sought out trainees from school groups, block clubs, churches, and other nonprofits. In Chicago Lawn, the Tech Organizer chose four of the strongest local school organizations and focused on training parents active in the school groups for Civic 2.0. In Auburn Gresham, Civic 2.0 training included participants who ran employment programs.

Englewood involved food pantry volunteers and helped food pantries to go online to enroll recipients for SNAP benefits (food stamps).

The Civic 2.0 classes were developed by Blue Ocean Logic Group with community and LISC input, and consisted of three modules. One unit concentrated on access to government services online and contacting officials, another focused on researching issues online, while the last one focused on using social networks for community organizing. Each of the five Tech Organizers at the lead agencies had 125 netbook computers to distribute among participants who completed the Civic 2.0 modules. These were distributed on a first-come, first-served basis, as there were more eligible participants than netbook incentives.

Table 3: Civic 2.0 Logic Model

Inputs	Activities	Outputs	Outcomes
• Tech Organizer (1 FTE per Lead Agency) • 12 Computers and Internet connections per center at FamilyNet Ctrs.	• Outreach in the community • Training • Projects with community groups	• 817 individual participants • 5,015 instances of training • 625 netbooks distributed	• Internet skills • Use of the Internet for information and content creation for neighborhood groups after classes

Although there was a common curriculum, the classes were taught in different ways across communities, according to interviews. Some Tech Organizers used the class to do group projects such as a basic website or Facebook page. In other cases, organizations wanted to learn more about video or how to set up a blog. Questions in the follow-up survey ask about collaboration on common projects, as well as about online research and use of e-government, neighborhood portals, and other resources introduced in the classes.

Methods: Civic 2.0 Survey

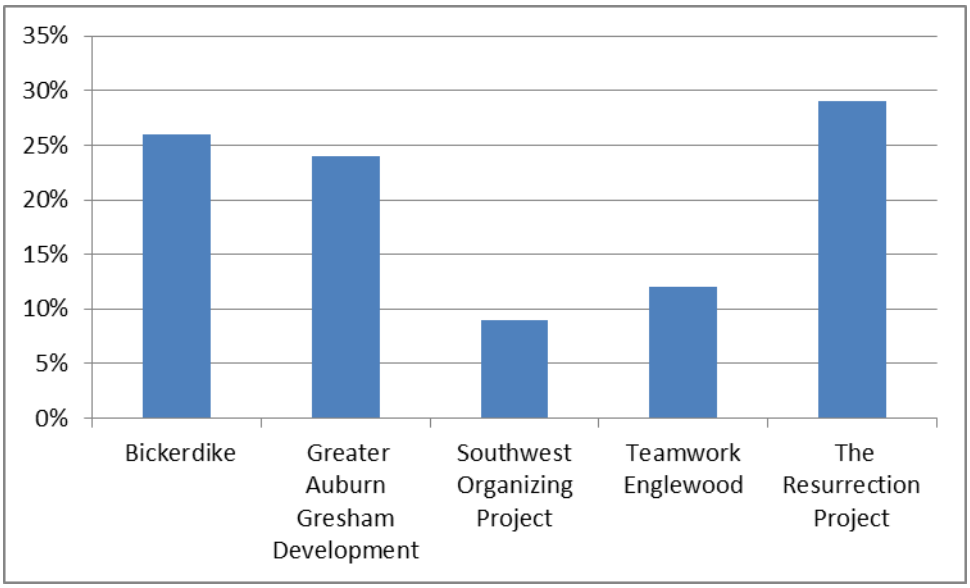
Surveys with individuals who took Civic 2.0 courses were conducted in English and Spanish to evaluate the effectiveness of the program. Respondents were asked if they were willing to be contacted for a follow-up survey after Civic 2.0. Since Civic 2.0 participants had all had some Internet experience or training other than this class, initial data collection was

conducted via online survey in October and November 2012. A very low response of only twenty completed interviews, however, demonstrated that this was not the optimal contact method. Subsequent interviews were conducted via telephone by the University of Illinois at Chicago's Survey Research Lab (SRL) and took 10-15 minutes each. There were 394 individuals from the Civic 2.0 courses who filled out the contact sheet indicating that they would be willing to share their contact information with researchers.[1] The response rate for the telephone survey was 58% with 231 individuals completing the telephone survey. Each individual who completed the survey received a $10 gift card for Target as an incentive. Data collection for the telephone survey occurred between January and March, 2013, after the federal BTOP grant for Civic 2.0 training had ended.

Some caution is needed in generalizing to the entire population of Civic 2.0 participants, because this is not a random sample. Still, all participants who consented to follow-up were contacted and the respondents do represent over 25% of this population. Trends in Internet use discussed later in this report are consistent with some preliminary data showing slightly higher Internet use and education levels for Civic 2.0 participants compared to FamilyNet participants (Mossberger 2012). One way of making a sample more representative is weighting. The formative evaluation indicated, however, that information on demographics and initial Internet use was not consistently collected for participants, and so it was not possible to compare the characteristics of survey respondents and non-respondents, and to adjust for any demographic differences with weights.

Response rates were not even across centers. Bickerdike Redevelopment Corporation, The Resurrection Project, and Greater Auburn-Gresham Development Corporation participants contributed approximately 25% of responses each while Southwest Organizing Project contributed 9% and Teamwork Englewood contributed 12% (see Figure 4). Weighting responses by neighborhood did not make a significant difference in the results. Therefore, the results are presented without weights.

Figure 4 - Civic 2.0 Respondents by Community Area



The evaluation addresses multiple aspects of program effectiveness. First, the report explores data on respondents by center, neighborhood attitudes and Internet use. Next, outcomes for specific online activities are examined, investigating whether participants report engaging in course-related activities afterward. Beyond these specific activities, we ask about changes in communication networks and course satisfaction. Descriptive data from the Civic 2.0 survey on characteristics of respondents and outcomes is presented in Appendix A.

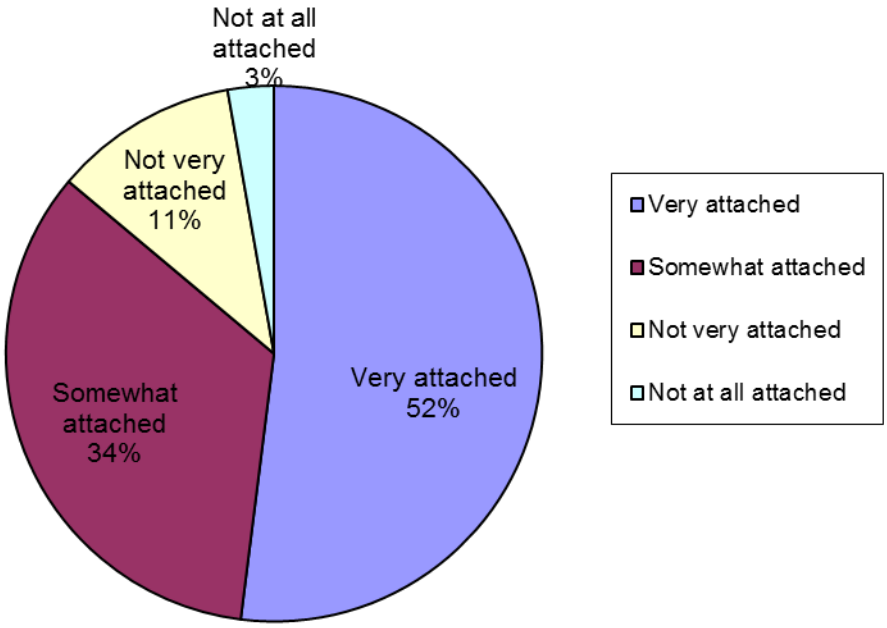
Group Affiliation and Neighborhood Attitudes

Civic 2.0 courses were designed to enable community leaders to find relevant information online and to use the Internet to organize and advocate for their communities. Therefore, it is useful to explore the extent to which individuals reported being involved in neighborhood groups, and their attitudes about the neighborhood. Were those who took the classes the types of residents who were targeted for this program?

As shown in Appendix A, 3 out of 4 of the Civic 2.0 respondents said that they took the class as part of a neighborhood group. Attachment to community could be expected to be one motivation for civic participation (Hirschman 1970), particularly at the neighborhood level, and could be expected to be prevalent among Civic 2.0 participants if they are neighborhood leaders. As shown in Figure 5, about ¾ of respondents also said that they were very attached or

somewhat attached to the neighborhood where they live. Over half reported that they were very attached to place.

Figure 5: In general, how attached are you to the neighborhood in which you live?

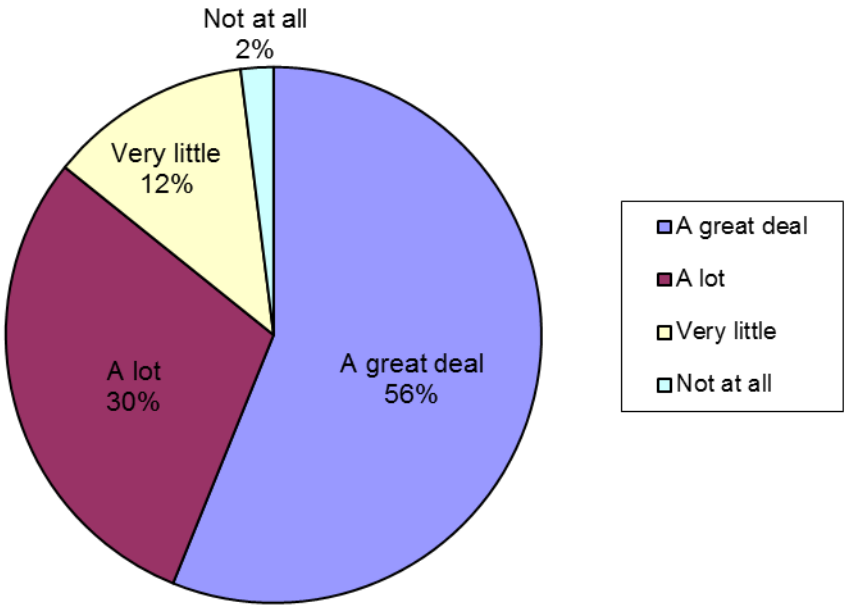


A common predictor of civic or political participation is efficacy, or the belief that you (or people like you) can have an impact on public affairs (Niemi et al. 1991). The Civic 2.0 survey asked this in the neighborhood context – how much of an effect do you think people like you can have in making your neighborhood a better place to live? As shown in Figure 6, fully 86% said the effect they could have was "a great deal" or "a lot." Similar questions in national surveys draw much lower positive responses. The Pew Internet and American Life project asked in 2009 "Overall, how much impact do you think people like you can have in making your community a better place to live – a big impact, a moderate impact, a small impact or no impact at all?" Only 68% believed they could have either a big or a moderate impact.[2] Civic 2.0 participants are more likely to have positive beliefs in their ability to affect outcomes in their neighborhood than do national respondents when asked about their community. Together,

[2] 29% said they could have a big impact, and 39% felt they could have a moderate impact. The proportions are similar to earlier questions posed by Pew in two Knight Foundation surveys, in 2002 and 1999. See August 2008 Civics Topline available at http://www.pewinternet.org/Static-Pages/Data-Tools/Explore-Survey-Questions/Roper-Center.aspx?item={CB2059FD-055A-476F-9C76-F1D8FC5E9225}

these questions indicate that the majority of Civic 2.0 participants took classes as a group and express attitudes that might be expected of residents who are engaged in their neighborhood.

Figure 6: Overall, how much of an effect do you think people like you can have in making your neighborhood a better place to live?



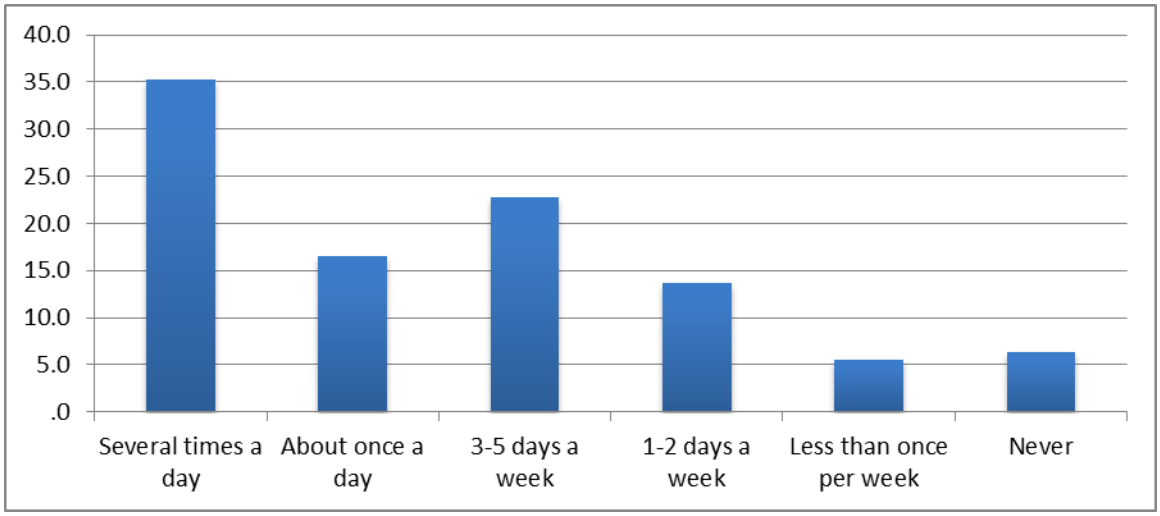
Internet Access and Use

Participants for this training needed some familiarity with the Internet before taking the courses, and almost all of them report having used the Internet within the past 30 days. Frequency of Internet use for respondents to the Civic 2.0 survey is slightly higher than for Everyday Digital participants, with over half reporting accessing the Internet at least once a day during the past 30 days, compared to only 43% of Everyday Digital respondents. Less than 10% of Civic 2.0 participants report never accessing the Internet, which is comparable to the 13% of Everyday Digital participants who have never used the Internet in the past 30 days (see Figure 7).

Over 80% of Civic 2.0 respondents report using the Internet from home. School is the next most popular Internet access point with over 30% of respondents, while work, friends, and

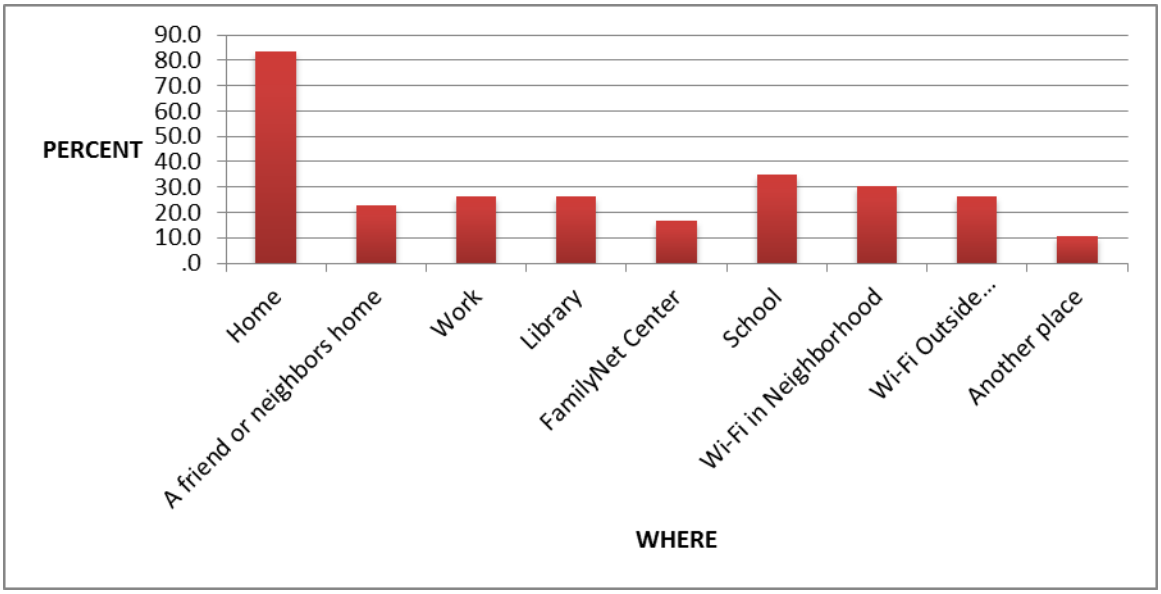
library are reported by approximately 20% of respondents each (see Figure 8). With 80% reporting home Internet use, Civic 2.0 participants are somewhat more likely to be home Internet users than Everyday Digital respondents (at 69%) (FamilyNet report for Smart Communities, Mossberger, Feeney and Li 2014).

Figure 7: Civic 2.0 Survey 2013, Percent of Respondents Who Report That They Used The Internet During the Last 30 Days



Although we did not track change in basic Internet use for this more advanced course, the data show that at least half of the Civic 2.0 respondents are Internet users who are online daily and four out of five have home access. Frequency of use is important for the development of skill, and for more demanding activities, such as the online policy research that is part of the Civic 2.0 training (Mossberger, Tolbert and McNeal 2008; DiMaggio et al. 2001). Home Internet access is also related to the acquisition of technology skills and to the performance of a greater range of activities online (Mossberger, Tolbert and Franko 2012; Mossberger, Tolbert and Hamilton 2012).

Figure 8: Civic 2.0 Survey 2013, Percent of Respondents Who Report Internet Access at Different Locations



Activities: Group Projects By Neighborhood

Based on the different approaches described during the formative evaluation, we asked participants about whether or not they collaborated as a group and worked on group projects.

Group work on projects occurred in all of the neighborhoods, but involved a minority of respondents – around a quarter or less. The percentage reporting projects varied from 26% at The Resurrection Project to 12% at SWOP (see Table 4).

There were significant differences across centers in terms of the percentage of participants who took the course through a neighborhood group, with a high of 96% at the Resurrection Project and a low of 61% at GAGDC (see Table 3). This may indicate differences in the recruiting strategies, the organizations in the neighborhoods, or both.

Table 4: Percent of Civic 2.0 Survey Respondents From Each Neighborhood Who Worked on a Project Together or Took Their Civic 2.0 Class With a Neighborhood Group.

	Worked on a Project Together	Took the Class with a Neighborhood Group***
Bickerdike	13%	75%
GAGDC	22%	61%
SWOP	12%	82%
Teamwork Englewood	21%	63%
The Resurrection Project	26%	96%

Note – Statistically significant differences between neighborhoods for a model are indicated with * = p<.05, ** = p<.01, *** = p<.001.

Outcomes: Skill Building

One of the main goals of Civic 2.0 was to build participant skillsets for conducting research online and interacting with others about neighborhood issues. This section examines general online skills, use of community portals, and three levels of online engagement including researching online, posting / commenting online, and online content creation. First, Figure 9 shows responses after taking Civic 2.0 for respondents' self-assessment of online skills of varying difficulties.

Figure 9: Civic 2.0 Survey 2013, Percent of Respondents Rating Online Skills

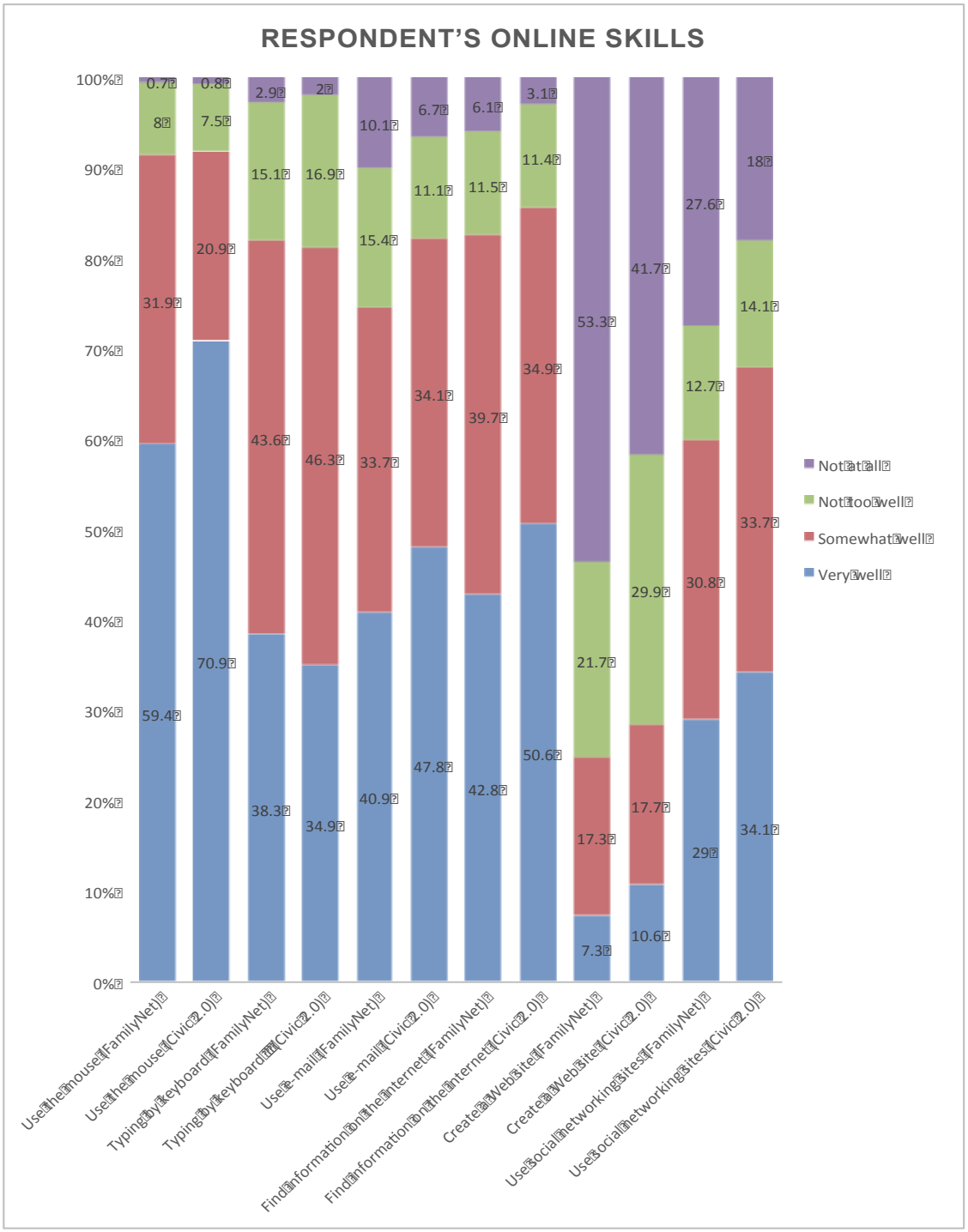
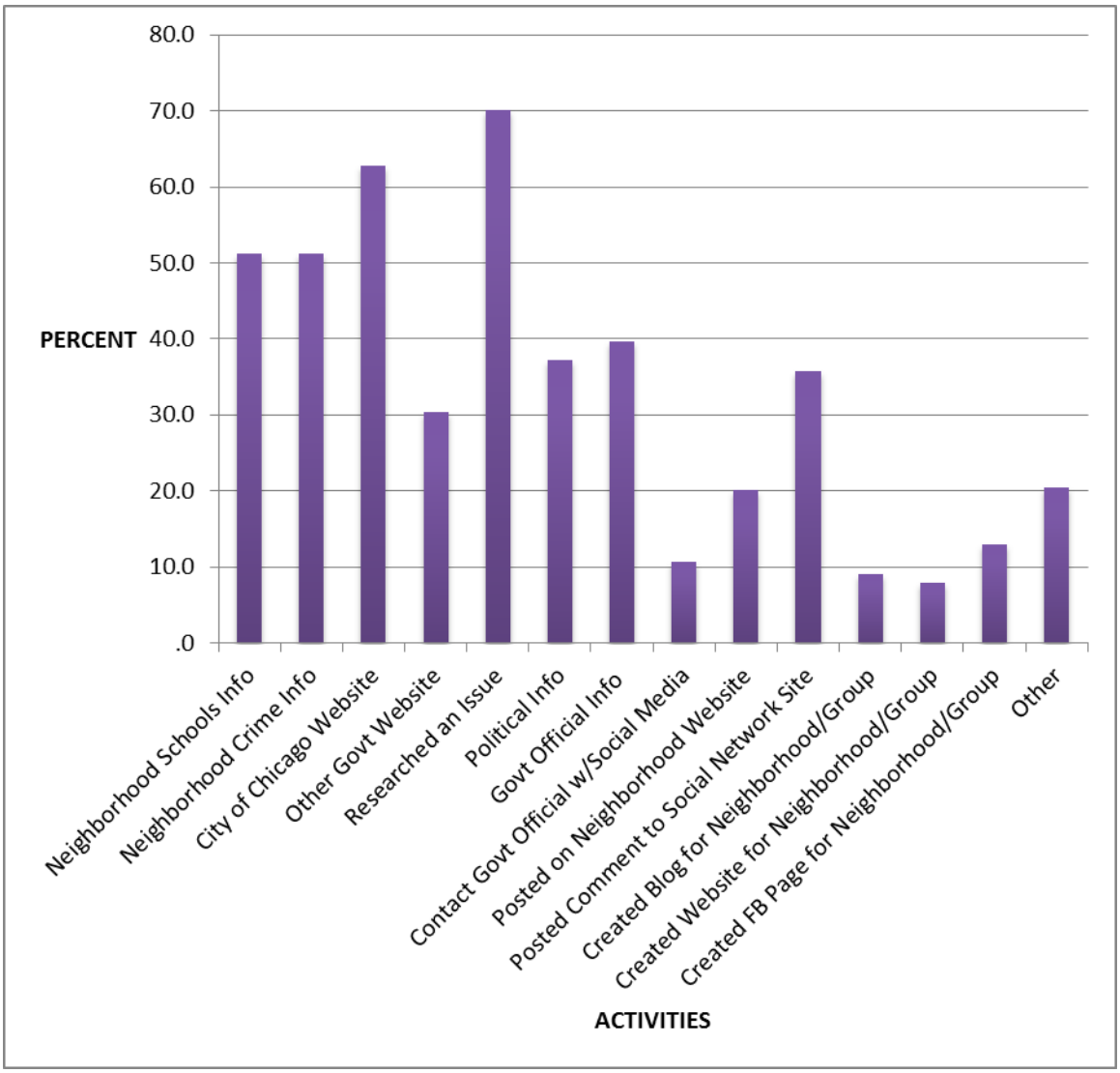


Figure 9 above shows general skills for Civic 2.0 participants in comparison with the FamilyNet participants who took basic skills training in the Everyday Digital classes. For most skills (with the esception of using the keyboard), Civic 2.0 respondents were slightly more likely to report performing a task very well. For Civic 2.0 respondents, about 71% said they could use the mouse very well. Using email and finding information online are slightly harder tasks with approximately 50% of Civic 2.0 respondents reporting that they can do this task very well. But, over 80% believed that they knew how to do email or find information online at least somewhat well. These are skills needed for contacting officials and researching issues online, which were addressed in the curriculum. Respondents had the least amount of confidence in their skill level for the more complex task of creating a website with only 11% feeling that they can do this very well. Use of social networks was introduced in Civic 2.0. Subsequently, 34% of Civic 2.0 respondents felt they knew how to use these very well, but more than 2/3 reported they could do this at least somewhat well. Both websites and Facebook pages were done as group projects by some Tech Organizers, according to interviews. Overall, however, at least 50% of respondents felt they could perform all tasks except for website creation at least somewhat well.

These follow-up questions can't indicate which skills were gained in the classes or before the classes. Community leaders might be expected to have had more prior exposure to Internet use than those who took the courses in basic skills, and this was a class that required some familiarity with basic tasks online. Data collected at registration indicated that Civic 2.0 participants were somewhat more likely to have used the Internet, to have home access, and to report some basic levels of skill, though in some cases participants took Everyday Digital training before the Civic 2.0 courses in order to have the requisite skills (Mossberger, 2012). For the respondents to the follow-up survey, there was not enough baseline data to track change in these skills for Civic 2.0 participants, and this was not the main objective of these classes. However, the follow-up data shows some modest continued differences between Civic 2.0 trainees and Everyday Digital participants, indicated in Figure 9.

What were the specific activities that Civic 2.0 participants engaged in after finishing the classes? As Figure 10 indicates, most of these were related to information search, with smaller percentages of respondents creating content such as blogs, websites, or Facebook pages. Among the most common activities involving at least half of the respondents were researching an issue (70%), using the City of Chicago website (63%) or finding information on schools or crime (50%). In contrast, well under 10% created blogs, websites or Facebook pages for neighborhood groups after the classes. Overall, the classes have facilitated information search more than content creation. In the next section, we examine how these activities varied across the different neighborhoods with Civic 2.0 training.

Figure 10: Since You Finished Your Civic 2.0 Class, What Activities Have You Done on the Internet?

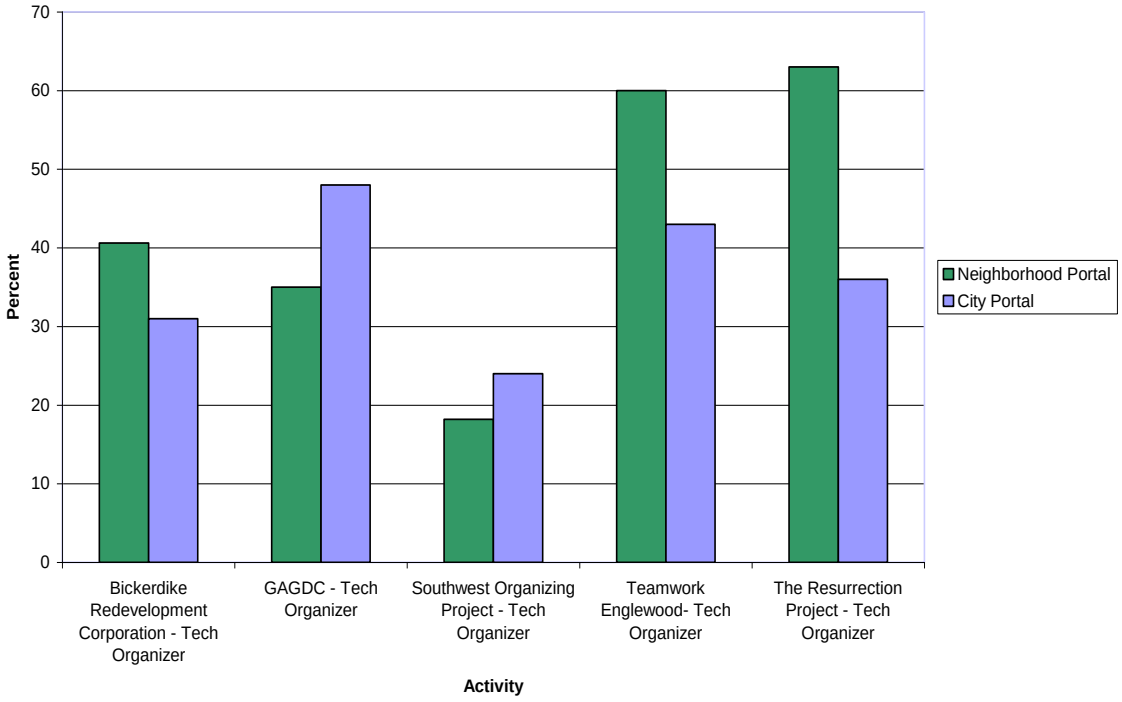


Activities By Neighborhood

The Smart Communities project created neighborhood-specific portals with relevant news, events, and information. The City of Chicago also has an open data portal with neighborhood-level data on crime, schools, police and fire stations, open space, tax increment

financing, building permits, grocery store maps, and more (data.cityofchicago.org). Civic 2.0 courses covered how to access these portals and what kinds of information they have available. Neighborhood portal usage was highest among respondents from the Resurrection Project at 63% and lowest among respondents from SWOP at 18%. GAGDC respondents reported the highest rates of City of Chicago portal usage at 48%t while the lowest rates were again from SWOP at 24% (see Figure 11).

Figure 11: Civic 2.0 Survey 2013, Percent of Respondents Who Report Visiting A Portal Since Their Civic 2.0 Course Ended, By Agency

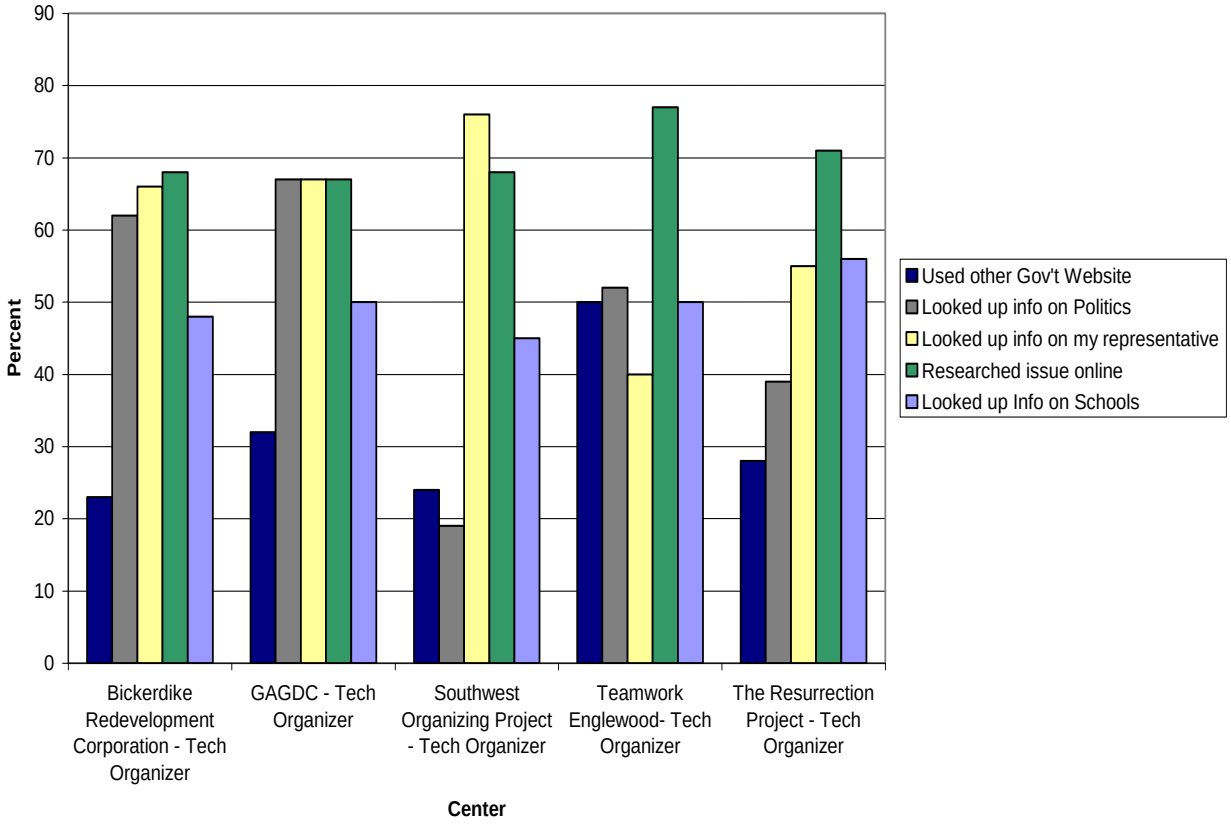


Respondents were asked about their online behaviors since the end of the Civic 2.0 class. Online activities are shown clustered into three groups, each with a higher level of active effort, from researching an issue online, to posting or commenting online, to content creation.

Figure 12 below shows the level of later online information search reported by class participants by neighborhood. Except for SWOP respondents, the most reported online activity was researching an issue. Teamwork Englewood participants reported the highest rate of researching issues online with 77%, but reports of this activity were high across all organizations. SWOP respondents had the lowest rate for 3 out of 4 of these activities, from a

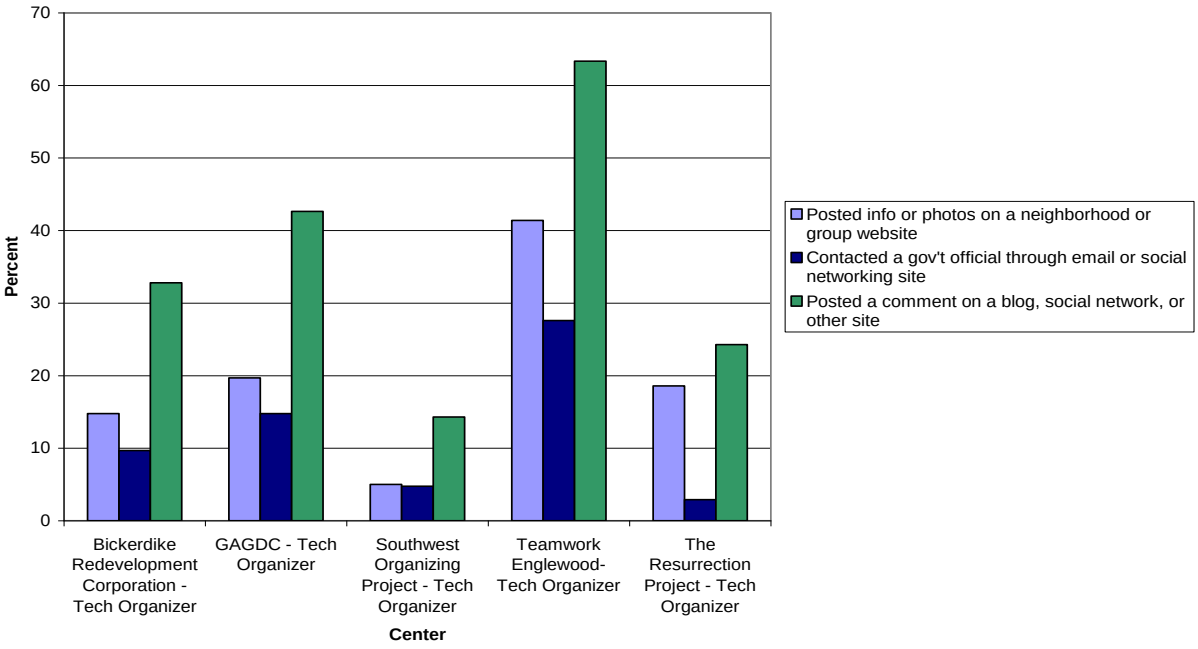
little under 70% for researching issues to only 19% reporting looking up information on politics after the classes. The exception was looking for information on a representative. Teamwork Englewood had the highest rate of looking at information on politics with 52% of respondents. Looking up information on a representative had a large spread across centers with a high of 76% for SWOP and a low of 40% for Teamwork Englewood. The rates for looking up information on schools were fairly consistent across the centers with a high of 56% at the Resurrection Project and a low of 45% for SWOP. The activity with the lowest rate of use was looking at a government website other than the City of Chicago, with an average across the centers of 28% (see Figure 12). General research on policy issues was pursued after classes by nearly 70% of respondents across community areas, with more variation in other activities. Training for online research was followed by sustained activity in this area.

Figure 12: Civic 2.0 Survey 2013, Percent of Respondents Who Report Research Activities Since Their Civic 2.0 Course Ended, by Agency



The next group of online activities includes interactive uses of the web such as posting and contacting online. It is not surprising that the rates for these activities were generally lower than the rates for more passive activities such as online research in the graphs above. Across all centers the most likely activity was posting a comment on a blog, social network, or website. The center with the largest percentage of individuals who did this activity after the end of classes was Teamwork Englewood at 63%; while the lowest level of this activity was reported by SWOP at 14%. Consistent across all centers, the next most likely activity was posting information or photos to a neighborhood or group website, with a range from 41% for Teamwork Englewood to 5% for SWOP. Finally, the least reported activity in this grouping was contacting a government official through email or social networks, with a range from 28% at Teamwork Englewood to 3% at The Resurrection Project (see Figure 13).

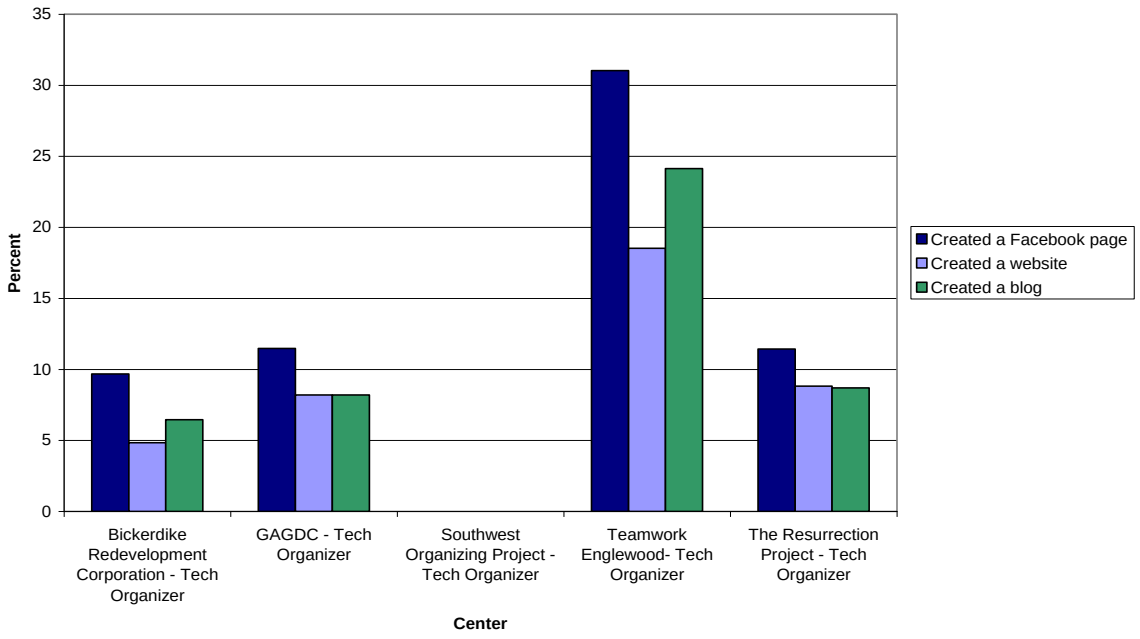
Figure 13: Civic 2.0 Survey 2013, Percent Of Respondents Who Report Commenting Online Since Their Civic 2.0 Course Ended, by Agency



The final group of activities in the graph below, creation of websites, blogs, or social media pages, involved the highest level of difficulty of all the activities tracked by the Civic 2.0 survey. Therefore, the fact that these activities had the lowest incidence is not surprising. There was not a single respondent from SWOP who reported any of these activities while the other centers had at least one respondent reporting each of these actions after the classes. Teamwork

Englewood had the highest percentage of respondents who did all three activities afterward, with 31% who created a Facebook page, 19% who created a website and 24% who created a blog for the neighborhood or a group. The most frequently reported action was creating a Facebook page, across the centers.

Figure 14 - Civic 2.0 Survey 2013, Percent of Respondents Who Report Online Content Creation Since Their Civic 2.0 Course Ended, by Agency



For information search, respondents from different neighborhoods had roughly similar patterns of activity online after the classes. For interactive tasks or content creation, there was more divergence across communities. Respondents who worked with Teamwork Englewood were most likely to report these activities, and respondents who had attended the SWOP classes were least likely to be engaged in these online afterward.

Communication Networks Across Neighborhoods

The Internet enables communications that are available 24 hours a day and 7 days a week, without respect to distance. Internet use may therefore make it more convenient to communicate with others within the neighborhood, supplementing face-to-face interactions or telephone. Communication online facilitates the expansion of networks geographically, possibly

connecting residents to groups and resources in other communities, or to national policymakers. The survey asked whether course graduates interacted online about neighborhood issues with more people, more frequently, or more nationally than before their course. If participants now know how to search online for new resources, have used the neighborhood portal, and have used social media or created websites for their organizations, as some groups have, has this had any effect on their networking in their neighborhoods and beyond? Half of respondents reported interacting online **with more people** on neighborhood issues after the class than they had before the class. A slightly lower percentage, 44% of individuals, reported **more frequent** online interactions on neighborhood issues while 45% reported **more online interactions at the national level** about issues of concern in their neighborhoods (see Table 5).

Table 5: Civic 2.0 survey 2013, percent of respondents who report higher levels of interactions after the Civic 2.0 course

	Interact with More People in Neighborhood	More Frequent Interactions in Neighborhood	More National Interactions**
Yes	50%	44%	45%
No	50%	56%	55%

We examine whether or not these network outcomes varied by neighborhood. All three types of Internet interactions showed statistically significant differences by neighborhood at the $p<.01$ level. This finding is evident in the wide range of Internet interaction rates across neighborhoods, for each interaction type. The Resurrection Project had the highest rates of increased interactions on neighborhood issues with 64% reporting that they interacted with more people in the neighborhood and 59% reporting that they interacted more frequently with individuals than they had before the Civic 2.0 class. SWOP had the lowest rates of increased interaction on neighborhood issues, but still almost a quarter (24%) of respondents reported interacting with more people or interacting more frequently than before they took the course. Respondents from Teamwork Englewood had the highest reports of increased national interactions at 57%, closely followed by the Resurrection Project with 56%. The lowest level of increased national interactions was reported by Bickerdike.

Interestingly, individuals from some organizations reported higher levels of interactions on neighborhood issues but fairly low levels at the national level. For example, 44% of respondents from Bickerdike reported interacting with more people on neighborhood issues and 44% reported more frequent interactions about the neighborhood, but only 32% reported

more national interactions. SWOP illustrated the opposite pattern with low levels for neighborhood interactions at 24% each but higher levels for national interactions at 39%. It is possible that the courses varied in their emphasis on local versus national resources. Or, the interests of the respondents may have varied by community (see Table 6).

Table 6: Civic 2.0 Survey 2013, Percent of Respondents Who Report Higher Levels of Online Interactions After Civic 2.0, by Agency

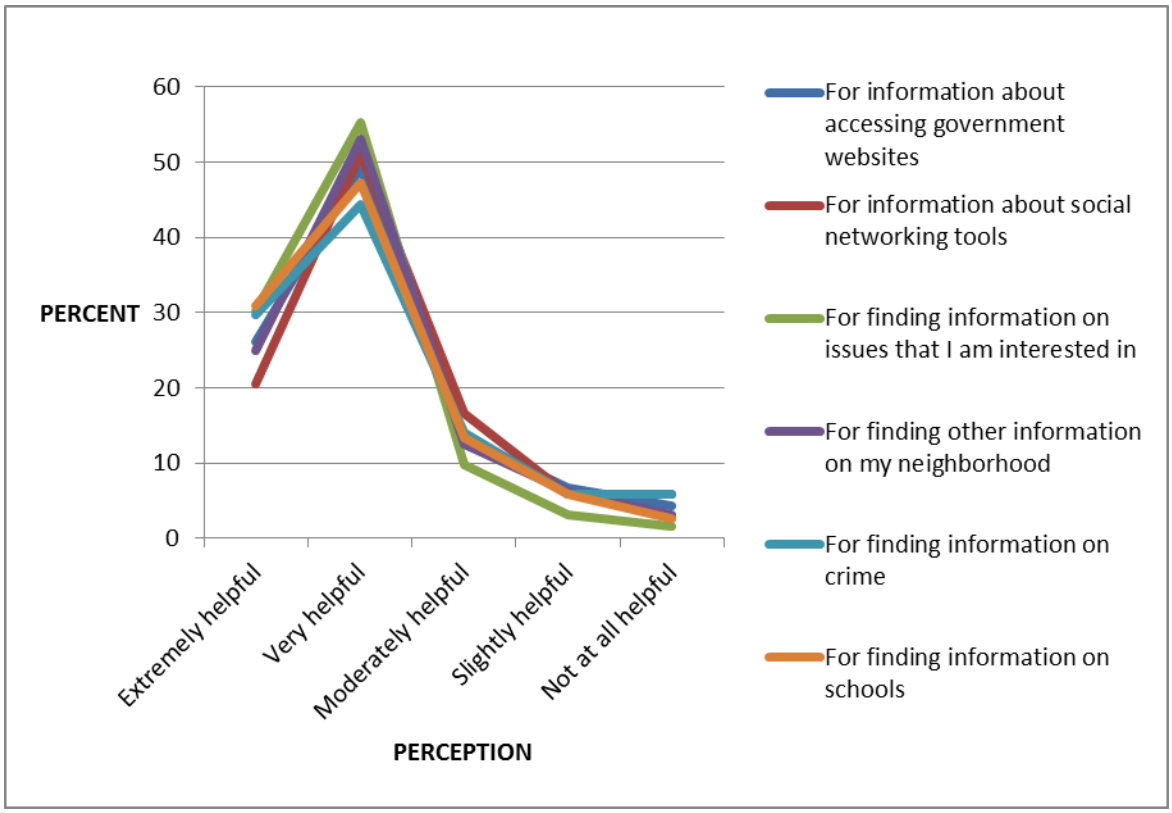
		Interact with More People in Neighborhood**		More Frequent Interactions in Neighborhood**		More National Interactions**	
		Yes	No	Yes	No	Yes	No
Neighborhood	**Bickerdike**	44%	56%	44%	56%	32%	68%
	GAGDC	45%	55%	31%	69%	40%	60%
	SWOP	24%	76%	24%	76%	39%	61%
	Teamwork Englewood	59%	41%	55%	45%	57%	43%
	The Resurrection Project	64%	36%	59%	41%	56%	44%

Note – Statistically significant differences between neighborhoods for a model are indicated with * = p<.05, ** = p<.01, *** = p<.001.

Satisfaction Levels With Civic 2.0 Course

Respondents to the survey found the Civic 2.0 classes to be very helpful across the board, for using social networking, and for finding information on government websites, crime, schools, their neighborhood, and other issues. Ratings of courses were fairly consistent across content areas with fewer than 10% of respondents rating the course as slightly helpful or not at all helpful (see Figure 15).

Figure 15: Civic 2.0 Survey 2013, Helpfulness of Course for Multiple Activities



Next, the overall satisfaction rating for the course was analyzed by neighborhood. The overall satisfaction rating varied by lead agency with the lowest levels of satisfaction reported at SWOP with an average score of 1.95 and the highest levels of satisfaction at Teamwork Englewood with an average rating of 1.47 (see Table 7).

Table 7: Civic 2.0 Survey 2013, Average Overall Satisfaction Rating with Civic 2.0 Classes, by Agency

Center	Average rating (1 = very satisfied, 5 = very dissatisfied)
Bickerdike	1.84
GAGDC	1.61
SWOP	1.95
Teamwork Englewood	1.47
The Resurrection Project	1.76
Average	1.73

These differences are relatively small, but it is worth exploring why course ratings varied somewhat by neighborhood. This is difficult to answer definitively as the neighborhoodss had very different constituent groups. However, there are things that can differ in the program delivery such as the material covered in class, whether or not respondents worked on a project together, if they took the course as part of a community group, and the quality of the instructor. Understanding which, if any, of these variables contributed to course satisfaction levels enables programs to modify approaches and get better results.

There were no significant differences in satisfaction levels based on whether or not the individual took the course with a group and whether or not they worked on a project together. However, there were significant correlations between the overall satisfaction measure and the instructor satisfaction as well as with the course material satisfaction. Statistically significant differences were found with individuals who were highly satisfied with course material also finding the course to be extremely helpful. The reverse was also true, those who were less satisfied with the course materials rated the class as less helpful (see Table 8). These same relationships connected instructor satisfaction with helpfulness ratings of the course. Individuals who were very satisfied with their instructors were more likely to rate their class as very helpful than those who were less satisfied with their instructors (see Table 9). The course materials were common across the sites, so perceptions of instructor quality may explain some of the variation. Differences in satisfaction across sites were, however, relatively small.

Table 8: Civic 2.0 Survey 2013, Number Of Civic 2.0 Respondents Who Report Each Level of Class Helpfulness by Level of Satisfaction With Material Covered in Class.

		Were you satisfied with the material covered in class?*			
		Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
How helpful did you find the class to be?	Extremely helpful	103	6	0	0
	Very helpful	88	20	2	2
	Moderately helpful	9	6	0	0
	Slightly helpful	8	2	1	0
	Not at all helpful	0	1	0	0

Note – Statistically significant differences between neighborhoods for a model are indicated with * = p<.05, ** = p<.01, *** = p<.001.

Table 9: Civic 2.0 Survey 2013, Number of Civic 2.0 Respondents Who Report Each Level of Course Helpfulness by Level of Instructor Satisfaction.

		Were you satisfied with the instructor?**			
		Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
How helpful did you find the class to be?	Extremely helpful	105	4	0	1
	Very helpful	97	13	1	0
	Moderately helpful	11	5	0	0
	Slightly helpful	8	2	1	0
	Not at all helpful	0	1	0	0

Note – Statistically significant differences between neighborhoods for a model are indicated with * = p<.05, ** = p<.01, *** = p<.001.

Conclusion: Survey Results

The Civic 2.0 classes predominantly involved participants who were active in neighborhood groups, as intended. In addition to the majority who joined as part of a group, respondents reported high levels of neighborhood attachment and self-efficacy in regard to their ability to improve the neighborhood. Most participants reported some Internet use during the past 30 days (at 90%) and most (80%) had home Internet access. At least half of the Civic 2.0 participants felt at least somewhat confident about most skills, with the exception of creating a website. While the community leaders in Civic 2.0 were more likely than the Everyday Digital trainees to report Internet use and confidence about skills on a variety of measures, the differences were relatively modest. This is consistent with preliminary data collected in the formative evaluation (Mossberger, 2012).

Information search was the most common activity reported in the follow-up survey for Civic 2.0 participants. Seven in ten had researched policy issues since taking the courses, and over 50% had accessed other information online, including the City of Chicago website. Nearly half of the respondents – 45% – said they used the neighborhood portals after the classes, and 37% used the city's data portal. Interactive uses of the web and content creation were less common. . Less than 10% had created blogs, websites, or Facebook pages since the Civic 2.0 training. Information-seeking activities online were more similar across neighborhoods than posting or content creation. Participants from the Southwest Organizing Project (Chicago Lawn) were least likely to engage in many of these activities afterward, compared to other community areas.

Nearly half of the participants said their neighborhood and national interactions on community issues increased after the classes. This was true of more than half of the participants from Teamwork Englewood and the Resurrection Project. Overall, more than 90% of the respondents felt the classes were at least moderately helpful, and the results were similarly positive for assessing the value of the class for accessing any kind of information. There were some small but statistically significant differences across agencies, related to differences in satisfaction with the course material or instructor.

PART II: NEIGHBORHOOD LEADERSHIP FOR TECHNOLOGY USE

In 2010 we conducted baseline interviews with the 5 lead agencies and with up to 7 organizations identified by Smart Managers as key partners for implementation in their neighborhood. These included organizations such as Association House or St. Sabina, which later hosted FamilyNet Centers, as well as organizations that collaborated with the project through task forces or advisory committees. In interviews with 26 organizations, it was clear that there were different patterns across communities for organizational experience and size.

Comparing organizational age and staff, Humboldt Park ranked highest among the communities, and Englewood ranked lowest, with a wide distance between them. On average, Humboldt Park has the oldest organizations (averaging 44 years), with Pilsen averaging 25 years and Southwest organizations (Englewood, Auburn Gresham and Chicago Lawn) averaging 9 or 10 years depending upon the community area in the Southwest. The Englewood lead agency, Teamwork Englewood, was founded fairly recently, in 2003. Staffing also followed similar patterns, with 88 full-time staff and 35 part-time staff on average in Humboldt Park. Pilsen was again in the middle, with an average of 25 full-time staff and 22 part-time staff. Agencies in the Southwest had the lowest averages, with only six full-time employees and three part-time employees. Within the Southwest collaborative, Chicago Lawn organizations had on average 10 full-time workers and 5 part-time workers, in comparison with the average of four full-time workers in Englewood. The Chicago Lawn lead agency was established in 1974, but overall the Southwest community organizations are smaller and younger, particularly in Englewood.[v]

Interviews And Initial Perceptions

There were 26 organizations represented in the first wave of interviews, and 8 organizations included in the follow-up interviews, which involved only the partners who actually delivered programs, and excluded others who were part of advisory committees. In the follow-up interviews spanning August 2012 to August 2013, directors of 4 of the 5 lead agencies and all Tech Organizers employed by the lead agencies responded, as well as staff in other organizations that delivered training in FamilyNet Centers or the Business Resource Networks. In both rounds, semi-structured interviews were used to probe across a consistent set of questions, with discretion to follow up on issues that arose during discussion.[vi]

Most of the lead agencies and partner organizations did not deliver technology training before the Smart Communities. Their views about and experiences with technology were mixed in the first round of interviews. Across these organizations, respondents discussed ways in which technology was important for communities. But, underlying this was a sense that the organizations were behind in their own technology use, or that technology use was problematic. For some, there was a belief that it was not necessarily appropriate for the community

organizing they do, given that many residents were not online, and their own preferences for face-to-face organizing.

Need

In the baseline interviews, respondents discussed the need for residents to use the Internet for access to jobs, government services, education, and more. Overall, groups believed that their communities were falling behind, and this was the clear motivation for their involvement in the program. Comments from two of the lead agency directors reflect this well:

> *"If you are on the side road, you are not going to get there as fast as you would on the highway . . . I would just like to see us to be able to facilitate the community . . . to be on the same level as other communities, so that the residents, the stakeholders, businesses, will be on par to receive the services and get the [same] knowledge as everybody else. That is our key. . . . Zip codes should not be the barrier for fairness and equity."*

> *"I see it as an issue of limiting opportunity, in low income communities, the rest of the world, the rest of the people are accessing opportunities and information through electronic communications . . . and if people don't have access to that, their opportunities are limited."*

Limits for Technology Use within Organizations

Yet, the organizations leading the Smart Communities were not always comfortable with or confident about their own use of technology. "Frustration" was a word used numerous times during one lead agency interview, to describe struggles with technology use in the organization, as well as the director's personal feelings about the fast pace of technology change and the difficulties keeping up with it. In another neighborhood, the lead agency expressed the feeling of lagging behind organizationally:

> *"Oh my gosh, tiny organizations are doing e-newsletters and getting information out but here we are having never done an email blast in our life. I think that a primary way that technology can help our work in the community is in the area of communication, talking about our projects, giving people information about our [affordable housing] properties and about how to be in touch with us. These days if you're not communicating electronically you're really missing the boat."*

For others, the issue was how to manage the problems that technology introduced within their own organizations, like viruses and time wasting. At least one of the lead agencies used to block social networking sites and other websites. The Smart Communities initiative caused

them to think about how they used technology internally, and how they might better take advantage of the opportunities online.

Another group initially expressed some doubt about the value of technology for the organization beyond some improvements for internal record keeping and efficiency. This respondent stressed the need for face-to-face organizing, and that technology could not replace the personal interactions needed. The respondent also had doubts that the information made available through public agencies would be responsive to community needs.

Not all of the respondents were ambivalent at the beginning about trade-offs between face-to-face interactions and technology use. There was also a belief in new possibilities, expressed in a different community area:

> *"In a neighborhood with a lot of divisions and perceived barriers technology is a way to get people to connect with each other and meet people. You have a community on the computer, when we worry about the community fragmenting, it gives an opportunity to come together."*

Changes In Technology Use After The Program

Following the Smart Communities initiative, the tone of the interviews changed, with organizations describing technology use with a greater sense of confidence and potential. They talked about internal use of e-newsletters, iPads, YouTube, Facebook, Twitter, smart boards, Skype, webinars, and mobile phones. Overall, there was a greater comfort level with technology, which respondents attributed to the exposure their organizations got from the program. For example, Humboldt Park neighborhood groups developed a weekly digest sent out by email that included a neighborhood version of Craig's list, with 400 organizational subscribers.

One indication of change is whether organizations invested resources in IT staff, training, planning and budgets for their own operations. Comparing the 8 organizations for whom we had both baseline and follow-up interviews, there was a noticeable change in how technology was institutionalized into organizational planning and practice.

Table 10 - Organizational Technology Capacity Measures for the Same Groups Before and After the Smart Communities Program

	Pre-implementation interview	Post-implementation interview
Technology Budget	50%	70%
Staff Trainings	63%	80%
Technology Plan	0%	40%
Technology Staff	38%	80%

The interviews also revealed changes occurring within organizations in all of the community areas. One lead agency described an ambition to become a technology hub for other organizations in the community:

"We wanted to be sure our office 'walked the talk' and people can rent out our conference room and use our technology. We also have trainings that have branched out beyond the requirements [for BTOP], like talking about health and fitness using technology. We pretty much think about us being a hub for the community, not just the organization. We branched out to some of the local groups that have community rooms and we're expanding those and they'll have little smart communities sections and offices that we can use remotely. We're working with the alderman on activities, and on schools that have been shut down to use potentially for technology and parent service centers. Our organization is the driving force for that. There's another CTC [community technology center] that does good work in the community and we'll go to them or they'll come to us. We really want to make an impact and tell the story beyond our simple trainings. People are looking to us to do different things in the community. This has all changed in the past three years. We have met a lot of our dreams since then."

Consistently, groups described new tools that affected both their organizations and community interactions:

"Our portal is new, the membership website is new, we have a better email list for our blasts. The Facebook page is new. We feel like we've stepped into more social marketing in the last two years, more electronic newsletters. We do still find that direct mail can be very

effective and don't want to phase that out yet until there's no benefit of that. . . . The Smart Communities has made this possible. It has changed our program."

"There were lots of changes involving technology to incorporate it as a tool rather than a task, to further our mission and make it easier. We also streamlined things, revamping the website, moving toward an e-newsletter, moving toward cloud management, training for staff, website and social media interaction. Participation in the Smart Communities program has opened us up to more resources. . ."

"We still use flyers quite a bit in the community, but we've definitely moved more toward using technology to do this due to the funding and the portal's availability. One of the highlights of the BTOP program is that the portal has become an anchor for the community, most of our content comes from the community. [For the portal staffperson] she's not the one for the most part posting items, events, stories, calendar events, it's the community. Our business community has benefitted as well. We don't have a chamber of commerce, so the portal listing is important."

Another lead agency observed a more general change in attitudes:

"We needed organizational mindset change, we were steeped in the methods that had worked for us for decades. A lot of nonprofits thought of tech as threatening and for the big guys or corporate sector. If we had integrity we thought we'd do personal touch points and door to door and while those still have value, we've rethought the benefits of technology to the organization."

New awareness and skills within organizations, the portals, and networks within the community may contribute to technology use in the community after the end of the BTOP funding. The 2007 Mayor's Advisory Council and the Smart Communities master plan both discussed changing mindsets for community residents, but the program brought about a "mindset" change for some of the organizations as well. Given the visibility of the portals in comments from the organizations, we examine the extent to which they have involved other organizations in the neighborhoods, including nonprofits and businesses. To what extent are the portals connecting communities through technology to support a culture of technology use?

Role of Neighborhood Portals

The 5 Smart Communities portals have been a focus of activity for many of the neighborhoods. One feature of the portal in each community is a directory of organizations and businesses. This is a listing of community resources rather than a network of collaborators, but it is one possible indicator of the extent to which the Smart Communities portal manager and others have been able to connect with other organizations to promote a larger culture of

technology use. As mentioned in the introduction to this section, Humboldt Park and Pilsen have more community organizations, with longer histories and more staff, so they could be expected to have more listings, especially for nonprofit groups. The directories also aimed to list businesses in the community, and the Business Resource Network was one of the Smart Communities programs. Business listings may also reflect the economic environment and the lead agency's emphasis on cultivating small business organizations, within each neighborhood.

Table 11 below shows the number of postings and the number of unique organizations in the different categories of the neighborhood portal directories as of September 26, 2013, when the information was collected. Some organizations are listed under multiple categories because of their diversity of services. Repeat postings or advertisements that accompany listings within the same category have been subtracted.

Table 11 - Neighborhood and Nonprofit Organizations Directory—Number of Posts

	Auburn greshamportal .org	**chicagolawn portal.org**	**englewood portal.org**	**humboldtpark portal.org**	**pilsenportal .org**
Art and culture	13	4	7	21	26
Business services/ yellow pages	190	30	50	54	192
Restaurants and catering	69	10			44
Retail/stores	47 (one repeat subtracted) (48)	34			
Business and economic development (real estate, housing, employment services, financial services)	11 (one repeat subtracted) (12)			37	2
Well-being (health services & safety services)	12	10	15	46	23
Sports and recreation	5 (one repeat subtracted) (6)	4			10
Social services (including senior and youth)	22 (two advertisements and two repeats subtracted) (26)	11	23	46	

Re-entry Services (Ex-Offenders, Criminal Records)				56	
Schools, training and education	18 (one repeat subtracted) (19)	28	15	20	26
Libraries			3		
Government agencies/elected officials			4	1	
Community development & organizations	12 (one advertisement and two repeats subtracted) (15)	6	52		50
Local organizations/ Block clubs/legal services	24 (one advertisement subtracted) (25)	23	4	8	
Religious institutions/Faith	22	6	14	12	4
Computer and technology	2			12	
Total number of posts	447 (459)	166	187	313	377
Total number of organizations	375	146	150	217	321

The directory listings show similarly high numbers of organizations in Auburn Gresham and Pilsen, with well over 300 organizations. In both cases, this is partly due to a high number of business listings, with nearly 200 businesses that are included. The community with the next highest number of listings – over 200 – is Humboldt Park, and these are mostly non-business organizations. The portal there emphasizes the many community and nonprofit organizations the Smart Communities has engaged through its activities, such as the weekly digest. In all of the neighborhoods, however, the portal contains in its directory around 150 organizations or more.

The portals and outreach through the Civic 2.0 training provided a basis for reaching out to other organizations in the community on technology issues.

FUTURE NEEDS AND BARRIERS

Collectively, the accomplishments and current need respondents depict resemble what one of the Tech Organizers predicted at the outset of the program:

> *"I think there will be a lot of entry level use of technology in three years. I don't think it's enough time to have a community of really engaged users. But I think we'll see more adoption of people using basic things like Facebook, mobile broadband . . . . . Once we have that we can start talking about developing applications and diving more in to it."*

Not all of the changes are positive, as one lead agency mentioned seeing more technology use in the drug trade and gangs in the neighborhood, making it necessary to counter this with other uses of the Internet.

The barrier to technology use in the neighborhoods most frequently mentioned was the affordability of home broadband. Most neighborhoods have disseminated information about Comcast's Internet Essentials (low-cost at-home service for $9.95 a month), and they see the need to expand such discounts. One problem is that seniors and others in the community are not eligible, because of the restriction to households with children who receive free or reduced-price school lunches. In other cases, residents have reported problems with registering for the program. There is a common wish to address the issue of affordability in some way, however, whether through support of industry discounts such as Internet Essentials or Connect to Compete, or through wireless access or hot spots in the community.

Resources are a challenge for sustainability and further progress. All of the lead agencies interviewed expressed a desire to continue the training programs, to reach out more to the community and to deepen technology use. The end of funding meant that for many of these organizations some staff had already ended their employment

Plans for the future for technology went beyond more training programs, including the infusion of

technology in a number of community projects. This included working with schools to help teachers use IT in innovative ways in one neighborhood. In another community, there were plans for a virtual high school where students can earn credits online, a virtual campus with homework help and online lessons for middle school students, and “code for youth” where participants will learn programming to create websites and mobile applications. Yet another neighborhood is planning several initiatives around the schools, including a parent university, Chicago Public Schools parent portal training, and engagement of students on the neighborhood portal.

CONCLUSION: CREATING A CULTURE OF TECHNOLOGY USE AND DIGITAL EXCELLENCE?

The Smart Communities sought to build a culture of digital excellence in the target neighborhoods through a critical mass of outreach and technology training programs reaching diverse audiences – new users, community organizations, youth, and small businesses. This report addresses the role of community groups – as participants in the distinctive Civic 2.0 program and as implementers who might also provide leadership in the community currently and going forward.

The Civic 2.0 program reached more than 800 community leaders and provided training in researching issues online, using the City of Chicago website and open data portal, and organizing through social networks. Some Tech Organizers also worked on websites, Facebook pages and other projects with neighborhood organizations, and approximately 20% of respondents said they were involved in group projects during the classes. The program appears to have reached the intended target audience of neighborhood organizations, and the community leaders in Civic 2.0 reported slightly higher levels of skill and somewhat more Internet use than the trainees in the Everyday Digital program. This may have been because of prior experience, as indicated by the formative evaluation.

The great majority of participants – 70% - reported researching issues online afterward, with more than 50% reporting some other types of information searches. Less commonly mentioned in follow-up surveys were activities like posting information or contacting officials, and least common (for less than 10%) were the creation of websites, blogs, or pages on social networking sites.In interviews during the formative evaluation, some Tech Organizers expressed the desire to do more one-on-one assistance with groups, and there may be some demand to go further than information search. Around half of the respondents said that they had increased their interactions with others on neighborhood issues after the classes – either within their neighborhoods or beyond them.

The courses were viewed positively by participants, as less than 10% felt they were only slightly helpful or not helpful at all. Satisfaction with courses was high across centers, but the modest variation that was observed was correlated with assessment of the materials and instructor rather than different experiences such as participation in group projects.

For the lead agencies and partner organizations, there was a clear shift in attitudes toward technology between the early and later interviews, supported by specific examples of how technology was being used by organizations both for their internal operations and for outreach in the communities. Respondents also credited the Smart Communities with building new relationships and contributing to a culture of technology use in the neighborhoods. The portals, which generally include between 150 and 300 organizations, provided one platform for this, but there were other instances of networking and collaboration through the Smart Communities. Reflecting on what had been achieved in this regard, one of the respondents talked about training in schools that generated better connections to the schools,

donations of equipment and other instances of collaboration in the community. According to one of the respondents:

> *"These relationships came from the Smart Communities, it was a movement. It really felt that way. It really did a lot for our agency, revitalized us in many ways because technology touches so much."*

Interview respondents believed there have been changes in their neighborhoods. The report examinging change in the Smart Communities vs. other Chicago neighborhoods between 2008 and 2013 lends support to this observation, as the Smart Communities had a significantly higher increase in Internet use anywhere, broadband adoption at home, and use of the Internet for job search, mass transit, and health information (see Mossberger, Tolbert, and Anderson, 2014). Organizational respondents mentioned now being able to communicate with residents more through email and social networks, and block clubs who attend meetings with their netbooks to look up information online during the course of the meetings. Most organizations mentioned smartphone use as a trend and an opportunity, although some commented on the limitations of having that as the only form of connectivity. The Chicago 2013 citywide survey (Tolbert, Mossberger, and Anderson, 2014) demonstrates that there has indeed been a turn toward mobile in these and other low-income communities, and so this is an important consideration for strategies to reach new Internet users and to engage them further.

The Smart Communities leadership has the potential to be a continued force for technology use in the surrounding neighborhoods, as demonstrated by the differences in attitudes, use of technology, and plans described in the interviews. The lead agencies and some of the partner organizations are part of the New Communities Program, a comprehensive community-building initiative in Chicago. As such, these organizations will have an opportunity to integrate technology use into a variety of community programs going forward, and this may help to sustain or build technology use in these neighborhoods in the future. Respondents saw positive signs of change in the community, but also a need to focus on populations like seniors or subsidized housing residents who are still catching up, and a need to now "dive in" or deepen use in both their organizations and the community.

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APPENDIX A – DESCRIPTIVES

Civic 2.0 Participant Survey 2013

	N	Percent	Mean
Center	255		
Bickerdike		26%	
Greater Auburn Gresham Development		24%	
Southwest Organizing Project		9%	
Teamwork Englewood		12%	
The Resurrection Project		29%	
Did the respondent take Civic 2.0 with a group?	251		
Yes		76%	
No		24%	
Did the respondent do a project during Civic 2.0?	191		
Yes		20%	
No		80%	
Has respondent used neighborhood portal since class?	249		
Yes	115	45%	
No		55%	
Has respondent used city portal since class?	248		
Yes		37%	
No		63%	
Participated in how many research activities since class (7 possible)	221		3.75
Participated in how many posting or creating activities since class (8 possible)	239		2.63
Satisfaction level with material covered in class	249		
Very satisfied		82%	
Somewhat satisfied		14%	
Somewhat dissatisfied		1%	
Very dissatisfied		<1%	
Satisfaction level with instructor	251		
Very satisfied		88%	
Somewhat satisfied		10%	
Somewhat dissatisfied		1%	
Very dissatisfied		1%	
Overall how helpful was the course?	251		
Extremely helpful		44%	

Very helpful		45%	
Moderately helpful		6%	
Slightly helpful		4%	
Not at all helpful		<1%	
Does respondent use Internet to interact with more people about neighborhood issues than before the class?	255		
Yes		50%	
No		50%	
Does respondent use Internet to interact more often with people about neighborhood issues than before the class?	255		
Yes		45%	
No		55%	
Does respondent use the Internet more now to connect nationally with people about issues of concern in their neighborhood?	247		
Yes		44%	
No		56%	

APPENDIX B

Civic 2.0 Survey (Online Version, English)

Dear Civic 2.0 Participant:

You are invited to participate in the Civic 2.0 Participant Survey. In this survey, approximately 800 people will be asked to complete a short questionnaire that asks questions about their experiences participating in the Smart Communities program. It will take approximately 10-15 minutes to complete the questionnaire. Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. It is very important for us to learn your opinions so we can improve the program for future participants. Your survey responses will be strictly confidential; your responses will not be connected with your name. If you have questions at any time about the survey, you may contact Dr. Karen Mossberger at 312-355-2286 or mossberg@uic.edu. If you have any questions about your rights as a research subject, you may call the Office for the Protection of Research Subjects (OPRS) at 312-996-1711 or 1-866-789-6215 (toll-free) or e-mail OPRS at uicirb@uic.edu. We have contracted with QuestionPro, an independent research firm, to field your confidential survey responses.

Please click on Continue button below to complete the survey.

Thank You,

Karen Mossberger, Ph.D.
Department Head and Professor Department of Public Administration
University of Illinois at Chicago
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Chicago, IL 60607
Phone: 312-355-2286
Email: Mossberg@uic.edu

1. During the last 30 days, how often have you been on the Internet at home, school, work, or other places?

1. Several times a day
2. About once a day
3. 3-5 days a week
4. 1-2 days a week
5. Less than once per week
6. Never
7. Don't know

1A. During the past 30 days, have you been on the Internet or checked email from any of the following places? (Choose all that apply)

	YES	NO	DONT KNOW
Home	❑	❑	❑
A friend or neighbor's home	❑	❑	❑
Work	❑	❑	❑
Library	❑	❑	❑
FamilyNet Center	❑	❑	❑
School	❑	❑	❑
A public place with wireless access in the neighborhood	❑	❑	❑
A public place with wireless access outside the neighborhood	❑	❑	❑
Another place	❑	❑	❑
Don't know	❑	❑	❑

2. Do you have any of the following? (Choose all that apply)

	YES	NO	DONT KNOW
A working computer at home (a desktop, laptop, netbook or tablet)	❑	❑	❑
A high-speed Internet connection at home (that DOES NOT connect through a telephone line?)	❑	❑	❑
A dial-up Internet connection at home (that connects through a telephone line)	❑	❑	❑
A wireless broadband service that can be used with a laptop or netbook outside of home (This is usually a service that you have to pay a monthly fee for, and a Sprint AirCard would be an example of this)	❑	❑	❑

2A. Do you use your cell phone for email or to go on the Internet?

1. Yes
2. No
3. Don't Know

3. During the last 30 days, has someone helped you to use your computer/and or use the Internet?

1. Yes
2. No

3A. During the last 30 days, who has helped you to use your computer and/or use the Internet? (Choose all that apply)

1. Friends or family
2. Staff at Smart Communities
3. Staff at the library
4. Other _____

4. During the last 30 days, have you helped someone to use a computer and/or use the internet?

1. Yes
2. No

4A. During the last 30 days, who have you helped to use a computer and/or use the internet? (Choose all that apply)

- I have helped people who live in my neighborhood. I have helped (number of neighborhood residents) to do this in the past 30 days. _____
- I have helped people who do not live in my neighborhood. I have helped (number of people who live outside my neighborhood) to do this in the past 30 days _____

5. Since you finished your Civic 2.0 classes, have you done any of the following? (Choose all that apply)

	YES	NO	DONT KNOW
Looked up information about neighborhood schools online	❑	❑	❑
Looked up information about neighborhood crime online	❑	❑	❑
Used the City of Chicago website	❑	❑	❑
Used a government website other than the City of Chicago	❑	❑	❑
Researched an issue using the Internet	❑	❑	❑
Looked up information about politics online	❑	❑	❑
Looked for information on my alderman, state representative, or other officials online	❑	❑	❑
Contacted a government official through email or social networks	❑	❑	❑
Posted information or photos on a neighborhood or group website	❑	❑	❑
Posted a comment on a blog, social network or other websites	❑	❑	❑
Created a blog for the neighborhood or a group	❑	❑	❑
Create a website about the neighborhood or a group	❑	❑	❑
Created a Facebook page for the neighborhood or a group	❑	❑	❑

Other	❑	❑	❑

6. Have you used a neighborhood portal since your class?

1. Yes
2. No
3. Don't know

6A. Which of these neighborhood portals have you used most since your class?

1. Auburn Gresham
2. Englewood
3. Chicago Lawn
4. Pilsen
5. Humboldt Park
6. Don't know

6B. How would you rate the quality of information provided by the neighborhood portal you have used most often since your class?

1. Excellent
2. Good
3. Fair
4. Poor
5. Very Poor

6C. How easy was the portal to use?

1. Extremely easy
2. Very easy
3. Moderately easy
4. Slightly easy
5. Not at all easy

6D. How would you improve the neighborhood portal?

7. Have you used the City of Chicago data portal since your class?

1. Yes
2. No
3. Don't know

7A. Thinking about the City of Chicago data portal, how would you rate the quality of information on the portal?

1. Excellent
2. Good
3. Fair
4. Poor
5. Very Poor

7B. How easy was the City of Chicago data portal to use?

1. Extremely easy
2. Very easy
3. Moderately easy
4. Slightly easy
5. Not at all easy

8. How well would you say that you know how to do the following things?

	Very well	Somewhat well	Not too well	Not at all
Use the mouse	❑	❑	❑	❑
Type using a keyboard	❑	❑	❑	❑
Use email	❑	❑	❑	❑
Find information on the Internet	❑	❑	❑	❑
Use word processing programs (like Microsoft Word) to write letters or type documents	❑	❑	❑	❑
Use spreadsheet programs (like Microsoft Excel)	❑	❑	❑	❑

Download a form from the Internet	❑	❑	❑	❑
Upload photographs to a website	❑	❑	❑	❑
Create a website	❑	❑	❑	❑
Use social networking sites which allows you to connect with friends (Twitter, Facebook, MySpace, LinkedIn)	❑	❑	❑	❑
Download music	❑	❑	❑	❑

9. Since taking the Civic 2.0 classes, which of the following statements, if any, apply to you? (Choose all that apply)

	YES	NO	DONT KNOW
I use the Internet to interact with more people about neighborhood issues than I did before I took the class.	❑	❑	❑
I use the Internet to interact more often with people on neighborhood issues than I did before I took the class.	❑	❑	❑
I use the Internet more now to connect nationally with people about the issues I am concerned about in my neighborhood.	❑	❑	❑

10. How helpful was the Civic 2.0 class for the following? (choose all that apply)

	Extremely helpful	Very helpful	Moderately helpful	Slightly helpful	Not at all helpful
For finding information on schools	❑	❑	❑	❑	❑
For finding information on crime	❑	❑	❑	❑	❑
For finding other information on my neighborhood	❑	❑	❑	❑	❑
For finding information on issues that I am interested in	❑	❑	❑	❑	❑
For information about social networking tools	❑	❑	❑	❑	❑
For information about accessing government websites	❑	❑	❑	❑	❑

11. Overall, how helpful did you find the Civic 2.0 classes to be?

1. Extremely helpful
2. Very helpful
3. Moderately helpful

4. Slightly helpful
5. Not at all helpful

11A. Do you think the Civic 2.0 classes are too large, too small, or just right?

1. Too large
2. Too small
3. Just right
4. Don't Know

11B. Were you satisfied with the material covered in the classes?

1. Very Satisfied
2. Somewhat Satisfied
3. Somewhat Dissatisfied
4. Very Dissatisfied
5. Don't know

11C. Were you satisfied with the instructor?

1. Very Satisfied
2. Somewhat Satisfied
3. Somewhat Dissatisfied
4. Very Dissatisfied
5. Don’t know

11D. What other suggestions can you give to make the Civic 2.0 program better?

11E. Is there anything that you wanted from the Civic 2.0 program, but so far did not get? If so, what?

12. Did you take the Civic 2.0 Classes as part of a neighborhood group, or not?

1. Yes, part of a group
2. No, not as part of a group

12A. What kind of group did you take the Civic 2.0 Classes through?

1. Block group or Neighborhood Association
2. School group or Parent Association
3. Religious group
4. Other volunteer group (food bank, shelter program, etc.)
5. Other _____

12B. Did you work on a project as part of your Civic 2.0 class, or not?

1. No, did not work on a project
2. Yes, worked on a project. What kind of project did you work on?

_____

13. In general, how attached are you to the neighborhood in which you live?

1. Very attached
2. Somewhat attached
3. Not very attached
4. Not at all attached
5. Don't know

13A. Overall, how much of an effect do you think people like you can have in making your neighborhood a better place to live?

1. A great deal
2. A lot
3. Very little
4. Not at all

[i] The Institute for Policy and Civic Engagement (IPCE) at the University of Illinois at Chicago also supported research on the Civic 2.0 program.

[ii] Chicago has 77 community areas used officially for planning purposes.

[iii] The Smart Communities Program is rooted in an earlier initiative, the Digital Excellence Demonstration Communities (DEDC) program, which was funded by the MacArthur Foundation, and grew out of an earlier Mayor's Advisory Council on Closing the Digital Divide.[iii] The DEDC began in 2009 about 9 months before the federal grant was awarded, and it laid a foundation for the Smart Communities program. Before the federal grant was awarded, Smart Managers in each of the target neighborhoods worked to form partnerships with other organizations around technology issues, took stock of assets in their communities, and engaged residents and community organizations in planning. This provided a framework in the target neighborhoods, and the SBA grant proposal added resources for training and additional outreach.

[iv] The official boundaries of the Smart Communities include some adjacent community areas or portions of them. The lead agencies, partner organizations and services, however, are located within the five community areas described here.

[v] We asked for estimates of steady volunteers in agencies. While it is difficult to tell how precise these estimates were, they followed similar patterns for age and staff, with an average of 38 steady volunteers per organization in Humboldt Park, 8 in Pilsen and 5 in the Southwest communities. Chicago Lawn organizations report on average 10 steady volunteers compared to 5 in Englewood.

[vi] Separate interviews were conducted on the implementation process for the formative evaluation. These are not explicitly discussed or analyzed here.