

FINAL EVALUATION OF THE PROJECT

L I N K: LEARN IDEAS - NAVIGATE KNOWLEDGE

October 2013

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EXECUTIVE SUMMARY

The Miami-Dade County Public Schools was awarded a grant under the American Recovery and Reinvestment Act of almost 3.5 million dollars to fund broadband education, awareness, training, access, and equipment; and to support community institutions and job-creation for a period of three years. The grant was awarded by the Broadband Technology Opportunities Program (BTOP) within the US Department of Commerce. The grant was to build upon District successes in implementing technology-infused instruction, including the Learn Ideas – Navigate Knowledge (L.I.N.K.) Program that provided a computer for each student, to be used in and out of the classroom; thus helping to close the “knowledge divide.”

In order to evaluate the program, parents who benefitted from the L.I.N.K. program were asked to respond to a survey. The survey instrument was made available online in English, Spanish and Haitian Creole. Almost 900 parents completed the survey online.

Additionally, three (3) focus group sessions were conducted in December 2012 and January 2013. The participants were demographically representative based on gender and ethnicity. The participants in the three focus groups had an opportunity to share their experiences with the project L.I.N.K. staff in an informal setting where they felt comfortable and spoke freely about the project. The parents were also excited to share specific details of their own experiences with the project.

Based on the analysis of the survey data and the feedback received during the focus group sessions, the following major findings are presented:

FINDINGS FROM THE FOCUS GROUPS : *The participants in the focus group sessions reported that the project in general and the laptop and internet connection in particular provided them with a very valuable service and had a very positive impact on their children’s education. For example, parents indicated that their children used to go the public library, stay after school, or go early to school to have access to a computer to do their homework. One family reported that getting the laptop from the project L.I.N.K. allowed them to spend more time together as a family. Additionally, most parents indicated that they used the laptop when it was not used by their children especially during school hours. In other words, the project L.I.N.K. served both children and their parents.*

FINDINGS FROM THE SURVEYS: *Almost 9 out of 10 parents, who responded to the survey, attributed their abilities to keep informed about their children’s academic progress to the laptop and services provided by the L.I.N.K. program. Also, 87% of the parents said that the program helped them to use technology to communicate with their children’s teachers. Furthermore, parents attributed their abilities to do other tasks (such as managing their finances, and searching for jobs and/or services online) to the project L.I.N.K. These testimonies were clearly echoed during the focus group sessions.*

RECOMMENDATION:

Given the fact that the funding of the project L.I.N.K. is ending at the end of the 2013 calendar year, and given the very positive feedback that was received from the participants in the L.I.N.K. program, and the commitment of the Miami-Dade District to continue its efforts to conquer the digital divide; particularly among the most vulnerable student/families, the following recommendation is presented:

The District should seek other grant opportunities at all levels (State, Federal, and/or Private) in order to not only sustain the success of the Project L.I.N.K. but also to expand it to other grade levels.

BACKGROUND

In Miami Dade County, two out of every three children ages five to seventeen are living in poverty. Research shows that students living in persistent poverty are more likely to demonstrate low academic performance and suffer from conditions that impede their learning. Those living in poverty typically lack access to educational resources provided by access to computers and internet.

Miami-Dade County has a population of over 2.5 million people spread across more than 2,000 square miles. Miami-Dade County Public Schools (M-DCPS) is the nation's fourth largest school district, serving over 350,000 students and employing more than 36,000 employees in 400 facilities throughout the county. The student population is one of the poorest nationally, with one out of three living at/below poverty level. In order to improve academic performance and reduce poverty in this community, the School Board increased its efforts to conquer the digital divide; particularly among the most vulnerable students/families.

PROGRAM DESCRIPTION

In May, 2010, The Miami-Dade County School Board accepted a highly competitive grant under the American Recovery and Reinvestment Act totaling \$3,473,498 to fund broadband education, awareness, training, access, and equipment; and to support community institutions and job-creation for a period of three years. The grant was awarded by the Broadband Technology Opportunities Program (BTOP) within the US Department of Commerce (<http://www2.ntia.doc.gov/about>). The grant was to build upon District successes in implementing technology-infused instruction, including the Learn Ideas – Navigate Knowledge (L.I.N.K.) Program that provided a computer for each student in selected schools, to be used in and out of the classroom; thus helping to close the “knowledge divide.”

Specifically, through this grant, M-DCPS implemented a project that was focused on 1) addressing the need for sustainable broadband adoption, and 2) closing the gap within the “knowledge divide” – as the lack of technology creates a lack of useful information and knowledge. Furthermore, this project provided broadband education, awareness, training, access, equipment and support to the vulnerable populations; particularly M-DCPS disadvantaged students and families,

thus improving their quality of life. With the funds in this project, M-DCPS provided the following:

- Broadband awareness to students and their families;
- Computers for students and families from low socio-economic levels;
- Internet subscriptions for families in the lowest performing schools located throughout heavily populated urban areas within the City of Miami; mid-northern quadrant of the county; and the southeastern end of Miami- Dade to include the City of Homestead;
- Training for parents of the targeted schools.

M-DCPS also used innovative strategies to maximize the impact of this project by maximizing current resources to get families served, such as the use of the services of the District Parent Academy staff and expertise.

DESIGN OF THE ANALYSIS

1. DATA COLLECTION METHODOLOGY

The scope of this study is to ascertain parents' opinions regarding the impact of the project L.I.N.K. The data for the evaluation were collected from the following sources: [a] surveys of parents, and stakeholders, and [b] focus group sessions with parents who benefitted from the L.I.N.K project.

All the surveys were administered online to demonstrate the use of technology, and were also available in the languages most spoken by parents in Miami-Dade, specifically; English, Spanish, and Haitian-Creole. A variety of marketing tools were used to increase parents' response rates, including direct emails to participants, announcements at Parent Academy events, and phone calls to Community Involvement Specialists. The level of responses was monitored on a regular basis resulting in several reminders to parents to respond to the survey.

Three focus group sessions were conducted in December 2012 and January 2013. The participants were representative of the program recipients based on gender and ethnicity. Each focus group session lasted about two hours. The participants in the three focus groups had an opportunity to share their experiences with the project L.I.N.K. in an informal setting where they felt comfortable and spoke freely about the project. The parents were eager to share specific details of their experiences with the project. One focus group took place in the downtown, urban section of Miami, the second focus group took place in the deep southern part of the county, and the third focus group

was conducted in the south-central part of the county. The focus group sessions were conducted in English; however a translator was available to assist parents who were not fluent in English.

2. QUESTIONS ASKED, THE RESPONSE FORMAT, AND SCORING

The L.I.N.K. survey included 42 questions (see appendix A). The questions in the survey were organized into six (6) sections: General & Demographic Information; Computer Use; Internet Use; Contribution of the L.I.N.K. Program; Computer & Internet Safety; and a section for Comments. The format of the questions varied from one section to the other. For example, some questions required the participant to respond with a “Yes”, “No”, or “Do not know”. Other questions required the participants to assess their level of mastery of a certain technology skill. The measures were designed to assess the impact of project L.I.N.K. on parents and their children. The “Comments” section was designed to give the participants an opportunity to share any additional information.

RESULTS OF THE SURVEYS: Quantitative Data

Almost 900 respondents completed the survey online. Of those, approximately 89% responded in English. It should be noted that those who responded in English may have come from Spanish, Haitian, or any other background. Table 1 displays the distribution of the respondents.

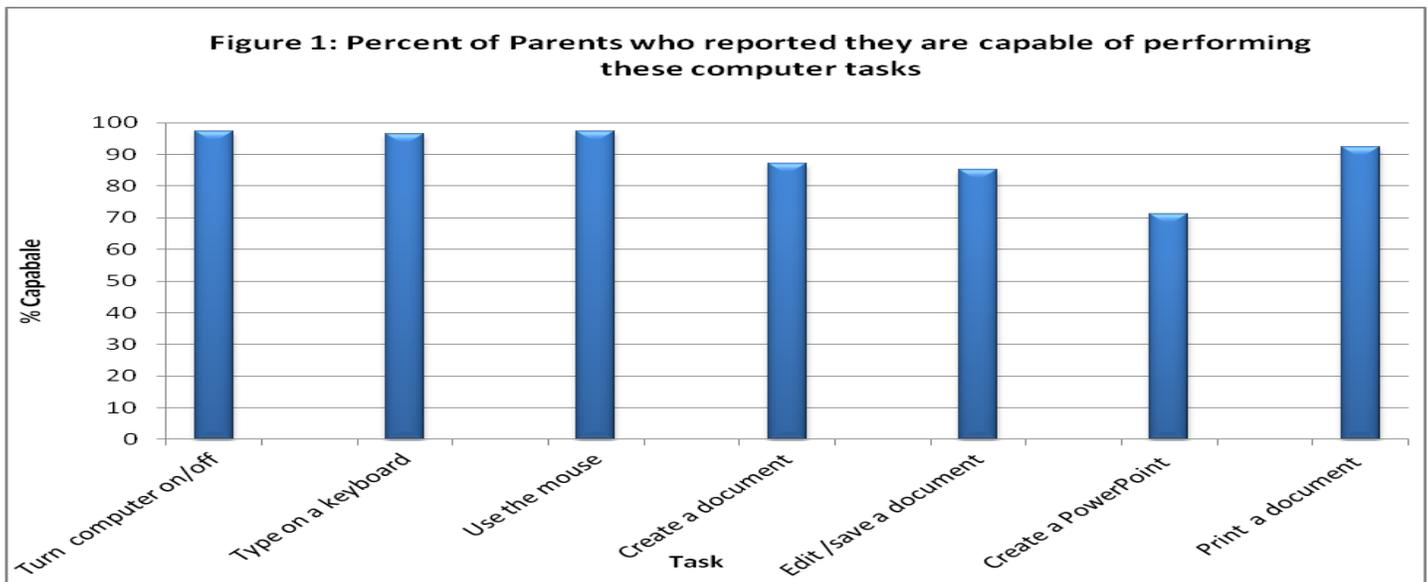
Table 1: Distribution of the participants by respondent group

Type of Respondents	Percent
Parents	91.8%
Teachers/ School Employees	4.8%
Community Members	1.4%
Other: grandparents/legal guardians/brothers /sisters, etc.	2.0%
Total	100%

3.1 COMPUTER USE

The parents were asked several questions to ascertain their familiarity with various aspects of computer usage. The parents were given 5 response options ranging from “I can’t do it” to “I can easily do it”. Parents were also given the option not to answer the question. An inspection of Figure 1 below, summarizing the results reveals the following:

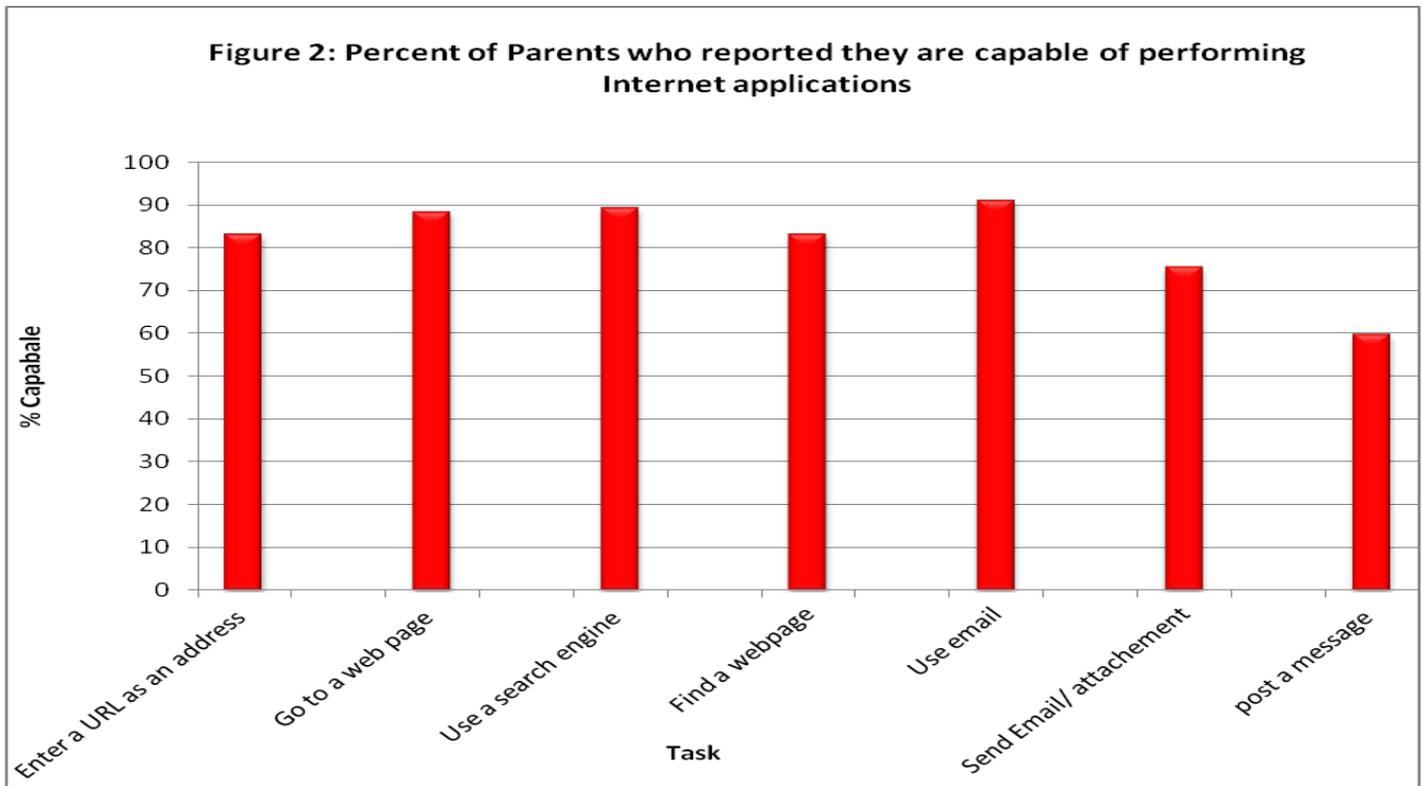
Over 94% of the respondents indicated their abilities to operate the hardware (Turning on the computer, typing, and using the mouse). At least 83% of the respondents indicated their abilities to use basic software applications, such as creating and printing a document. A smaller percentage, about two thirds of the respondents said they can create a PowerPoint presentation. These results are consistent with other research findings with similar populations.



3.2 INTERNET USE

Parents were also asked several questions regarding their familiarity with various activities typically used when accessing the internet. The results shown on figure 2 reveal the following:

These technology tasks are more advanced than the previous ones. So, it is not a surprise that the percentages are lower. Specifically, less than 90% of the respondents indicated their abilities to perform certain internet tasks, such as using the address bar, using a search engine, or posting a message online. The highest percentage was with the use of email.

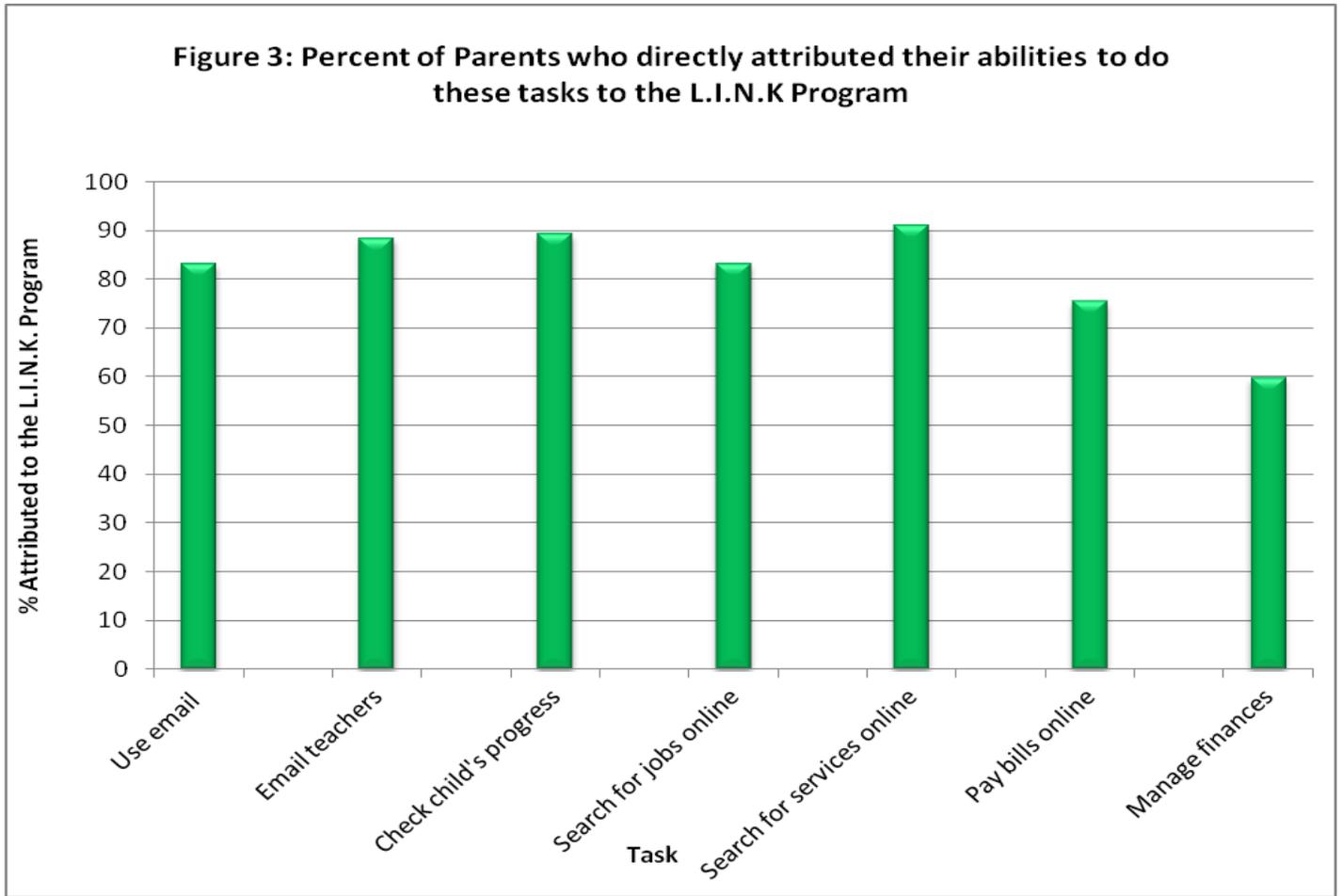


3.3: CONTRIBUTION OF THE L.I.N.K. PROGRAM

In this section parents were asked to reflect on specific activities and then indicate “How much do they attribute their abilities to do these activities to their participation in the L.I.N.K. program and the fact they were given a computer and/or internet access from M-DCPS”.

An inspection of the results in Figure 3 reveals that a considerable percentage of respondents attributed their abilities to perform the tasks mentioned above to their participation in the L.I.N.K. program. For example, 89% of the parents said the L.I.N.K. program helped them to check on their kids ‘progress through the District parent Portal. A considerable percentage of parents, 87%, said that the program helped them to use technology to communicate with their children’s teachers. This testimony was clearly echoed during the focus group sessions which will be discussed later.

Furthermore, parents attributed their abilities to do other electronic tasks, such as managing their finances, search for jobs and/or services online. Again, these reporting were also confirmed by the parents who were selected to participate in the three focus group sessions which were held in three geographical areas of the county.



RESULTS OF THE FOCUS GROUP SESSIONS: Qualitative Data

1. RATIONALE FOR USING THE FOCUS GROUP TECHNIQUE

In order to complement the quantitative data that were collected through the online survey and to gather other qualitative data that are difficult to capture in a traditional questionnaire, the evaluator in collaboration with the project managers, decided to conduct a series of focus group sessions with parents who benefitted from the L.I.N.K. program. The focus group technique is a good conduit to bring together several stakeholders, and to collect a large amount of qualitative information in a relatively short space of time. In sharing and comparing their experiences and views, participants generate new insights and understandings.

The typical format involves a relatively homogenous group of six to twelve people who meet, for a period of about two hours. The group interaction is facilitated by the evaluator who supplies the questions for discussion. The opinions and feedback of the participants were taped, after obtaining oral permission from the participants.

2. LOGISTICS AND SET-UP OF FOCUS GROUP SESSIONS FOR PARENTS

In an attempt to 1) get a representative sample of parents from the Miami-Dade district; 2) accommodate parents in the different areas of the county; and 3) facilitate communication with parents who are not fluent in English we decided the following:

Three (3) focus group sessions were conducted. One session was conducted in the southwest area of Miami-Dade, one session in the central urban area of Miami-Dade, and one session in the rural area of Homestead. The sessions were conducted in English, but translators were available at all sessions to assist parents who are not fluent in the English language. The Table below lists the dates and places of the three focus group sessions.

Location	Date
Miami Jackson Senior High School	December 5, 2012
Southridge Senior High School	December 11, 2012
Southwest Miami High School	February 6, 2013

3. SUMMARY OF THE FEEDBACK RECEIVED DURING THE FOCUS GROUP SESSIONS

The topics and questions selected for focus group sessions were developed after an extensive search and inspections of several technology surveys for parents developed and conducted in other school districts, including Miami-Dade. The questions were also designed to answer the following two major questions:

Question 1: What was the status of the parents and their children, in terms of use of technology at home, before participating in the L.I.N.K. Project?

Question 2: How did the project change the status of the parents and their children, in terms of use of technology at home, after participating in the L.I.N.K. Project?

The participants in the three focus group sessions had an opportunity to share their experiences with the project L.I.N.K. in an informal setting where they felt comfortable and spoke freely about the project. The parents were eager to share the specific details of their experiences with the project.

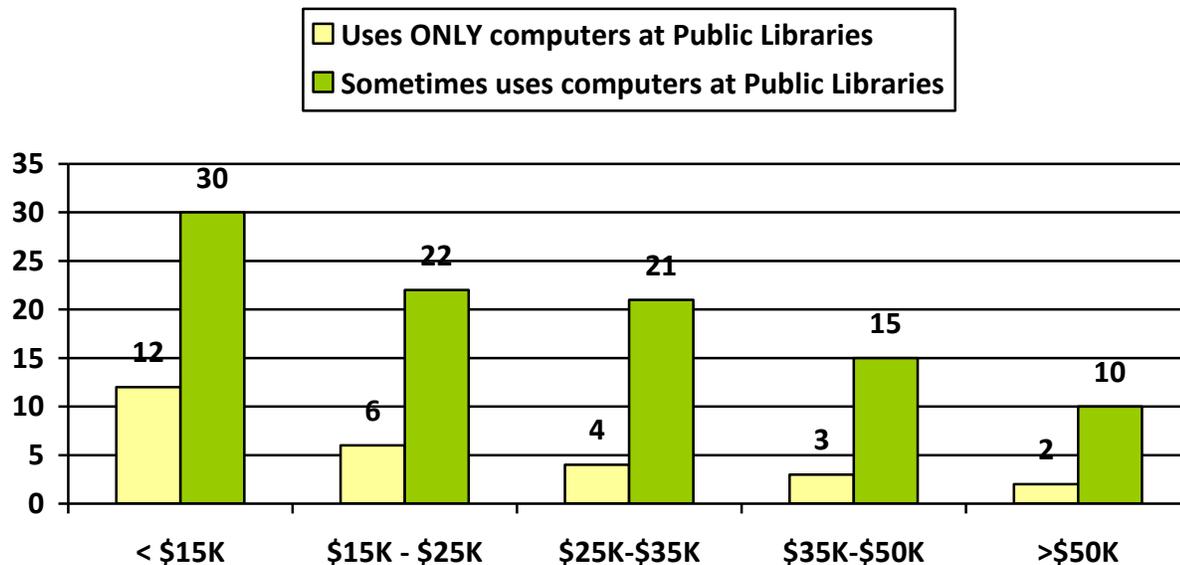
3.1 Summary of the feedback on the status of the parents and their children, in terms of use of technology at home, before participating in the L.I.N.K. Project.

The participants were first asked to describe, by giving specific examples, the conditions under which their children were doing their school work that necessitated the use of technology. All participants in the focus group sessions described that they had difficult time addressing the technology needs of their children that was required to do their school work.

Some parents indicated that they had to go the public library in order for their children to have access to a computer. In some cases, a mother reported that she found herself taking her four children, two of whom are not at school yet, then gets on the public bus and goes to the public library. She gets tickets for her and for each of the four kids in order to secure enough computer time for her two other children who needed to use the computer. She proceeded to say that she usually gets home after 11:00 PM.

This finding is similar to the finding of a report prepared for the Gates foundation regarding the Digital divide (2007). Specifically, the report revealed that public libraries provide an important source of computer access for disenfranchised citizens, including the poor, the less educated, the unemployed, and various minority groups.

The figure below illustrates that among computer users in a national survey, those in the lowest income category (< \$15,000) use the library computers significantly more than those with higher incomes (30% versus 10%). Furthermore, libraries provide the *only* access for significantly more of those in this lowest income category (12%) than for those with incomes greater than \$15,000 (between 2% and 6%).



Other parents reported that they tried to borrow computers from their children classmates or from their own friends, but they were not successful. Some parents were able to use that option few times, i.e. borrowing from a friend, but it was not reliable, as the owners of the laptops were not comfortable lending their computers to them. Another group of parents said that they had to go to schools early or wait for their children to use the computers after school hours.

It should be noted that several parents indicated that in many cases they were not able to help their children to have access to a computer, and consequently, the students did not complete their home works and received bad grades.

3.2 Summary of the feedback on how the project changed the status of the parents and their children, in terms of use of technology at home, after participating in the L.I.N.K. Project.

The participants were then asked to describe, by giving specific examples, the impact of the project L.I.N.K. on them as well as their children as it relates to their school work that required the use of technology. All participants in the focus group sessions were in agreement that having a computer

with internet connection made a huge impact on their families in general. They gave very specific examples on how they were using the laptop that was provided to them by the L.I.N.K. project.

Some parents indicated that the laptop become the focal point of the family. They described that they gathered around the laptop, despite the small screen, and their daughter worked on her homework while the parents watched. Both parents said that their daughter was proud to show them her grades on the parent portal.

Other group of parents said that they exchanged emails with their children teachers and were very happy to hear feedback about their children academic progress. They further commented that the laptop allowed them to communicate with the teachers without the need to physically go to the school or “play phone-tags” with the teachers.

Furthermore, the majority of the parents affirmed that their children’s grades did improve, even though they did not provide tangible proof. Some parents even went on to say that they feel that their children are more motivated about school work.

Another group of parents indicate that they do use the computer when it is not been used by their children. They mentioned that they used the computer to send emails to friends and family members, to pay bills, to check their bank accounts, and simply to surf the internet.

Overall, the parents had a very positive opinion and believe that the laptop and the internet connection had impacted them as well as their children. They highly recommended that the project continues in order to benefit other families. They also indicated that they wished that the laptop screens were bigger. The small size of the screen was a common complaint among the majority of the participants, especially older parents.

SUMMARY

Almost 900 parents completed the survey online. Of those, approximately 89% responded in English and the rest responded either in Spanish. It should be noted that those who responded in English may come from Spanish, Haitian, or any other background. The following are samples of the major findings from the evaluation of the L.I.N.K. program:

FINDINGS FROM THE FOCUS GROUPS : *The participants in the focus group sessions reported that the project in general and the laptop and internet connection in particular provided them a very valuable service and had a very positive impact on their children's education. For example, parents indicated that their children used to go to the public library, stay after school, or go early to school to have access to a computer to do their homework. One family reported that getting the Laptop from the project L.I.N.K. allowed them to spend more time together as a family. Additionally, most parents indicated that they used the laptop when it was not used by their children especially during school hours. In other words, the project L.I.N.K. served both children and their parents.*

FINDINGS FROM THE SURVEYS: *Almost 9 out of 10 parents, who responded to the survey, attributed their abilities to check on their kids' academic progress to the L.I.N.K. program. Also, a considerable percentage of parents, 87%, said that the program helped them to use technology to communicate with their children's teachers. Furthermore, parents attributed their abilities to do other electronic tasks, such as managing their finances, search for jobs and/or services online.*

RECOMMENDATION:

Given the fact that the funding of the project L.I.N.K. is ending at the end of the 2013 calendar year, and given the very positive feedback that was received from the participants in the L.I.N.K. program, and the commitment of the Miami-Dade District to continue its efforts to conquer the digital divide; particularly among the most vulnerable student/families, the following recommendation is presented:

The District should seek other grant opportunities at all levels (State, Federal, and/or Private) in order to not only sustain the success of the Project L.I.N.K. but also to expand it to other grade levels.

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APPENDIX

L.I.N.K. SURVEY (English)

INSTRUCTIONS

You have been selected for this survey because you are part of a group of parents who benefited from the L.I.N.K. (Learn Ideas, Navigate Knowledge) program. Thank you for your help in completing this survey.

Miami-Dade County Public Schools District is interested in your feedback about the L.I.N.K. program. The information and answers you provide will be kept confidential. None of your personal information will be shared with any other organization or business. This survey is voluntary and you do not have to answer all questions.

Answer the questions as they relate to you. For most answers, check the boxes most applicable to you or fill in the blanks. Thank you for your cooperation!

GENERAL INFORMATION

1. HOW DID YOU LEARN ABOUT THE SECOND GROUP OF PARTICIPANTS IN THE (L I N K) PROGRAM?

- Personal calls
- Recorded phone message
- E-mail message
- Flyers and other printed materials
- A written paper/note sent with my child
- Through a friend
- I prefer not to answer
- Other (Specify):

2. YOU WERE REQUIRED TO APPLY ONLINE IN ORDER TO PARTICIPATE IN COHORT 2 OF THE L.I.N.K. PROGRAM. PLEASE INDICATE HOW DID YOU APPLY ON LINE? PLEASE SELECT ALL THAT APPLY.

- used another computer at my home
- used a computer at my work
- used a computer at the Public Library
- (Specify):

3. PLEASE INDICATE THE ROLE THAT BEST DESCRIBES YOUR RELATIONSHIP TO MIAMI-DADE COUNTY PUBLIC SCHOOLS. (PLEASE SELECT ONLY ONE.)

- Parent/Guardian
- Community Member
- School Employee
- I prefer not to answer
- Other (Specify):

4. FROM THE LIST OF SCHOOLS WHO WERE SELECTED FOR THE SECOND YEAR OF THE PROJECT, PLEASE SELECT THE NAME OF YOUR CHILD'S SCHOOL. IF YOU DO NOT WISH TO INDICATE YOUR CHILD'S SCHOOL, PLEASE SELECT [0000 : I PREFER NOT TO ANSWER]

- 0000 : I prefer not to answer

5. PLEASE INDICATE YOUR GENDER (MALE OR FEMALE)?

- Male
- Female
- I prefer not to answer

6. PLEASE INDICATE WHICH ETHNIC GROUP YOU BELONG TO?

- African-American
- White (Non-Hispanic)
- Hispanic
- Native-American
- Asian
- Multi-Racial
- I prefer not to answer
- Other (Specify):

7. PLEASE INDICATE YOUR HIGHEST LEVEL OF EDUCATION?

- 8th grade or less
- Some high school (9th - 12th grade)
- High School Diploma or GED
- Some College (Less than Bachelor Degree)
- College Degree or Higher
- I prefer not to answer
- Other (Specify):

8. WHAT IS YOUR PRIMARY LANGUAGE?

- English
- Spanish
- Haitian-Creole
- I prefer not to answer
- Other (Specify):

9. DO YOU CURRENTLY HAVE A COMPUTER AT YOUR HOME/APARTMENT?

- Yes
- No
- I prefer not to answer

10. IS YOUR COMPUTER CONNECTED TO THE INTERNET?

- Yes
- No
- I prefer not to answer

11. HOW OFTEN DO YOU USE THE COMPUTER AT HOME?

- Every day
- Almost every day
- Only on the weekends
- About once a week
- About once a month
- I prefer not to answer
- Other (Specify):

12. DO YOU USE THE COMPUTER AT HOME FOR SCHOOL WORK?

- Yes
- No
- I prefer not to answer

13. WHAT OTHER APPLICATIONS DO YOU USE THE COMPUTER FOR? (PLEASE CHECK ALL THAT APPLY)

- Emails
- Instant Messages
- Skype
- Word processing
- Internet search (Google, etc...)
- Spreadsheet (Excel)
- Multi-media (Powerpoint)
- Entertainment (Games, video-games, watch movies, etc...)
- I prefer not to answer
- Other (Specify):

14. WHERE DID YOU LEARN HOW TO USE THE COMPUTER? (PLEASE CHECK ALL THAT APPLY)

- Home
- Work
- Public Library
- Classroom or school setting
- I prefer not to answer
- Other (specify):

15. HOW DID YOU LEARN HOW TO USE THE COMPUTER (CHECK ALL THAT APPLY)?

- My child (children) taught me
- I attended a L.I.N.K training program which was taught by the Parent Academy
- I took one or more computer classes at a public / private school
- I took a training course /workshop at an adult/vocational center
- I was taught at my workplace
- I taught myself from books, CD-ROMs, etc.
- Friends and/or relatives taught me
- I prefer not to answer
- Other (Specify):

COMPUTER USE**16. TURN THE COMPUTER ON AND OFF**

- I can't do it
- I need help
- I can do it
- I can easily do it
- I prefer not to answer

17. TYPE ON A KEYBOARD

- I can't do it
- I need help
- I can do it
- I can easily do it
- I prefer not to answer

18. POINT TO AN ITEM USING THE MOUSE

- I can't do it
- I need help
- I can do it
- I can easily do it
- I prefer not to answer

19. CREATE A DOCUMENT USING A SOFTWARE APPLICATION (WORD, EXCEL, ETC...)

- I can't do it
- I need help
- I can do it
- I can easily do it
- I prefer not to answer

20. EDIT AND SAVE A DOCUMENT

- I can't do it
- I need help
- I can do it
- I can easily do it
- I prefer not to answer

21. CREATE A POWERPOINT PRESENTATION

- I can't do it
- I need help
- I can do it
- I can easily do it
- I prefer not to answer

22. PRINT A DOCUMENT (WORD, EXCEL, POWERPOINT, ETC...)

- I can't do it
- I need help
- I can do it
- I can easily do it
- I prefer not to answer

INTERNET USE**23. ENTER A URL IN THE ADDRESS BAR**

- I can't do it
- I need help
- I can do it
- I can easily do it
- I prefer not to answer

24. GO TO A WEB PAGE USING LINKS

- I can't do it
- I need help
- I can do it
- I can easily do it
- I prefer not to answer

25. USE A SEARCH ENGINE TO FIND INFORMATION

- I can't do it
- I need help
- I can do it

- I can easily do it
- I prefer not to answer

26. FIND A PREVIOUSLY DISPLAYED WEBPAGE

- I can't do it
- I need help
- I can do it
- I can easily do it
- I prefer not to answer

27. USE EMAILS

- I can't do it
- I need help
- I can do it
- I can easily do it
- I prefer not to answer

28. SEND A MESSAGE WITH AN ATTACHMENT

- I can't do it
- I need help
- I can do it
- I can easily do it
- I prefer not to answer

29. POST A MESSAGE TO A CHAT ROOM OR ONLINE DISCUSSION FORUM

- I can't do it
- I need help
- I can do it
- I can easily do it
- I prefer not to answer

CONTRIBUTION OF THE L.I.N.K. PROGRAM

30. USE EMAIL TO COMMUNICATE WITH OTHERS

- Not at all
- Somewhat helped me
- Helped me
- Helped me a lot
- I prefer not to answer

31. COMMUNICATE WITH MY CHILD' TEACHERS

- Not at all
- Somewhat helped me
- Helped me
- Helped me a lot
- I prefer not to answer

32. CHECK ON MY CHILD'S PROGRESS (ACCESSING STUDENT PORTAL)

- Not at all
- Somewhat helped me
- Helped me
- Helped me a lot
- I prefer not to answer

33. SEARCH FOR JOBS ONLINE

- Not at all
- Somewhat helped me
- Helped me
- Helped me a lot
- I prefer not to answer

34. SEARCH FOR SERVICES ONLINE (FOR THE HOUSE OR FOR MEDICAL TREATMENT, ETC..)

- Not at all
- Somewhat helped me
- Helped me
- Helped me a lot
- I prefer not to answer

35. PAY BILLS ONLINE

- Not at all
- Somewhat helped me
- Helped me
- Helped me a lot
- I prefer not to answer

36. MANAGE MY FINANCES

- Not at all
- Somewhat helped me
- Helped me
- Helped me a lot
- I prefer not to answer

COMPUTER & INTERNET SAFETY

37. DO YOU HAVE AN ACTIVE "ANTI VIRUS" PROGRAM, SUCH AS MCAFEE OR NORTON INSTALLED ON YOUR LAPTOP?

- Yes
- No
- I prefer not to answer

38. ARE YOU AWARE THAT THERE ARE TOOLS AVAILABLE FOR LAPTOPS THAT ALLOWS YOU TO CONTROL WHICH SITES YOUR CHILD CAN GO TO WHILE USING THE INTERNET?

- Yes
- No
- I prefer not to answer

39. DO YOU FEEL COMFORTABLE ABOUT MONITORING YOUR CHILD'S USE OF THE INTERNET?

- Yes
- No
- I prefer not to answer

40. DO YOU USE SOME TYPE OF TOOL TO CONTROL OR MONITOR YOUR CHILD'S ONLINE BEHAVIOR, SUCH AS FILTERING PROGRAMS THAT LIMIT WHAT SITES A CHILD CAN VISIT.

- Yes
- No
- I prefer not to answer

41. WHICH OF THESE STATEMENTS BEST DESCRIBES WHY YOU HAVE NOT USED A PARENTAL CONTROL SOFTWARE TO HELP YOU IN MONITORING YOUR CHILD'S USE OF THE INTERNET? (CHECK ALL THAT APPLY)

- I have strict rules with my children regarding their use of the Internet
- I trust my children to do the right thing while using the Internet
- I do not know how to use these control programs
- I didn't know that these programs existed
- I am concerned about the cost of these programs
- I am not sure that these control programs are effective
- I do use parental control programs to monitor my child online use
- I prefer not to answer

COMMENTS

42. PLEASE REFLECT ON THE PREVIOUS QUESTIONS, AND INDICATE HOW MUCH DO YOU ATTRIBUTE YOUR ABILITY TO DO THOSE ACTIVITIES DUE TO YOUR PARTICIPATION IN THE L.I.N.K. PROGRAM. YOUR FEEDBACK IS VERY IMPORTANT.