

June 14, 2005

To: Community Services Committee

From: General Manager, Social Services Division

Subject: Kids @ Computers Scholarship Project – Impacts, Outreach and Recognition

Purpose:

To describe the accomplishments of the Kids @ Computers Scholarship Project since 2001, including its recent selection as the 2005 recipient of the Willis Award for Innovation by the Canadian Association of Municipal Administrators and its contribution to Toronto's selection as one of 2005's top seven intelligent communities in the world. The impact of the project on the children who have received scholarships, as well as their families and communities, will then be outlined. Finally, the report will respond to a request by the Community Services Committee to describe outreach activities aimed at expanding project awareness at the community level.

Financial Implications and Impact Statement:

There are no financial impacts resulting from the adoption of this report.

Recommendations:

“It is recommended that this report be received for information.”

Background:

Initially approved by City Council as a pilot project at its meeting of May 30, 31 and June 1, 2001, the Kids @ Computers Scholarship Project seeks to narrow the “digital divide” that exists between those who have access to computers and the Internet and those who do not. This innovative project has proven to be critical in supporting the development of capacity in low income children and families, and by extension, in entire communities (e.g., through the introduction of computer learning centres, by encouraging community involvement and interaction).

Children between the ages of 8 and 14 years who are in receipt of social assistance and do not have a computer in their home are eligible to apply for the scholarship. Applications include short essays from the children explaining why they should receive a computer, as well as letters of recommendation from sponsors such as teachers, principals, other educators or professionals who have worked with the children. Successful applicants and their families attend and complete basic computer orientation sessions, by way of classroom instruction and mentoring, before a computer is delivered to their home.

During the four years that Kids @ Computers has existed, the project has realized great success in responding to a clear social deficit, providing thousands of Toronto's disadvantaged families with an integral academic and skills development support. Since 2001, several reports to the Community Services Committee have provided updates on the progress of the project. This report will acknowledge recent national and international recognition that Kids @ Computers has received before describing research results that demonstrate the key benefits home computer ownership offers to low income children, families and communities. The report will also respond to a request from the Community Services Committee to describe outreach activities aimed at expanding community awareness of the project.

#### Discussion:

The City of Toronto's Kids @ Computers Scholarship Project has received national recognition from the Canadian Association of Municipal Administrators (CAMA) as the 2005 recipient of the Willis Award for Innovation (for municipalities with a population over 20,000). Kids @ Computers was selected for the award, from entries submitted by municipalities across Canada, for demonstrating "exceptional innovation and meritorious initiative" on the part of municipal government. The General Manager of Toronto Social Services (TSS) was invited to receive the award on behalf of the City of Toronto at CAMA's 34<sup>th</sup> annual conference held May 30 to June 1, 2005 in St. John's, Newfoundland.

Kids @ Computers has also been acknowledged as a key component of the City of Toronto's selection by the Intelligent Community Forum (ICF) as one of 2005's top seven intelligent communities in the world. Selection as an intelligent community is based on demonstrated excellence in a number of areas in which Kids @ Computers has directly contributed, including public and private sector innovation, promotion of digital democracy, and education, training and workforce development that builds capacity for "knowledge work". Other communities selected by the ICF include Issy-les-Moulineaux (France), Mitaka (Japan), Pirai (Brazil), Singapore, Sunderland (United Kingdom), and Tianjin (China).

The CAMA and ICF acknowledgements are the latest recognition for Kids @ Computers (the project was previously honoured at the 2004 Public Sector Quality Fair). They are indicative of the success that Kids @ Computers has had in helping children from families on social assistance in Toronto keep pace with their classmates and acquire essential job skills they will need to secure meaningful employment in the future. As of May 2005, Kids @ Computers has awarded home computers, training and Internet access to 6,800 families on social assistance, representing more than 15,000 children. Such figures are equivalent to awarding every family in a large Ontario town such as Port Perry, Whitchurch-Stouffville or King City with a computer.

The Kids @ Computers Scholarship Project is made possible due in large part to the innovative partnership structure that combines City staff and resources from TSS, Toronto Public Library, Toronto Parks and Recreation, Toronto Fire Services and Toronto Community Housing with those of community and private sector sponsors such as the Kiwanis Boys and Girls Club and Microsoft Canada. This co-operative arrangement takes advantage of in-house expertise while minimizing administrative expenses. It also allows for City partners to communicate information about programs offered by the City to the children and/or families participating in Kids @ Computers who may not otherwise have been aware of them.

But what really makes Kids @ Computers unique is its scholarship-based approach, and its commitment to providing low income children with new, up-to-date home computer systems,

software and Internet access. To this end, Kids @ Computers has been a leader in its efforts to actually narrow the digital divide rather than simply prevent it from growing wider.

## I. Reaching the Most Vulnerable

Families receiving Kids @ Computers scholarships are located across the City. At its meeting of May 18, 19 and 20, 2004, City Council received a report by the Commissioner of Community and Neighbourhood Services titled "Geographic Distribution of Computers through Kids @ Computers Scholarship Project" which described the distribution of computers across the city since the project began in 2001. The pattern of computers awarded generally reflects the distribution of families with eligible children who are in receipt of Ontario Works (OW) and Ontario Disability Support Program (ODSP). Further, those areas with the highest concentration of scholarships awarded also tend to have the highest proportion of children living in poverty.

Those who have received a scholarship through Kids @ Computers also represent the most vulnerable members of the community. More than two thirds of scholarship recipients (68 percent) are from single parent families on OW. Nearly three quarters of families who have received a computer (73 percent) have been on the social assistance caseload in excess of two years. And in two out of every five Kids @ Computers families (41 percent), the head-of-household has less than a high school education.

With respect to age and family size, Kids @ Computers has had great success in reaching its target population. The average age of children in families receiving a computer is 11 years (includes the specific child awarded a scholarship as well as other siblings), with 64 percent being between the ages of 8 and 14. An additional 23 percent of children are aged 14 to 18 years and 13 percent are less than 8 years old. The average number of children in scholarship families is 2.93, indicative of the efforts of Kids @ Computers to maximize the number of children benefiting from each computer awarded. Overall, 84 percent of scholarships granted have been allocated to families with two or more children.

## II. Making a Difference

In an effort to document the impacts of the Kids @ Computers Scholarship Project on the children and families who have received a home computer, TSS has been conducting ongoing research with the children who received a scholarship, their parents, and their teachers/principals. The research results demonstrate the extraordinary and far-reaching benefits that Kids @ Computers has helped thousands of Toronto's disadvantaged children realize. A key finding is the heightened sense of social inclusion exhibited by children who have been awarded scholarships. This, in turn, is leading to improved academic performance and outcomes. The research has also shown that the children are using their computers as an everyday resource. Finally, evidence exists of the extended benefits that home computers have offered parents, as well as the wider community. A summary of the key research findings relating to each of these concepts is provided in Attachment 1.

## III. Community Outreach

TSS is currently taking several steps to ensure families receiving OW, and community organizations, are informed of, and can access, the Kids @ Computers Scholarship Project. All TSS front-line staff are aware of the project and communicate pertinent information to eligible families during the initial OW application stage. Brochures describing the project and how to apply for a scholarship are also included as part of the intake package that is provided to new OW

applicants. Caseworkers then inform Kids @ Computers project staff of potential scholarship applicants.

In addition, Kids @ Computers brochures are mailed to potentially eligible OW and ODSP families, as well as Toronto Community Housing tenants. Follow-up phone calls are made to families that did not respond to the brochure mail-out to ensure that they are aware of the program and ensure that literacy or language issues are not preventing equitable access.

TSS takes significant steps to assist non-English speaking clients, including those applying to Kids @ Computers, in accessing interpreter services. For example, TSS maintains multi-lingual telephone lines that provide information about OW and related services in French, Chinese, Portuguese, Spanish, Somali, Farsi, Polish, Russian and Vietnamese. The goal of the multi-lingual service is to provide key program information in different languages, help staff work together with clients, and to work with community agencies and language groups to improve access to TSS services.

To help expand community awareness of the project, Kids @ Computers staff have made presentations to Toronto Community Housing's Community Health Promoters, OW Shelter Liaison Workers, Toronto District School Board principals, and numerous community agencies (a list of agencies is provided in Attachment 2). The Somali community in particular has proven to be a strong supporter of Kids @ Computers, having referred a significant number of children to project staff. At least three media events have also contributed to communicating the benefits of the Kids @ Computers Scholarship Project to the broader community.

Furthermore, during the Fall of 2004, all OW and ODSP staff/offices were provided with a presentation updating them on the status of the Kids @ Computers Scholarship Project. Brochures and posters are also displayed in all of TSS' Employment Resource Centres.

Looking ahead, the Metropolitan Toronto Movement for Literacy will be sending a fact sheet with information about Kids @ Computers to their members, in addition to posting information about the project on its website. Kids @ Computers staff are also planning additional outreach to the Toronto District School Board as well as community agencies and organizations. Translation of Kids @ Computers brochures to other languages will proceed as the project budget permits. Furthermore, a Kids @ Computers web site is in the early stages of development and represents a valuable medium for communicating pertinent project information to a wide audience in multiple languages.

#### Conclusion:

The City of Toronto's Kids @ Computers Scholarship Project has been selected by CAMA as the 2005 recipient of the Willis Award for Innovation (for municipalities with populations over 20,000). The project has also been acknowledged as a key component of the City's selection by the ICF as one of 2005's top seven intelligent communities in the world.

In the four years since its inception, Kids @ Computers has realized great success in helping to narrow the digital divide and the damaging repercussions it has for Toronto's disadvantaged families. TSS' research has shown the positive impacts that home computer ownership has had on the children who have received a scholarship, particularly with respect to fostering social inclusion, improving academic performance and promoting computer use (in addition to associated parental and community benefits). As part of its ongoing efforts to expand and sustain Kids @ Computers over the long term, TSS will continue its outreach to Toronto's diverse communities.

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Attachment

Attachment 1: Kids @ Computers Progress Report – Impacts of Home Computer Ownership  
Attachment 2: List of Community Agencies Presented to by Kids @ Computers Staff

## Attachment 1:

### Kids @ Computers Progress Report – Impacts of Home Computer Ownership

In an effort to document the impacts of the Kids @ Computers Scholarship Project on the children and families who have received a home computer, Toronto Social Services (TSS) has been conducting ongoing research with the children who received a scholarship, their parents, and their teachers/principals. Specific research activities undertaken include:

- (i) a survey of parents and their children who had received a computer (2003);
- (ii) in-home interviews conducted to confirm computer delivery and inquire about computer use/issues (ongoing);
- (iii) participant assessments of computer orientation sessions (2002/2003);
- (iv) focus groups with parents of scholarship recipients (2004); and
- (v) interviews with teachers and/or principals who had provided letters of reference for scholarship recipients as part of the application process (2004).

Together, the results of these research activities demonstrate the extraordinary and far-reaching benefits that Kids @ Computers has helped thousands of Toronto's disadvantaged children realize. Paramount among the findings is the revelation that home computer ownership is fostering a heightened sense of social inclusion in children who have been awarded scholarships. This, in turn, is leading to improved academic performance and outcomes. The research has also shown that the children are using their computers as an everyday resource. Finally, ample evidence exists of the extended benefits that home computers have offered parents, as well as the wider community. A summary of the key research findings relating to each of these concepts is provided below.

#### (1) Fostering Social Inclusion – Leveling the Playing Field

One of the most inspiring outcomes of the Kids @ Computers Scholarship Project reported during the research is the heightened sense of social inclusion exemplified by the children who have received home computers and Internet access. According to the parents of scholarship recipients, the primary benefit of having computer and Internet access at home is that the children can now complete their homework and school projects through the same means as their peers. This has been reinforced through the comments of teachers and principals who alluded to Kids @ Computers as promoting “equity of access”, whereby the children are able to access the same resources as other students; a particularly vital key to succeeding in today's computer literate world.

For many children, a home computer has meant they can now participate in what have become everyday activities: word processing school assignments, discussing popular web sites with classmates and sending e-mail to friends. No longer do they feel left out or forced to withdraw from social interactions due to a lack of computer and Internet access. Through focus groups, surveys and home visits, parents spoke of the increased confidence, independence and self-esteem being exhibited by their children. They attributed this change primarily to the skills their children are developing as a result of having a computer at home.

Many parents also noted that being able to use a word processor and the Internet at home, and not having to travel to locations where computers are available, means their children require less time to complete their school assignments. As a result, the home computers have also enabled their children to participate in extra-curricular activities with peers at school and in the community. For example, one father spoke about how his children had used their home computer to help make posters and invitations for school events.

For recent immigrants, the home computers have also helped to ease the child's and family's transition to life in Canada. For example, parents relayed that the computer and Internet access have aided their children, and particularly those in English as a Second Language (ESL) classes, to improve their vocabulary and grammar through the word processing software's built-in spell checks and thesaurus, along with other on-line resources. Additionally, access to e-mail and the Internet have bolstered important social networks by making it easier and more affordable to keep in contact with family, friends and events outside of Toronto and Canada.

Appendix A presents a sampling of comments from parents and teachers/principals with respect to the benefits of home computers from a social inclusion perspective.

## (2) Improving Academic Performance

Initial findings from research conducted by TSS suggest that the children who have received a Kids @ Computers scholarship are realizing the educational benefits that a home computer offers. Approximately two thirds of parents responding to the 2003 survey indicated that having a computer at home was beneficial as it helped their children to improve their academic achievements. Further, through focus groups and interviews, the parents, teachers and principals of scholarship recipients all commented on the positive effects that home computer ownership and Internet access has had on the academic performance of the children. This is due in large part to the simple reality that the children have more time to concentrate on the school work given that they no longer need to travel to a computer lab and do not need to hand write initial drafts.

Teachers also spoke of the increased motivation and enthusiasm that the computers have brought to the children. Internet access means that children can conduct their research more efficiently while covering a broader range of sources. Computer-produced work is neater and exhibits a more professional look, which in turn has induced the children to take greater pride in their work. In addition, this makes it easier for teachers to mark, further contributing to better grades. Access to computers on a regular basis is particularly important for students in upper grades (e.g., 6, 7 and 8) where it is increasingly expected that work submitted is computer-generated.

The parents, teachers and principals of scholarship recipients offered many stories of the achievements of the children since receiving their computer. A few examples are provided below:

- (i) A principal compared a Grade 9 student's marks before and after receiving the computer and cited a five to ten percent increase since the computer had arrived.
- (ii) A teacher reported that a student had performed so well since receiving a computer through Kids @ Computers that he was receiving the Grade 7 computer subject award for this year.

- (iii) One mother spoke very proudly about her daughter who was moving from special education classes into regular classes next year. She believes that having a computer at home played a key role in making this happen.

Teachers repeatedly expressed the value of computers as an educational aid. For children in special education classes in particular, the computers serve as visual aids, reinforcing the work being taught (e.g., the computers can help children with organizational difficulties to better structure their thoughts). The children can also access web sites to obtain assistance with specific homework problems. And e-mail offers a quick and effective way for students to communicate with their teacher when they need help outside of the classroom.

Additional quotes from parents and teachers/principals relating to the improved academic performance of their children are provided in Appendix B.

### (3) An Everyday Resource

In addition to the social and academic successes of Kids @ Computers, findings from TSS' research shows that the children are embracing their computers and Internet access as integral instruments of contemporary life, as evidenced by the regularity of use. In 2003, an audit of seventy-two families who received their computer in 2002 was completed. The key component of the audit was a visit to the home of the scholarship recipients, whereby it was confirmed that all seventy-two families still had the computer. Unfortunately, twenty of the families no longer had Internet access at the time of the home visit. However, the majority of the children living in homes that still had Internet connections reported using the web on a daily basis.

The 2003 survey of children who had received a computer in 2001/2002 further revealed widespread computer use among the scholarship recipients. Before having a computer, half of children (49 percent) reported it was hard to use one when it was needed, and only six percent had regular access to a computer when required. Presently, more than 60 percent of children reported that they used the computer everyday and more than four in five (82 percent) indicated that they use the computer at least four times per week. Another 71 percent of children responded that they do homework on the computer, and more than three quarters (76 percent) acknowledged completing school projects with the computer.

### (4) Parental Benefits

The computers awarded through the Kids @ Computers Scholarship Project offer benefits not only to the child who received it, but also to other family members including the parents. For them, the computers represent an essential job search and educational upgrading support. In responding to the 2003 survey, 72 percent of parents reported using the computer, including 55 percent who helped their children with school work, 43 percent who prepared letters, and 30 percent who did their own school work. As well, parents participating in the focus groups acknowledged using the computer and Internet to look for employment, prepare resumes/cover letters, and to improve their own computer skills (many mentioned that their children were teaching them). Others spoke about using the computer to help with their own course work and to access course materials on-line. Lastly, during the home visits, one mother stated that the computer had enhanced her employment opportunities and that she had obtained a job with suitable hours that allowed her to meet her family obligations.

But for most parents, perhaps the greatest benefit of a home computer is that it allows for better supervision of their children. The children can now do their school work at home where they only need to compete with their siblings for computer time. No longer do the children need to line up and wait to get access to a computer for an uncertain amount of time. No longer do the parents have to worry about where their children are and whether they are safe. Many parents commented that having a computer at home reassured them that they know what their children are viewing when on-line, and most were aware of the parental control features with which the computers are equipped.

Finally, parents mentioned that the computer provides them with a valuable resource for obtaining information on health, immigration and other items. During the focus groups a mother with diabetes commented that she had used the Internet connection to get information about the disease and her dietary needs. Other parents conveyed that the computer allows new arrivals to Canada to get information on changing immigration policies that affect them.

See Appendix C for a selection of quotes from parents of scholarship recipients regarding how owning a computer has made a difference for them.

#### (5) Community-wide Benefits

The benefits of the Kids @ Computers Scholarship Project have also been shown to extend beyond the family in possession of the home computer and into the wider community. Many children and parents spoke about having to rely on the kindness of family and friends to access a computer when it was needed before they had received their Kids @ Computers scholarship. Owning a home computer now means that these families can extend the same kindness to others. One father at a focus group spoke about friends of his children who did not have home computers themselves, who came to their home to use the computer and Internet. Other parents told of relatives who did the same. Half of parents responding to the survey indicated that other family members and friends had made use of the computer. The net effect is that for each home computer awarded by Kids @ Computers, the number of people who benefit grows exponentially.

From a community infrastructure perspective, Kids @ Computers has contributed to the development of computer labs in high needs areas of Toronto in order to deliver the training and orientation components of the project in local neighbourhood facilities (e.g., community centres). In addition, teachers and principals have noted that home computers help to compensate for the often limited resources of schools (e.g. older systems, too few computers available, limited access times, slow Internet access), by easing the student demands for computer time.

Furthermore, Kids @ Computers has helped to increase the use of other City services and programs by raising awareness of them among low income families participating in the orientation sessions delivered at Toronto Public Library and Toronto Parks and Recreation facilities. Through its mentoring role, Toronto Fire Services has also been able to educate disadvantaged children on fire safety issues.

#### (6) Service and Technical Issues

Aside from the valuable insight that is provided with respect to Kids @ Computers' success, the research activities undertaken also present an opportunity to identify issues with various aspects

of the project that can lead to refinements and improvements. For example, during the focus groups, cost issues were raised with respect to maintaining Internet connections and replacing printer ink cartridges. Also, 59 percent of children reported experiencing technical problems with their computer in the 2003 survey. Only 19 percent indicated that they had called a “hotline” for help. Another 30 of 72 families contacted via home visits reported having technical problems with their computer. However, only half of the families visited (50 percent) were aware of the computer’s warranty.

TSS is presently exploring potential solutions to these issues. Specifically, the Division is working with the applicable Kids @ Computers vendors in an effort to remedy technical and service concerns. The Division is also examining mechanisms for communicating warranty and service information to scholarship recipients and their parents so that they can take the necessary steps when repairs are needed.

## Appendix A – Selected Comments on Home Computers and Social Inclusion

“For Shameema and students like her new to Canada without the financial means to have a computer at home, ease of access to technology becomes an equity issue.”

– Senior Public School principal

“In the old days you bought a pen, pencil and a calculator. .... In order to be on an even keel today you need to have the basic work tools, which means having a computer.”

– High School Principal

“Having a computer at home gives kids ‘equity of access’.”

– Junior School principal

“In general, all children can benefit from computers at home, especially in the areas of research and the ability to complete assignments in an organized and legible manner. For many of our students, also, pen and paper tasks are a challenge for them. However, these same students are able to keyboard quite efficiently, and this is a huge incentive for them to complete homework and assignments. The other natural benefit comes when they are in the "work world" and faced with computers all around them. They will be comfortable and familiar with many of the programs and not intimidated or feel held back.”

– Grade 6 teacher

“The kids@computers program seems to be an excellent program for kids. In my class in particular, having a computer is essential since all students are given their own email accounts and do quite a bit of work using computers. I am also more accessible to my students via email and our electronic classroom bulletin.”

– Grade 6 teacher

“Having a computer is very important for the children because now is the world of computers. Children start with computers. From computers they learn so many things..... For children, it is a necessity to have a computer. .... They use computers for homework..”

– father of six

“That was one of the issues with my daughter. She was bothering me, ‘But all my friends have computers. Why can’t I have one?’ ..... ‘How am I going to buy you a computer when they’re expensive and I don’t have the budget?’”

– mother of four

“He is feeling much more confident. He’s more sort of independent. Now he says, ‘I don’t have to ask people too many questions. I can get it from the Internet.’”

– mother speaking about her teenaged son

## Appendix B – Selected Comments on Home Computers and Improved Academic Performance

“I received your letter regarding Hasan receiving a home computer through kids@computers. This was wonderful news! As far as your questions regarding the effect on Hasan at home, it has helped him immensely in the following ways:

- he now types most of his assignments;
- he can research independently (via the internet) at home;
- his keyboarding skills and knowledge of computer has improved (so much so that he is receiving the Grade 7 Computer subject award for this year!).”

– Grade 6 teacher

“Shameema is a motivated student who works hard and is able to demonstrate her increasingly proficient language skills with the support of her computer. The use of her computer enables her expressive language and her research skill development. The spell check gives her instant feedback on her spelling and sentence structure. The Thesaurus is readily accessible to her. A student like Shameema learns quickly from such feedback and we have seen a dramatic difference in her performance over the last year. The polished look of a computer-generated writing assignment is a boost to anyone's self-esteem and a motivator. Internet accessibility brings the potential of unlimited research and learning at her fingertips. Knowledge and skill with technology has become a requisite life skill. .... She is a hard working, motivated student and this computer is an excellent investment in her learning and future.”

– Senior Public School principal

“May has greatly benefited from having a computer at home. She has gained some valuable skills such as using Excel for graphing in Math. She also has built her own website, and is teaching others in her class how to do so. Most of her assignments are handed in typed, and she knows how to use spell check to make sure it is presentable. ... In general, computers at home are great in assisting with language skills, and especially research for projects.”

– Grade 6 teacher

“My daughter did three projects after getting the computer, and in all the projects she got the highest mark.”

– father of two

“I did my BSc in 1975. And after a long time, so many maths problems I can't remember. ‘Papa, you can do that.’ ‘I'm sorry’, I say. ‘Go to the computer.’ .... It really is better for them [to get help through Internet web sites] because I can't help them.”

– father of twins

“They learn a lot. In the beginning they ask us. Now, we are going to ask them. .... They have a computer in front of them. They check. They learn. They know how to speak English better than us.”

– mother of two

## Appendix C – Selected Comments on the Benefits of Home Computers for Parents

“Sometimes they are at a friend’s home [using their computer], but you don’t know what they are doing over there. Maybe the parents are not home. When you have a computer at home, you can check your kids any time.”

– mother of two

“Instead of going to the library he’s staying home and I can check what he’s doing.”

– mother of two

“Before she had to go to the library or to a friend’s house and sometimes it was too late and I wouldn’t let her. .... Now with the computer she does it at home.”

– mother of teenaged daughter

“They have to go to the library and stay in line to get on the computer and sometimes we cannot escort them all the time. They take about three, four hours and we get worried.”

– mother of one commenting on what it was like before having a home computer

“The computer has helped me out a lot because I would usually go to the library to type up my work or print out pictures. But now that I have the computer my Mom doesn’t have to be worried about where I am or how long I might be.”

– Grade 6 scholarship recipient

“It helps you with jobs.”

– mother of one

“You don’t have to go to the resource centre and wait on a computer. It’s quicker for you than waiting your turn. When you go the resource centre, they give you a time limit to be on the computer.”

– one mother commenting about looking for work on the Internet before her daughter got the computer

“It’s helped me also. I have diabetes. I go and research what I need and everything to control my diabetes. .... My daughter worries when she sees my sugar is too high. .... Now, I get information from the Internet. It’s helped me a lot.”

– mother of five children

“It’s not only saving the time of the kids. It’s saving our time. We have to take our kids to the library or the community centre. When we have a computer in the home, there’s no need to go outside of the home. They can use it inside the home. This is a very important point.”

– father of three

Attachment 2: List of Community Agencies Presented to by Kids @ Computers Staff

Arab Community Centre of Toronto  
Berkdale Residence  
Culture Link Settlement Workers  
Dixon Hall  
Family Residence  
Ferncliffe Neighbourhood Centre  
Interagency Presentation at Falstaff Community Centre  
Muslim Community of Downtown Toronto  
Ossington Neighbourhood Centre  
Red Door Family Shelter  
Rexdale Woman's Centre  
Robertson House  
St. Stephens Community House  
Settlement Education Partnership in Toronto  
Siva-Somali Immigrant Women Association  
Toronto Kiwanis Gerrard 'K' Boys and Girls Club  
West Scarborough Community Legal Services  
World Vision Reception Centre  
Yorktown Family Services