

TechImpact Project Year One: Sector Wide Evaluation

Technology Service Provider (TSP) Survey Findings



Technology for a better world



Nonprofit Technology Network

Prepared for NPower and NTEN by TCC Group

December 2006

The TechImpact Project is a three-year evaluation effort led by NPower and NTEN to measure the effect of technology assistance on nonprofit organizations and to identify which types of assistance and services best help nonprofits use technology to achieve maximum community impact. This Project is made possible by the combined funding efforts of the [Carnegie Corporation](#), the [Cisco Foundation](#), the [Charles Stewart Mott Foundation](#), and the [Surdna Foundation](#). For more information on the TechImpact Project, visit <http://www.nten.org/techimpact> or email techimpact@npower.org.

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I. Overview

History Leading to the Field-Level Evaluation

In 2005, NPower National disseminated a proposed research design for a three-year field level evaluation of nonprofit technology assistance. This research design was the result of longstanding field discussion about and interest in the following:

1. Understanding the role technology plays in helping a nonprofit reach its programmatic and mission-related goals as well as increase its operational efficiencies;
2. Understanding the role of Technology Service Providers (TSPs) in helping nonprofits successfully apply technology in their organization and;
3. Building the ongoing capacity of individual TSPs and of the TSP field as a whole.

Given these interests, the research design offered a theory of change for how TSPs are structured and work to serve nonprofits in more efficiently and effectively reaching their missions. Furthermore, it delineated a set of evaluation goals to be addressed through data collected from field experts, TSPs and nonprofits.

TCC Group was contracted as the external evaluators for this assignment and worked with a Steering Committee, comprised of a diverse group of practitioners familiar with the TSP sector and who have a stake in its development, to refine the research design towards a clear evaluative scope of work and methodology. In addition to the Steering Committee, an Advisory Committee serves as an additional resource for the Evaluation Team (Steering Committee and TCC Group) and provides high-level counsel and oversight as needed. Finally, it should be noted that beyond the Steering and Advisory Committees, there is diverse and far-reaching interest among a range of funders, technology assistance providers, and nonprofits in this evaluation as the field seeks empirical research from which to develop and implement best practices in providing technology assistance; around procuring funding for and in effectively using technology.

Evaluation Approach and Year One Methodology

TCC Group's proposal, logic model, evaluation framework, and work plan are included in the appendix of this report. Our overriding evaluation approach is collaborative in terms of drawing on field resources (through the Steering and Advisory Committees), is quantitative and qualitative in its design, and is structured to be formative as methods are phased to build on one another as results are analyzed.

Building from the three areas of interest noted in the previous section, the following five goals drive this evaluation:

1. Analysis and better understanding of best practices for the sector;
2. Assessment of the impact of technology assistance on nonprofit mission achievement;
3. Assessment of the impact of technology assistance on organizational efficiency;
4. Development of a set of readiness indicators to better understand the baseline capacity needed in a nonprofit organization to achieve maximum impact of technology assistance;
5. Build the evaluation capacity of the sector.

As such, in year one, the following methods were used to begin to address these goals and test the theory of change:

Literature Review

TCC conducted a review of the primary literature around the characteristics of high quality technology service assistance, assistance most likely deemed to affect nonprofit outcomes, and nonprofit characteristics that determine readiness to receive and successfully use and integrate technology assistance. This literature was used to confirm and expand upon the evaluation goals guiding the project, informed the refinement of the theory of change (resulting in the logic model described below), led to a more detailed Evaluation Framework, and thus informed the development of items appearing directly in the data collection tools.

Logic Model

TCC worked collaboratively with the Evaluation Team to refine the proposed theory of change and develop a logic model. A logic model is a visual way to present the theory regarding the relationship between programmatic strategies, their intended outcomes and the desired impact of these outcomes. The logic model approach to evaluation serves the project by moving beyond measuring specifically-stated strategies or outcomes toward determining if and how specific resources and program components are critical to achieving the desired outcomes and ultimate impact (e.g., enhanced nonprofit efficiency and effectiveness as a result of particular TSP services or TSP characteristics).

Evaluation Framework

The Evaluation Framework is a matrix that flows directly from the Logic Model. This matrix illustrates each of the Logic Model components, along with a series of overarching evaluation questions. It includes an alignment of the Logic Model components with a set of proposed indicators for addressing the evaluation questions and links the components, questions, and indicators to proposed data collection methods, and potential information sources.

TSP Outcomes Survey

A sector-wide survey of technology service providers was developed to get a better understanding of who is providing technology assistance to nonprofit organizations, what their characteristics are, what services they provide, what types of nonprofits they serve, what approaches they take to technology assistance, how they foster and/or prioritize nonprofit outcomes in their work with

nonprofits, and how they evaluate their work. The results of this survey are the focus of this report.

Year two data collection will include the development of a nonprofit survey as well as nonprofit site visit protocols to capture information directly from nonprofits about their perceptions of how TSPs affect their work and results in their communities. Furthermore, findings revealed in year one about the TSP sector will be compared to and further examined as data are collected and analyzed in Year two.

2006 TSP Survey

The TSP Survey was launched via the web to 540 individuals representing a range of individuals, firms/organizations, and management support organizations (both corporate and nonprofit) that provide technology assistance to nonprofits. To generate the survey sample, the Steering Committee reviewed membership lists from NTEN and NPower and requested referrals from those known in the field, in an effort to ensure a representative sample. Respondents were initially given two weeks to respond to the survey, and with additional reminders to increase the response rate, were ultimately provided a full month in which to respond.

One hundred and forty-nine responses were determined complete and usable for analyses, representing a 28 percent response rate. Respondents fell across the following categories in terms of their operating structures:

- For - profit technology assistance provider = 66 individuals representing for-profit organizations (44 percent of the sample)
- Individual technology assistance provider = 53 individuals providing technology services to nonprofit (36 percent of the sample)
- Technology Service Provider (organization) = 30 individuals representing nonprofit organizations, including management support organizations (20 percent of the sample)

TSP Survey Analysis

As noted earlier, this first year included significant evaluation design work with the Evaluation Team, in coming to agreement on the theory of change underlying this three year project, in determining the most appropriate methodology to sample both technology assistance providers and nonprofits, and developing, finalizing and launching the Technology Service Provider Outcomes Survey. As such, while the first part of the project year was used to develop a strong and well vetted evaluation design and survey, the close of this project year has been dedicated to the analysis of the TSP Outcomes Survey data.

The survey was analyzed using basic frequencies on each survey item (e.g., percent responding to each survey item). In addition, t-tests and ANOVAS were run to explore differences by provider type, organizational size, contract size, contract length, etc. Regressions were also conducted to develop a better understanding of which variables might be used to predict a Technology Service Provider's approach to its work. In particular, regressions were conducted to explore which variables might be used to better understand providers' focus on achieving particular outcomes in their work with nonprofit clients.

In an effort to test the theories underlying the evaluation (for example, which provider core capacities are similar or related) and to condense the number of variables with which to conduct additional analyses across the survey items (e.g., how provider core capacities relate to or predict certain outcomes, etc.), factor analyses were conducted. For example, instead of conducting analyses regarding each of the 32 survey items addressing provider core capacities, factor analysis provided a means for condensing these 32 items into five scales with which to run analyses. Furthermore, factor analyses provided a means for removing items that were not supportive of the evaluation theory or unreliable (upon this statistical review).

As a result of these factor analyses, TCC Group determined that there were twenty-two scales that may be organized under seven categories. These categories and associated scales are listed below. The statistics applied to derive these factors and ensure their reliability are described in greater detail in the appendix of this report.

Core Capacities

Respondents reported the extent to which a service area was a part of what they knew how to do and provided to nonprofits—the degree to which they had the capacity to provide a particular service. The theory of change developed with the Steering Committee suggested that the scope of potential services provided by the field could be clustered by basic services (e.g., hardware and software services, etc.), capacity building services (e.g., planning and evaluation), and outreach and advocacy (e.g., raising funder awareness of nonprofit technology needs, etc.). The factor analyses confirmed this general theory and provided greater detail around how the field differentiates its capacity areas. Factor analysis supported the clustering of services under the following 5 scales:

- Scale 1: Hardware, Software and Networks (e.g., hardware purchasing)
- Scale 2: Organization and Management Development (e.g., strategic planning)
- Scale 3: Web – related (e.g., web design)
- Scale 4: Database – related (e.g., database development)
- Scale 5: Advocacy - related (e.g., advocacy in field to raise funder awareness)

Nonprofit Areas

Respondents reported their level of expertise across a number of types of nonprofits. TCC Group theorized that providers may have expertise in similar areas. For example, providers noting expertise in one direct service area (e.g., human services) may likely have expertise in other direct service areas (e.g., youth development). Factor analysis generally supported this rationale and further elucidated how field expertise is clustered by the following nonprofit areas:

- Scale 1: Community Development (e.g., economic development)
- Scale 2: Policy, Advocacy and Research (e.g., grassroots organizing)
- Scale 3: Education and Direct Services (e.g., human services)

Collaboration

Respondents reported the extent to which a set of needs or reasons led them to collaborate with others in the field. TCC Group theorized that there were general areas of need for collaboration; and factor analyses confirmed this theory.

Technology service providers generally collaborate either for business reasons (e.g., desire to work with others in the field or network) or for staff or skill needs (e.g., need for additional staff or skill sets for particular nonprofit engagements).

Scale 1: Collaborate for Business Reasons (e.g. Need for geographic presence)
Scale 2: Collaborate for Staff and Skills (e.g., Need for more staff)

Assessment of Readiness

Respondents reported the frequency with which they used certain approaches and tools to assess a nonprofit client's readiness to successfully engage in a project. Factor analysis confirmed that providers generally assess readiness either informally (e.g., conversations, observations about client understanding) or formally (e.g., administration of an assessment tool).

Scale 1: Informal Assessment of Readiness (e.g., initial conversations about scope)
Scale 2: Formal Assessment of Readiness (e.g., onsite technology assessment)

Preparation Strategies

Respondents reported the frequency with which they used certain strategies to prepare a client to use a typical technology assistance project to facilitate knowledge transfer, capacity building or sustainability. TCC theorized that there would be a range of strategies used to foster client capacity building (using the engagement to empower clients). Factor analysis confirmed that providers generally prepare clients and foster capacity building by meeting clients where they are, using project management tactics, building in planning and sustainability discussions into the project, and helping clients to assess and evaluate their own needs and progress. The following scales emerged:

Scale 1: Prepare by Meeting Clients Where They Are (e.g., tailor services to meet nonprofit's specific needs)
Scale 2: Prepare through Project Management (e.g., regular meetings with leaders)
Scale 3: Prepare through Sustainability Planning (e.g., develop technology plan)
Scale 4: Prepare Using Technology for Learning (e.g., help nonprofits evaluate their org efficiencies)

Outcomes

Respondents reported the extent to which a series of outcomes were integral to how and why they or their organizations typically provide technology assistance to nonprofits. Factor analysis confirmed that providers generally consider outcomes in terms of organizational leadership and management (e.g., improving leader's decision-making), external communication (e.g., expanding marketing strategies through technology), and knowledge sharing (e.g., improving staff access to one another). The following scales emerged:

Scale 1: Organizational Leadership and Management (e.g., improve HR management)
Scale 2: External Communication (e.g., improve networking through Web)
Scale 3: Knowledge Sharing (e.g., improve internal communication)

Evaluation

Respondents reported the frequency with which they used a range of strategies to evaluate their work with nonprofits. Factor analysis confirmed that providers conducting evaluation do so using external consultants, qualitative instruments (e.g., interviews with client) and quantitative instruments (e.g., surveys or performance measures). The following scales emerged:

Scale 1: External Evaluation (e.g., use of external evaluators)

Scale 2: Qualitative Evaluation (e.g., observations at the client site)

Scale 3: Quantitative Evaluation (e.g., score card or other performance measures)

The scale headings are referenced throughout this report. What follows are our key findings resulting from the analysis of the survey.

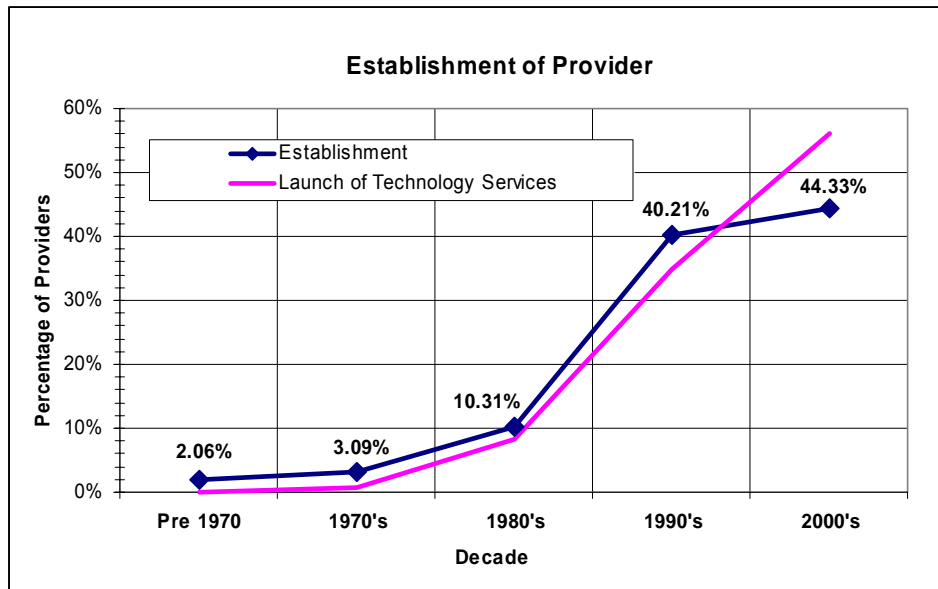
II. Overview of the Nonprofit Technology Service Provider Field

Technology assistance and tailored service provision to the nonprofit sector was formally recognized and more formally structured beginning in the 1980s. The nonprofit sector sought to equip itself with hardware and software to run its businesses and serve its communities, yet often struggled with funding to do so. The Colorado Association of Nonprofit Organizations (CANPO) reports that “the early [technology assistance] providers were nonprofit organizations themselves that relied on volunteers to deliver services’. Today, the sector includes a range of providers, both nonprofit and for - profit, organizations and individuals providing “professionally staffed efforts that offer nonprofit consulting, training, and other technology-focused services at below-market costs.”

Provider History

The majority of current providers have been operating as organizations since the 1990’s, with 44 percent of the providers establishing themselves in the last six years since 2000. Nonprofit providers began slightly earlier with 23 percent having been established by the start of the 1990’s in comparison to only 11 percent of the for-profit providers having been established during that time. Over 90 percent of the *individuals* who provide technology services began doing so after 1990.

Table 1: Provider History



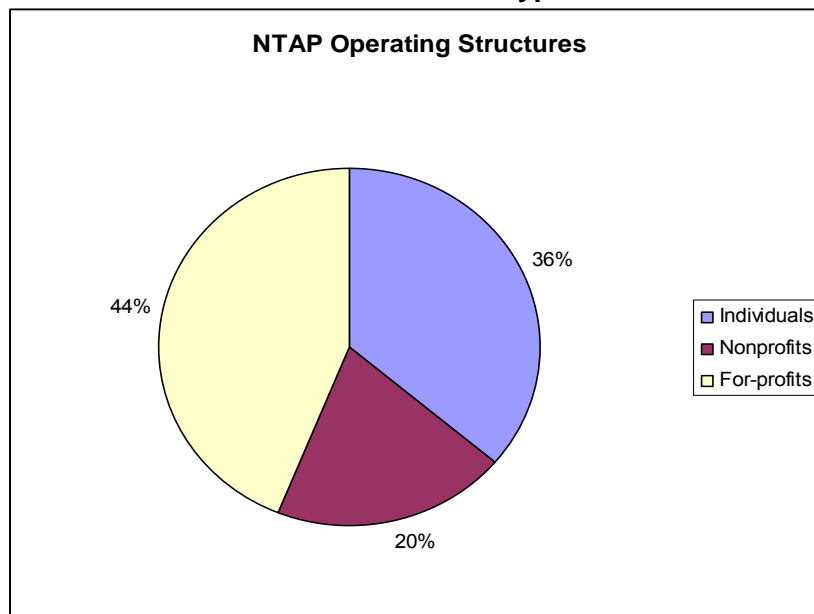
The mean year of establishment for organizational providers is 1996. The mean year that both organizations and individuals began to provide technology services is 1998. These data reveal that the average provider (either organizational or individual) has had almost a decade of experience in technology provision.

Provider Types

As noted earlier, the TSP field may be understood as including three major types of operating structures: for - profit technology assistance providers (organizations); individual technology assistance providers (self-employed individuals); and Technology Service Providers (organizational). The majority of providers in the field fall in either the individual or for - profit organizational categories.

Organizations make up 63 percent of the survey respondents, 19 percent of which are nonprofits, and the remaining 44 percent are for-profit companies. Thirty-five percent of the responding providers are individuals. The pie chart below illustrates the respondent breakdown by organizational provider (including nonprofit and for-profit) and individual.

Table 2: Provider Types



Staff Size

Organizational TSPs were asked to report on their number of staff. The 95 reporting organizations employ a total of 1008 full time staff, an average of 11 full-time individuals per organization. The largest organization reported having 100 full time staff and was an outlier, with nearly 50 percent of organizations reporting 1 – 5 full time staff. Of the 1008 full time staff, 614 of these staff are dedicated to technology services solely (61 percent). Of the reported total of 178 part time staff, 134 are dedicated to technology services solely (75%). Organizations reported using a total of 256 contracted staff to serve their clients, and 69 percent these organizations use 1 – 5 contracted staff.

Annual Operating Budget

Seventy-three percent of providers have annual budgets that are less than 1 million dollars. Another 42 percent have annual budgets that are less than \$100,000 leaving 30 percent with mid-range revenues and expenses. The high percentage of providers with

such small budget sizes is due partly to the high level of individuals reporting within this range (75 percent), but even within organizations, 30 percent of for-profit providers work at this financial level. Sixty two percent of all providers rely on fees and or earned income for seventy-six to one hundred percent of their annual revenue.

Table 3: Annual Budget

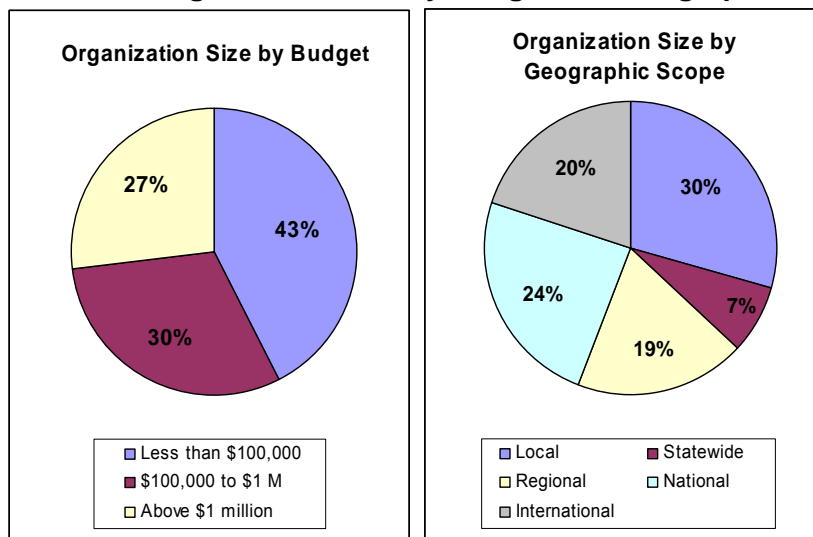
Question 8: Provider's Annual Budget	Individual Provider (n = 53)	Nonprofit Provider (n = 29)	For - profit Provider (n = 66)	Total (n = 148)
	Percent	Percent	Percent	Percent
Less than \$100,000	73.58%	13.79%	30.30%	42.57%
\$100,00 to \$249,999	16.98%	13.79%	18.18%	16.89%
\$250,000 to \$499,999	1.89%	10.34%	10.61%	7.43%
\$500,000 to \$999,999	1.89%	13.79%	6.06%	6.08%
\$1 M to 1.99 M	3.77%	37.93%	9.09%	12.84%
\$2 M and above	1.89%	10.34%	25.76%	14.19%

As one would anticipate, the majority of providers receiving revenue from contributions or funders are nonprofit organizations. Thirty-seven percent of nonprofit providers report receiving 26 – 50 percent of their revenue from contributions or funders, compared to 4 – 5 percent of for-profit and individual providers. Fifty percent of nonprofit providers report receiving 51 – 100 percent of their revenue from contributions or funders, compared to 2 percent of for-profit providers and 13 percent of individual providers.

Geographic Reach

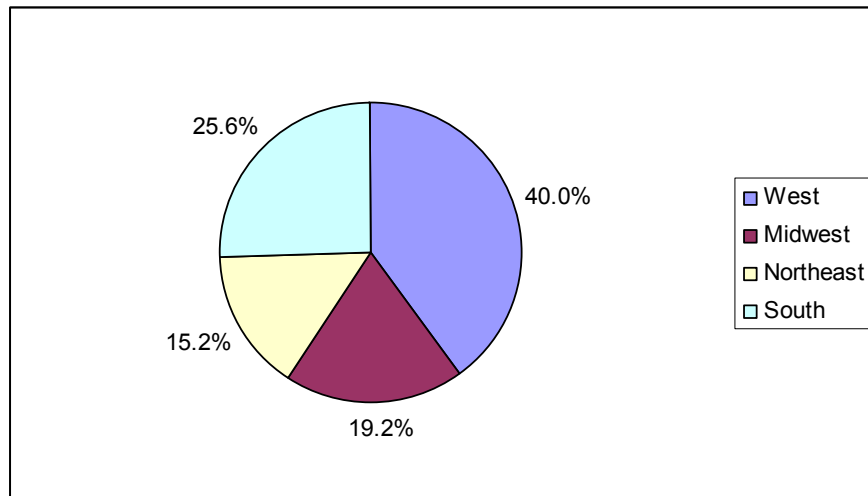
The majority of providers (66 percent) have only one office, and the vast majority of providers have less than six offices. Overall, these providers work on a breadth of geographic scales, from 29 percent who only serve the cities and counties they themselves are situated in, to 20 percent who work internationally. Within this range, the only geographic scope under-utilized is that of the state (only seven percent); most providers below the national level work either at the local level or reach more ambiguous “regional” boundaries.

Tables 4 & 5: Organization Size by Budget and Geographic Scope



Providers are spread throughout the United States, with slightly higher proportions of providers based in the West and South. The least number of providers are based in the Northeast (fifteen percent). Of the fifty-four percent of providers that serve nonprofits across the entire United States, or abroad, over half of them are concentrated in four states: 24 percent are located in California, 10 percent in New York, 10 percent in Virginia, and 10 percent in Washington DC.

Table 6: Geographic Location



Geographic Key

West	Midwest	Northeast	South
Arizona	Illinois	New York	District of Columbia
California	Kansas	Pennsylvania	Florida
Colorado	Michigan		Georgia
Oregon	Minnesota		Maryland
Utah	Missouri		North Carolina
Washington	Nebraska		Tennessee
	Ohio		Texas
	Wisconsin		Virginia

Core Capacity Areas

Providers were asked about their capacity to provide thirty two distinct services to their nonprofit clients. These potential core capacities ranged from the tangible, for example “hardware purchasing”, to the less tangible, for example “advocacy in the field to raise funder awareness about nonprofit technology assistance needs.” Of these thirty-two capacities, six were identified as services that the providers, on average, had some, considerable, or extensive capacity:

- Technology planning (3.4)
- Technical assistance around software purchasing or installation (3.4)
- Trainings related to software or hardware use (3.2)
- Organizational technology assessment (3.2)
- Software purchasing (3.0)
- Technical assistance related to database development (3.0)

Providers were also, on average, clearly focused on providing *technology* services. Those services least represented among providers were those that were not technology specific. The average provider does not provide the following at all, and if they do, has reported a limited capacity to do so:

- Organizational assessment (not technology related) (2.0)
- Management training (not technology related) (2.0)
- Evaluation services (not technology related) (2.0)
- Advocacy regarding technology policies and how they impact nonprofits (2.0)
- Board development (not technology related) (2.0)

The ranking of provider core capacities, from greatest capacity to least, follows:

Table 7: Core Capacities

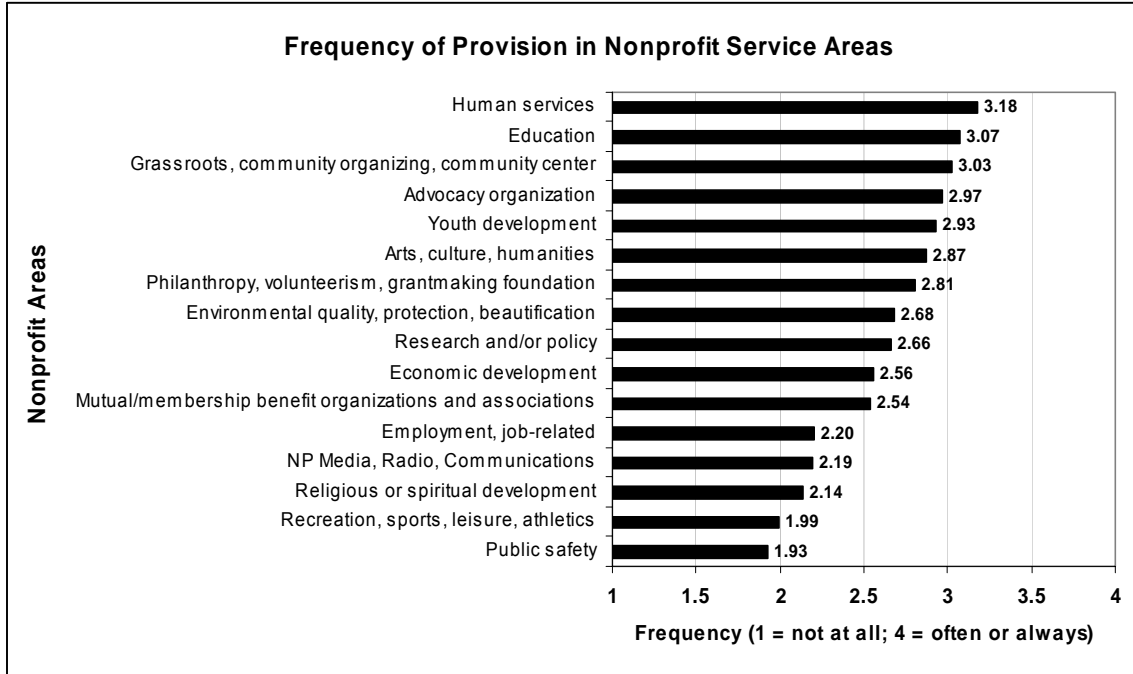
Rate the extent to which a service is a capacity of your work with nonprofits:	Mean	Not at all	Limited Capacity	Some Capacity	Considerable/ Extensive Capacity
Technology planning	3.4	9%	9%	19%	63%
Technical assistance around software purchasing or installation	3.4	8%	12%	15%	64%
Trainings related to software or hardware use	3.2	10%	11%	24%	54%
Organizational technology assessment	3.2	12%	12%	19%	57%
Software purchasing	3.0	17%	15%	14%	54%
Technical assistance related to database development	3.0	22%	11%	12%	55%
Technical assistance around web development and/or web design	3.0	23%	11%	11%	54%
Software installation	3.0	21%	14%	13%	52%
Trainings on database development and/or use/management	3.0	27%	10%	19%	43%
Web design	3.0	27%	14%	13%	46%
Technical assistance around hardware purchasing or installation	2.9	22%	16%	10%	52%
Web development	2.8	26%	11%	15%	48%
Database development or customization	2.8	26%	12%	13%	49%
Technical assistance around network purchasing or installation	2.6	34%	10%	12%	44%
On call technical support/help desk	2.6	30%	15%	17%	38%

Trainings on technology planning and/or organizational technology assessment	2.6	28%	16%	23%	32%
Hardware installation	2.5	36%	15%	10%	40%
Hardware purchasing	2.5	32%	17%	14%	36%
Network support (ongoing tech support)	2.5	40%	11%	8%	40%
Network installation	2.4	40%	13%	10%	37%
Trainings on Web design or development	2.4	35%	17%	16%	31%
Advocacy in the field for more nonprofit-specific technology products	2.4	33%	23%	18%	25%
Web hosting or support	2.3	43%	14%	14%	30%
Trainings on troubleshooting	2.3	36%	22%	18%	24%
Strategic planning (not technology related)	2.3	36%	18%	19%	27%
Trainings on networking	2.2	41%	20%	14%	24%
Advocacy in the field to raise funder awareness about nonprofit technology assistance needs	2.2	34%	28%	17%	20%
Organizational assessment (not technology related)	2.1	46%	18%	12%	24%
Board development (not technology related)	2.0	57%	14%	12%	17%
Advocacy regarding technology policies and how they impact nonprofits	2.0	47%	26%	11%	15%
Management training (not technology related)	2.0	53%	16%	14%	17%
Evaluation services (not technology related)	2.0	53%	15%	15%	16%

TSP Client Type and Expertise

Providers are working with a wide variety of nonprofit organizations, from human service organizations to those that work in research and policy. The table below depicts the means for provider frequency of service (contracts with) nonprofits doing work in discrete areas (e.g., human service to public safety).

Table 8: Frequency of Provision in Nonprofit Service Area



As illustrated in the table above, most providers serve the following nonprofit areas sometimes, often, or always; and substantially more providers serve these nonprofit areas exclusively:

- Human services (3.3)
- Education (3.1)
- Grassroots, community organizing, community center (3.1)
- Advocacy organization (3.1)

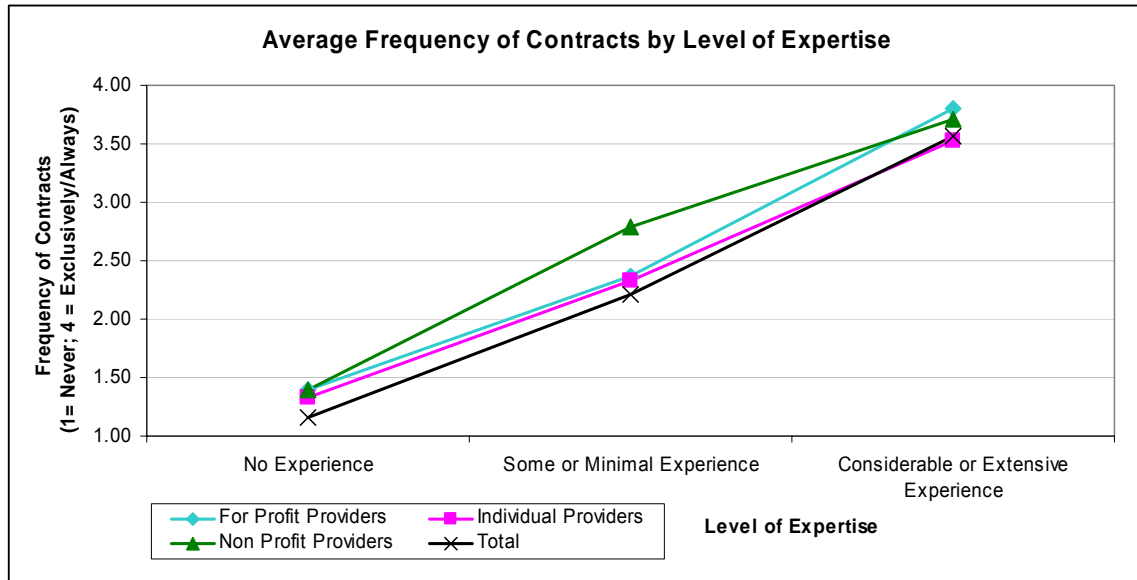
When asked to share their level of expertise in discrete nonprofit areas, responses mirrored respondents' frequency of work in the related nonprofit area. Top responses for level of expertise are nearly identical to frequency of work in nonprofit areas:

- Grassroots, community organizing, community center (3.1)
- Education (3.2)
- Human Services (3.2)
- Youth Development (3.04)
- Advocacy organization (3.0)

As provider expertise in a particular nonprofit area increases so too does a provider's frequency of contracts within the same nonprofit area. The table below depicts this

positive relationship by the three provider groups (e.g., for - profit and nonprofit organizations and individual providers).

Table 9: Relationship of Provider Expertise to Contracts in Related Nonprofit Area



Contract Amounts and Average Contract Duration

The majority of providers have short-term and inexpensive contracts, with 58 percent of the providers reporting an average contract amount of under \$10,000. Fifty-six percent implement contracts over six months or less. Alternatively, slightly under one-fifth of the providers average contracts that are more than two years. Only 11 percent of the providers, overall, have contracts over \$50,000. The majority of providers rely entirely on contracts for revenue (with 66 percent of the providers reporting no separate support from contributions or foundations).

Strategies

As presented in Section II of this report, Technology Service Providers serve nonprofit clients in a number of ways. TSPs provide myriad services, from basic hardware and software procurement and installation to more advanced technology planning and systems integration. In addition, some even provide complementary, non-technology related services, such as strategic planning, board development, and evaluation services.

How TSPs provide these services is equally diverse. The literature suggests that strong technology assistance assignments include elements of both direct and specific technology assistance provision as well as consulting strategies beyond or outside of the typical realm of technology assistance provision. Among some of these broader consulting strategies are the following: developing an' understanding of clients' needs with regard to mission, spending time preparing clients for the assignment at hand with

an eye toward organizational effectiveness and outcomes, and collecting data to better understand the quality and results of the assignment.

To accomplish their work, some providers collaborate with other providers for particular reasons to serve their internal interests (e.g., marketing opportunities or staff deficits) and their clients' needs (e.g., specific product needs). Others work with specific staff levels/positions on the nonprofit client side, frequently involving a CEO, IT staff, or other key decision-makers. In addition, providers use a number of approaches to assess a nonprofit's readiness to engage in and be successful in reaching project outcomes. Further, TSPs use a number of strategies to empower nonprofit clients to use tools, resources, and knowledge gained over the course of a project (or projects).

In sum, these approaches and strategies are implemented to ultimately affect nonprofit efficiency and effectiveness – ranging from better use of technological infrastructure (at a basic functioning level), to affecting outcomes such as improved decision-making and knowledge management, to improved ability of nonprofits to meet their missions (the summative effect/impact of strong technological capacity).

This section of the report presents the ways in which TSPs deliver services to and interact with nonprofits. To explore the *extent* to which and *how* nonprofit technology assistance service providers reflect such best practices, the survey asked a series of questions about the frequency with which they engage in a number of activities before, during and after an assignment.

•**Structure of the Assignment:** who TSPs work with and how they call on various resources (internal or external) to do their work, from identifying client contacts to collaborating with other providers.

•**Assessment of Readiness:** **formal** and **informal** means for assessing a nonprofit's readiness for a technology assistance assignment.

•**Preparation Strategies:** strategies to prepare a nonprofit for a technology assistance assignment including the use of **project management** tactics, customizing the project and communications to **meet clients where they are**, using **technology as a learning tool**, and engaging the client in **planning for sustainability**.

•**Evaluation:** **external, qualitative and quantitative** approaches to conducting evaluation of nonprofit technology assistance assignments.

What follows are our findings.

1. **Structure of the Assignment**

Respondents were asked to share how frequently a range of nonprofit staff were involved in a typical project in some way. Literature in the field suggests that identifying and working with the most appropriate client contact is a critical component of ensuring project success. Moreover, some literature suggests that consultants who build in key decision-makers, such as CEO's or other Directors, and integrate them accordingly, are

more likely to ensure project success and sustainability beyond the term of a project. More analysis is necessary to determine if this theory may be confirmed herein.

Survey data revealed that, on average, TSPs regularly work with some key decision makers. The table below presents the means for each survey item as well as the frequencies for all respondents. Providers tend to work most regularly with Program Directors, Managers, or IT and Technology Administrators. Sixty two percent of respondents also report working with CEOs or Executive Directors often or always. Providers are least likely to work with a board member, volunteer, researcher or librarian. TSPs reflect best practices in that it appears they are often or always involving the “right” people.

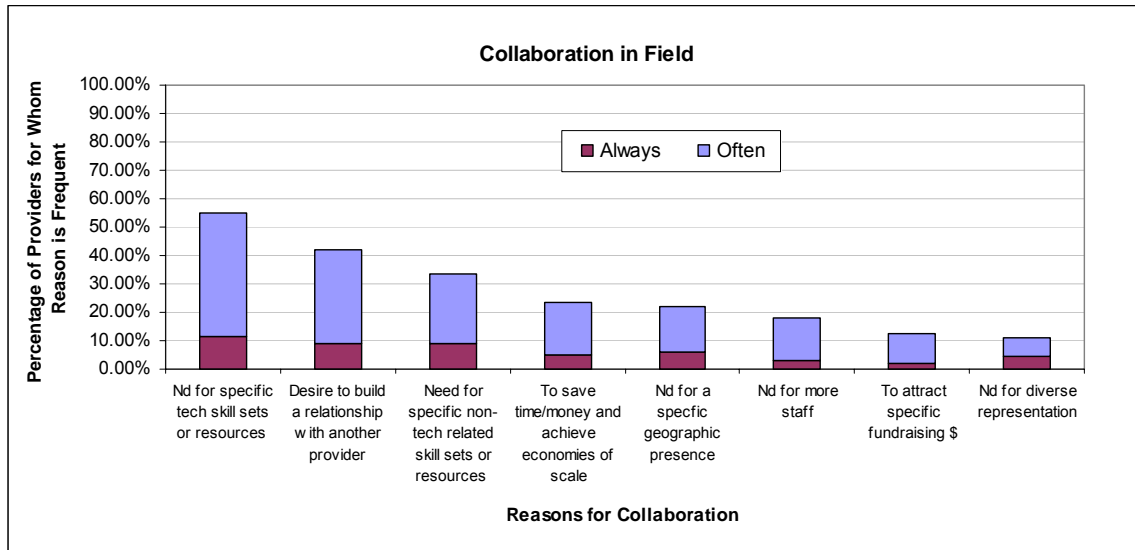
Table 10: Client Contacts

Question	Mean	Never involved 1	Rarely 2	Sometimes 3	Often 4	Always involved in some way at some point 5
Program Director or Manager	3.9	3%	5%	21%	44%	27%
IT Manager or Technology Administrator	3.9	8%	4%	19%	31%	40%
CEO or Executive Director	3.8	1%	12%	25%	35%	27%
Assistant or Associate Director	3.7	6%	10%	20%	40%	24%
Program Staff providing direct services to clients (including instructors, counselors, case managers, etc.)	3.6	7%	8%	24%	37%	23%
Development or Fundraising Staff	3.1	12%	19%	24%	36%	10%
CFO or Financial Officer	3.0	12%	23%	32%	21%	12%
Marketing, Outreach or Public Relations Staff	3.0	11%	20%	29%	27%	13%
Administrative Manager, Assistant, or Office Manager	3.0	13%	21%	33%	20%	13%
Board Member	2.5	16%	40%	27%	14%	3%
Volunteer	2.4	24%	32%	27%	12%	4%
Researcher or Librarian	2.0	41%	36%	15%	6%	1%

Collaboration

Respondents were asked to report how frequently they collaborate with others in the field (individuals, consultants, etc.) for a range of reasons to provide services to their nonprofit clients. These reasons for collaboration ranged from TSP needs in terms of staff and skill sets to business reasons (e.g., working with a particular partner for marketing or network building reasons). The following table presents the degree to which these reasons for collaboration are always or often used by TSPs.

Table 11: Collaboration



Primary reasons (in order of greatest frequency) for collaboration were:

- Need for specific technology skill sets or technology resources (e.g., certain software capabilities, tech experts in complementary areas, etc.);
- Desire to build a relationship with another individual or organization in the field; and
- Need for specific non-technology related skill sets or resources.

Reasons for collaboration change slightly according to whether a provider is a non-profit or profit-seeking entity. Individual and for profit providers collaborate (sometimes or more frequently) for the following reasons:

- Need for specific technology skill sets or technology resources
- Desire to build a relationship with another individual or organization in the field

While nonprofit providers collaborate for the same reasons as individuals and for profit providers, they also (at the same level of frequency) collaborate for the following:

- Need for specific non-technology related skill sets or non-technology related resources
- To save time/money and achieve economies of scale
- Need for a specific geographic presence

According to the responses to the survey question about number of locations in which TSPs operate their businesses, nonprofits do not appear to have any less locations than for-profit providers; which prompts the question of why then, nonprofit providers need to collaborate more for a specific geographic presence. The data suggest that while for-profits are not based in more locations, each of their locations covers a wider area—while fifty percent of the nonprofit providers consider themselves covering the city or state level only, only one quarter of for-profit providers self-identified in the same way. Fifty percent of for-profit providers stated they had a regional or national range and 25

percent stated they had an international range, in sharp contrast to only seven percent of the nonprofit providers.

Eighty-nine percent of the nonprofit provider's contracts are under \$10,000 while only 36 percent of the for-profit provider's contracts are under \$10,000—perhaps supporting the reason given by nonprofits for collaboration of “saving money & achieving economies of scale.”

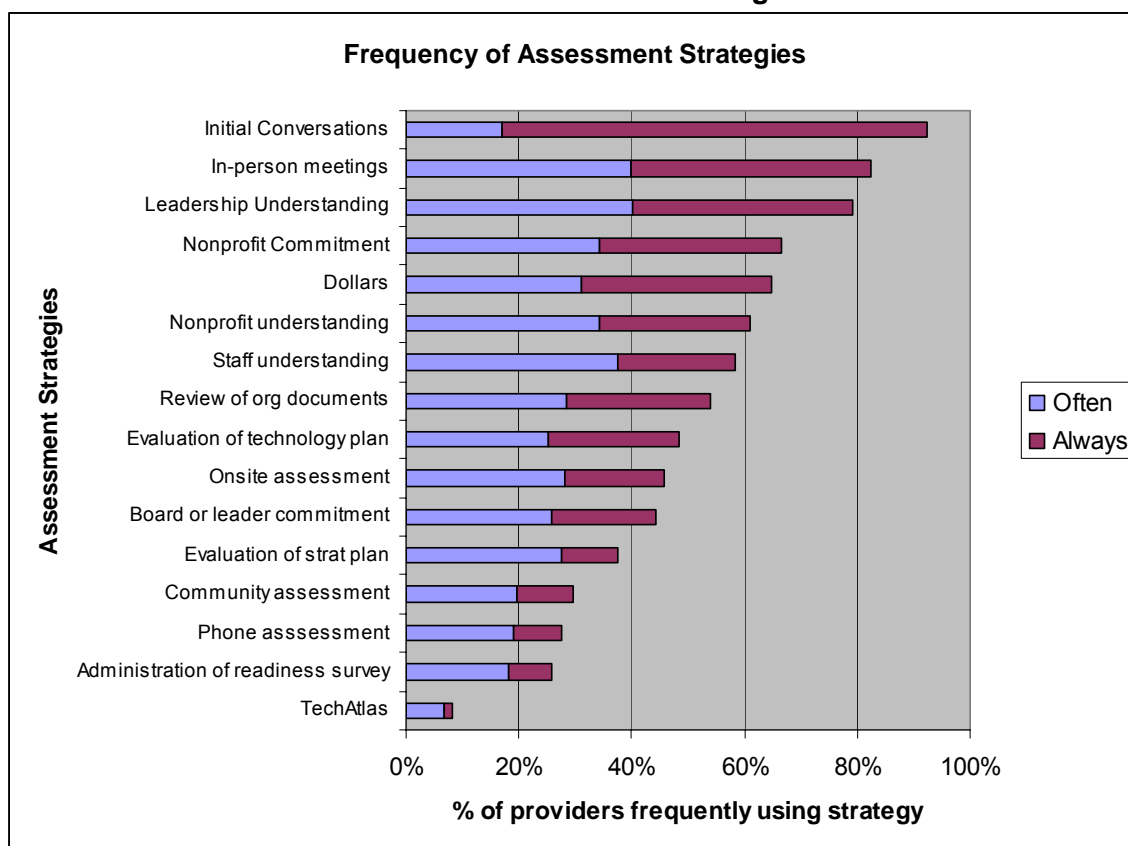
2. Assessment of Readiness

Literature exploring the TSP field and other anecdotal evidence suggest that there are a range of potential barriers to a nonprofit's ability to access, understand, and use technology successfully. These barriers may include insufficient nonprofit dollars available or dedicated towards technology products or services, lack of dedicated or trained nonprofit IT staff, or uncommitted or unconvinced leadership (CEO's or Board members) viewing technology as integral for nonprofit efficiencies. On the flip side of barriers, is the concept of readiness factors. Readiness factors are those elements of a nonprofit (capacities, culture, attitudes, etc.) that are presumed to make them more likely to identify their technology needs and sufficiently invest time, money, and energy towards ensuring a technology project's success.

Assessment of readiness for a nonprofit technology assistance assignment can range from informal to formal and include such activities as engaging in conversations with the prospective client with regard to the scope of work, the budget, the level and degree of stakeholder involvement as well as the review of documents, plans and other information that might be relevant to the nonprofit technology assistance assignment.

A majority of respondents employ a number of strategies to assess a nonprofit's readiness for a technology assistance project. Overall, providers most regularly use informal approaches to assess readiness, such as conversations about the proposed scope of work, in person meetings with the client contact, etc., than formal approaches to assess readiness (e.g., administration of an assessment survey or tool like NPower's TechAtlas). Providers value and frequently use these less formal approaches perhaps because they are more readily available, accessible and easier to use than more formal assessments. The table below presents the frequency with which providers use a range of readiness assessment strategies:

Table 12: Assessment Strategies



Providers employ more than several readiness strategies to get a strong sense of their client’s history, experience, and capacity for an assignment. In fact, 48 percent of respondents use at least eight of the sixteen strategies as part of their approach.

Preliminary analysis reveals some statistically significant differences in how readiness is assessed among providers by provider organizational size, contract duration, and the extent to which a provider spends time on site.

- **Smaller providers** appear more likely to conduct formal assessments of a nonprofit’s readiness for a technology assistance project.
- Providers engaging in **shorter contracts** (e.g., less than 6 months) appear more likely to formally assess a nonprofit’s readiness for a technology assistance project.
- The **less time** a provider spends **on site** with the client, the more likely they are to formally assess a nonprofit’s readiness for a technology assistance project.

These preliminary analyses seem to suggest a more conservative and planned approach to embarking upon assignments among smaller providers as well as providers with shorter contracts and less on site work. This could be that smaller providers need to be more cautious before entering into a project with a nonprofit, ensuring that the nonprofit has the funding, time, leadership commitment, etc. to engage in the work at

hand. Similarly, a provider that intends to spend less time on site would want to ensure that all of the necessary pieces are in place and functioning at the nonprofit site prior to entering into an assignment. Moreover, while more data collection is necessary to fully understand these findings, it may be that larger providers are capable of being more flexible and responsive to a nonprofit's lack of readiness by delaying a project, adding more staff/time as needed, etc.

Additional analyses revealed that provider efforts to **customize nonprofit technology assistance assignments** and engage in best practices around **project management** appear to be the most statistically significant reasons for determining if and why a provider will engage in informal readiness assessment efforts. Similarly, preparing a client for using technology for **learning** or the **sustainability** of the assignment appear to be the greatest predictors of a provider's use of formal readiness assessments. The relationship between readiness assessment and strategies used by providers to prepare the client for the assignment are not surprising, what is interesting; however, is the seeming differences between when informal assessment is used versus formal assessment.

It appears that formal assessments of readiness might not be necessary to prepare a client for a smooth client engagement. The significance increases; however, when providers are interested in preparing the client for knowledge transfer (e.g. technology for data collection and/or evaluation) or sustainability (e.g., efforts to secure funding, link the assignment to infrastructure, technology or other organizational plans) goals which might be regarded as beyond straightforward technology assistance provisions and best practices in client services. Such goals begin to suggest different, larger, and deeper client outcomes.

Overall, these data appear to confirm readiness assessment as a best practice followed in the Technology Service Provider field with multiple forms of assessment and particularly informal assessments more integrated into a provider's typical repertoire of client services. The extent to which readiness assessment **leads** to more successful outcomes is explored in later sections of this report.

3. Preparation Strategies

Literature and anecdotal evidence suggest that consultants use a variety of strategies to structure projects in a manner that will ultimately build a client's capacity to understand, use and sustain the knowledge and resources gained from an engagement. Preparing a nonprofit client for a nonprofit technology assistance project can range from meeting with the client to confirm project deliverables, timeframe, etc. to more formally defining and assigning roles and responsibilities, to the alignment of the assignment to technology plans, strategic plans, and defining ways in which technology may be used to collect data and evaluate the nonprofit's program quality, organizational efficiencies and results.

Respondents were asked to rate how frequently they use a range of preparation strategies with their clients. The following tables illustrate providers' use (always or often) of the 22 preparation strategies explored through the survey.

Table 13.a: Preparation Strategies

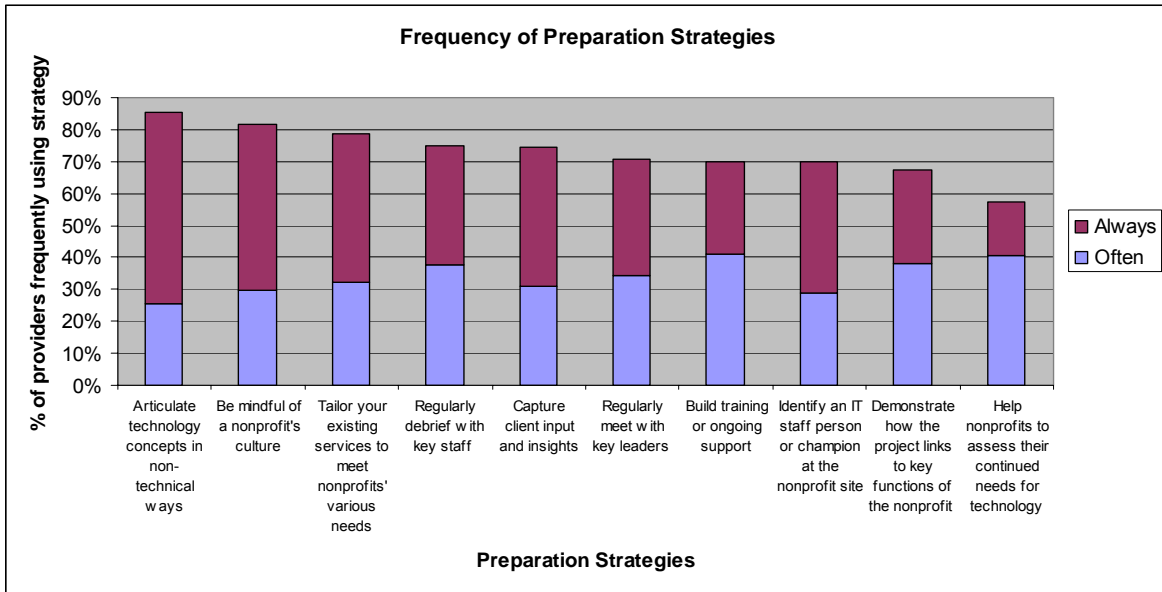
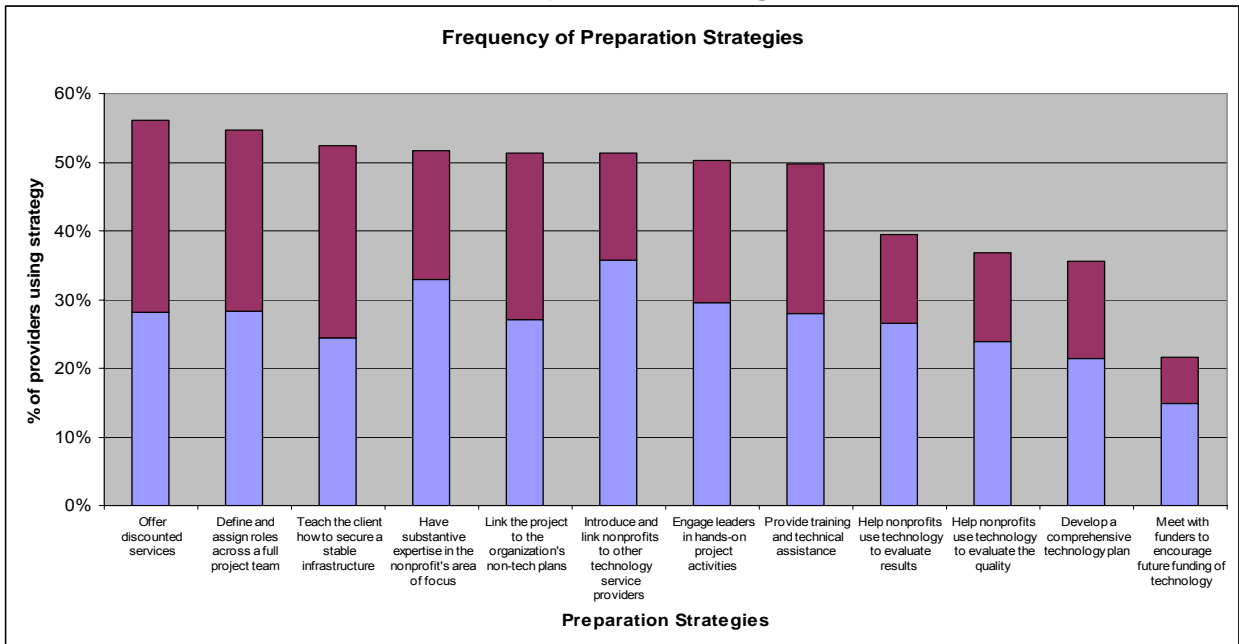


Table 13b: Preparation Strategies



As the data reveal, among the strategies used most frequently by most providers are those related to meeting clients where they are and project management. As relevant in other consulting fields as well, strategies used to prepare a client for long-term knowledge transfer and sustainability often take a back seat to activities related to the immediate assignment at hand. As such, it is not surprising these data related to the nonprofit technology assistance field are consistent. As the graphic above suggests, strategies to prepare nonprofit clients to evaluate their work, plan for sustainability,

secure funding, etc. are used by fewer providers and less frequently than other strategies. That is not to say that these strategies are not priorities or reflective of best practices; rather, they do not come to the fore over and above other strategies. Moreover, it is likely that these strategies do not appear as priorities to nonprofits until after the nonprofit has achieved some progress and/or success with the current consulting assignment. While it is encouraging to see that some percentage, and in some cases a majority of respondents, are engaging in these best practices preparation strategies, it appears that there is more opportunity to do so (e.g., more preparation overall and more done earlier rather than later).

In terms of providers' assessment of readiness, providers use multiple strategies to prepare a nonprofit for a technology assistance assignment. Specifically, the data reveal that, on average, providers report using 12 of the 22 strategies (always or often) for preparing a client for knowledge transfer, capacity building, and sustainability.

Preliminary analysis reveals some statistically significant differences in how providers prepare a client for a nonprofit technology assistance assignment depending on contract size and the extent to which a provider spends time on site.

- **Contract size** seems to be a determining factor in the likelihood that a provider will engage in meeting clients where they are. Specifically, it appears that providers with larger contracts (greater than \$50,000) are more likely to meet clients where they are to prepare their clients for the project at hand.

This finding regarding larger contracts and flexibility appears consistent with earlier findings related to other nonprofit strategies (e.g., readiness assessment, etc.) As previously suggested, it appears that within larger contracts there is more flexibility in a provider's approach to the assignment, time with the client to customize the assignment, and ability to be responsive to client's needs as they are defined and/or revealed through the assignment.

- The data reveal that providers spending **less time on site** are more likely to use activities to prepare the client for sustaining the technology assistance project.

Given the challenges associated with nearly any initiative, it seems logical that providers spending less time on site would choose to be aware and attentive to the issue of sustainability when they have less face time with the client.

To further explore provider's efforts to prepare a nonprofit client for an engagement these various strategies were clustered into four primary scales (as previously described in the methodology section):

- Prepare: by meeting clients where they are
- Prepare: through project management strategies
- Prepare: through sustainability planning
- Prepare: using technology for learning

Analyses of the data using these scales revealed that providers working toward outcomes related to **organizational leadership and management** were statistically significantly more likely to use all of these strategies to prepare a client for a technology

assistance assignment. It appears that among all of the outcomes explored through this survey, organizational leadership and management is one that is most likely to garner multiple strategies to achieve. Given the size and scope of organizational level change, such as this, it seems likely that technology assistance providers would need to work with their clients beyond technology assistance provision to prepare a client for and to achieve this outcome. More exploration into and discussion of outcomes appears in later sections of this report.

Understanding and recognizing client strength and capacity along with solid project management are the most frequently used and important to ensuring a smooth client engagement. As the goals for the project extend beyond the provision of technology assistance, it appears, so too does the need to prepare clients using different or multiple strategies increases.

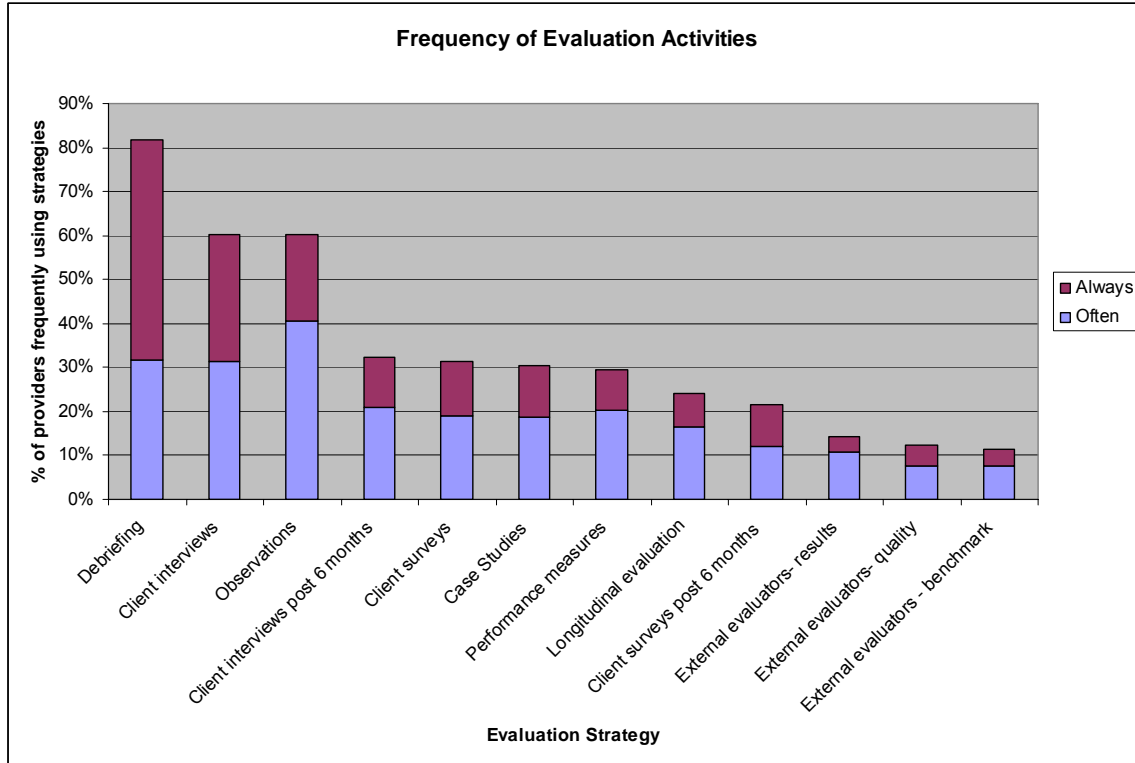
Overall, these data appear to confirm that strategies to prepare clients for nonprofit technology assistance assignments are priorities among TSPs. The extent to which client preparation strategies *lead* to more successful outcomes is explored in later sections of this report.

4. Evaluation

In the consulting field at large as well as within the philanthropic and nonprofit sector, evaluation is viewed as a best practice. Funders and other stakeholders are increasingly interested in performance, understanding whether ventures are of quality, and ensuring dollars and efforts invested are producing the results intended.

In order to understand whether a technology assistance project has been appropriately structured and led to various desired outcomes (e.g., improved technological infrastructure, improved nonprofit use of technology) providers use a range of evaluation approaches. The graphic below illustrates those evaluation strategies most readily used by TSPs in the survey sample:

Table 14: Evaluation Strategies



The survey asked respondents to rate how frequently they use various evaluation instruments and approaches to evaluate their work with nonprofits. By and large, providers regularly debrief with a client throughout the project (informal evaluation) and conduct observations (qualitative evaluation) at the client site to see how well technology is being implemented. The average provider uses seven of twelve different strategies often or always to evaluate their work with nonprofit organizations. For the average provider, of these seven—three are used all the time, and five are often used.

Providers using one type of evaluation (i.e., external, qualitative or quantitative) are more likely to be using all types of evaluation. Additional analyses reveal that provider type and organizational size have a bearing on whether or not providers use external and qualitative evaluation.

- **Nonprofit providers** are more likely than for-profit providers to use External evaluation.
- As **organizational size** increases the likelihood of for the use of **external evaluation** and **qualitative evaluation** also increases.

Whether evaluation is conducted informally through debriefing with a client or more formally using data collection instruments, engaging in any evaluation activity requires time on both TSP and client sides. In the consulting field at large, time and dollars dedicated to evaluation are rarely integrated into consulting contracts, particularly if those engagements are of short duration, around specific tasks or direct services, and

not directly related to evaluation. It therefore seems reasonable that a majority of providers use informal evaluation methods related to best practices in project management (e.g., regular debriefings with the client, observations at a client site, etc.) rather than formal evaluation methods.

External evaluation is often more extensive and more expensive than informal and/or in-house evaluation. In addition, external evaluation by definition requires an objective third party, other than the nonprofit receiving service or the TSP providing the service. This suggests a need for separate contracting with another entity. It seems reasonable that larger TSPs would likely have more resources and perhaps more incentives to conduct external evaluation than smaller organizations or individuals (such as organizational reasons for and resources directed towards systematic evaluation of all services as part of doing business).

It also seems logical that nonprofit providers use external evaluation more regularly than for-profit and individual providers given a nonprofit provider's access to philanthropic dollars. Moreover, as the funding world increasingly requires evaluation of its nonprofit grantees and partners, it seems deductive that nonprofits are supporting more external evaluation than their counterparts who do not have funder resources for evaluation.

III. Outcomes

As described in the first section of this report, the theory underlying this evaluation is that TSP services are implemented to positively affect a range of nonprofit outcomes, from improved efficiencies to greater effectiveness in reaching nonprofits' missions. Moreover, this survey was designed as one method for capturing how TSP services relate to and affect nonprofit outcomes as well as what and how TSPs prioritize certain outcomes in their typical nonprofit engagements. More specifically, this study is exploring whether and how particular or a range of TSP services or approaches lead to, or are predictors of, positive nonprofit outcomes.

To explore the extent to which nonprofit technology service providers focus on achieving a range of nonprofit outcomes (e.g., improved decision making, efficiency in service delivery, etc.) as part of their technology assistance work, the survey asked respondents, among a set of outcomes, the extent to which each described *how and why* they provide technology assistance to their clients. To facilitate further analyses of these data, the survey's set of sixteen outcomes (See Survey in the Appendix) were collapsed into three outcomes factors, as previously described:

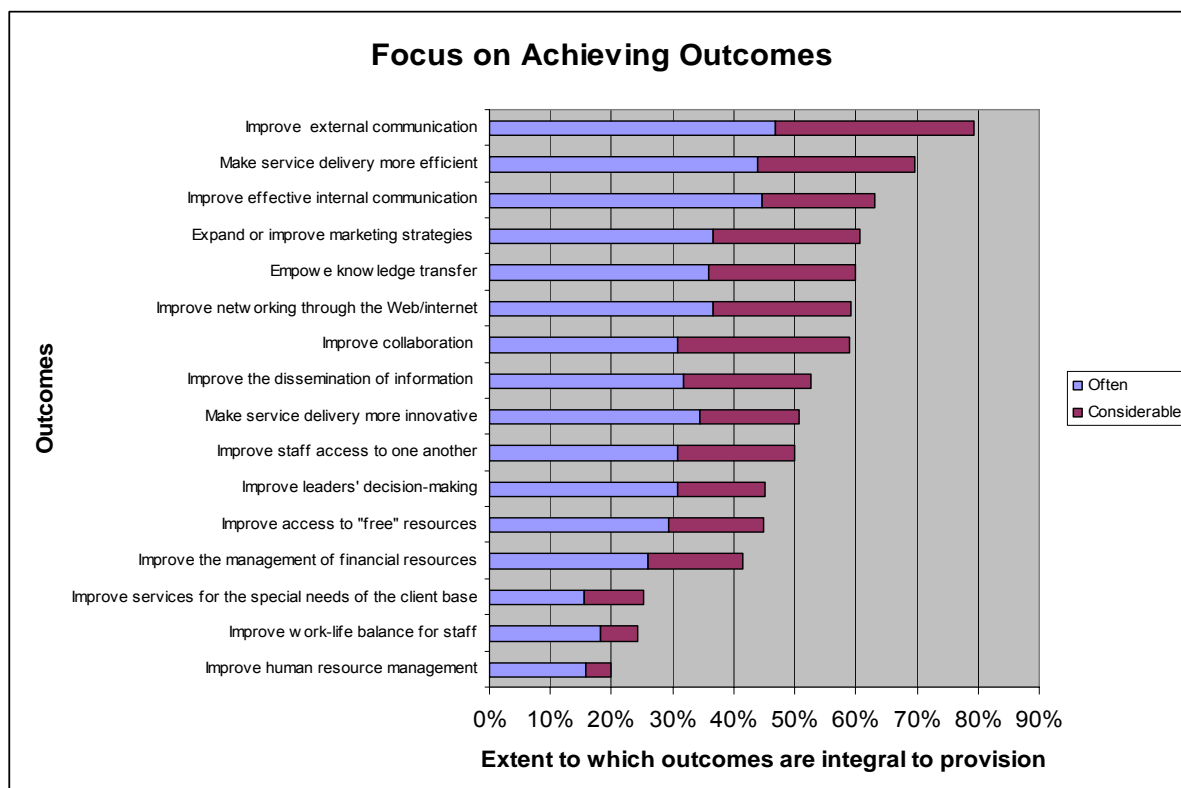
- Improving organizational leadership and management
- Improving external communication
- Improving knowledge sharing

Among the outcomes emphasized (considerably or always) by a majority of the respondents were the following:

- Improve effective external communication
- Make service delivery more efficient
- Improve effective internal communication
- Expand or improve marketing strategies through technology
- Empower knowledge transfer

The following graph depicts respondents' reporting of how and why each outcome is integral when providing technology assistance to nonprofits.

Table 15: Outcomes



This chart illustrates that while TSPs emphasize outcomes related to communications and efficiencies, they are less likely to emphasize outcomes regarding human resource management and services related to specific nonprofit client needs. This may be due to the fact that a technology assistance consultant typically has little to no direct contact with a nonprofit’s client base or HR specific staff (see structure of the assignment findings) other than client contacts who typically represent specific program departments or IT and executive administrative levels. Meaning, while TSPs may certainly strive to provide services that affect nonprofits on many levels, including nonprofits’ client base, the degree to which they and/or their services may be viewed as directly related to deeper staff issues and systems (e.g., human resources, financial management) and client issues is understandably less likely than their expertise being traditionally understood or positioned as more relevant to communications and system efficiencies. More analysis is necessary to explore whether the reason TSPs are not emphasizing certain outcomes is due to the particular type of services they are being contracted to provide and/or whether they are taking opportunities to consider and foster outcomes other than those most typically considered “technology-related.”

Findings within this section of the report are organized by the outcomes categories listed at the start of this section.

A. Improving Organizational Leadership and Management

Among the significant predictors of a provider's focus on Organizational Leadership and Management as an outcome in their technology assistance work with nonprofits were the following:

- ▶ Preparation: **Preparing using Technology as a Tool for Learning**
- ▶ Preparation: **Preparing clients by Meeting them Where They Are**
- ▶ Evaluation: **External Evaluation**
- ▶ Collaboration: **Collaboration for Staff and Skills**
- ▶ Preparation: **Preparing clients through Project Management**
- ▶ Core Capacity: **Database technology assistance**

How to read these data: This series of significant variables can be phrased as a finding statement as follows: Providers that focus on Organizational Learning and Management as an outcome were more likely to report that they prepare their clients for a technology assistance assignment by using project management strategies; meeting client where they are; and using technology as a tool for learning.

The data also reveal that **organizational size** is related to a provider's focus on Organizational Leadership and Management as an outcome, with larger organizations significantly more likely than their smaller counter parts to focus on this outcome. Similarly, frequency of **on-site** work was also found to be related to this outcome, with providers spending more than one day a week on site reporting a greater likelihood of focusing on this outcome.

These significant findings shed light on which provider strategies are most used in nonprofit technology assistance assignments among those providers that focus on Organizational Leadership and Management as an outcome.

The outcome of Organizational Leadership and Management appears to be among the more complex outcomes of those being explored in this technical report. As the literature on organizational effectiveness suggests, organizational leadership and management change requires broad and comprehensive inputs, strategies and levers *across* the organizational system to affect change. As such, it is an outcome that is most likely tied to a larger initiative or set of strategies, of which the technology assistance is a part.

It comes as no surprise that a provider focusing on this outcome would use multiple and diverse strategies to prepare a client for successful results of the technology assignment. The data reveal that among the preparation strategies used by providers seeking this improved organizational leadership and management are: Project Management, Technology for Learning, and Meeting Clients Where They Are.

These preparation strategies include activities such as: spending time, meeting regularly with, and engaging key leaders and staff around project activities, deliverables, and project learning. In addition, they include customizing the technology project, recognizing and building on the nonprofit's expertise, history and experiences and capacity relative to the technology assignment as well as using technology for assessment and learning. Surprisingly, "Preparing through Sustainability Planning" was

not found to be significantly related to this outcome. One would expect that a provider intending to achieve Organizational Leadership and Management as an outcome would also emphasize sustainability as part of their work. Additional data collection and/or analysis are necessary to better understand this finding. Also surprising the apparent lack of a relationship between the way in which a Technology Service Provider assesses its client's readiness for technology assistance project and the provider's focus on achieving improved Organizational Leadership and Management as an outcome.

All of these strategies described so far (e.g., provider's strategies for preparing a client for an assignment) suggest a level of involvement and interaction on the part of the provider in his/her consulting approach that requires an increased frequency in on-site work to position the project as an integral component in the organization's change process. Given the level of involvement and potential intensity of involvement required on the part of the provider (as suggested by the preparation strategies employed), it seems logical that providers focusing on this outcome would collaborate with other providers and/or consultants to facilitate the achievement of this outcome. Specifically, technology assistance providers report the need for more staff and/or for specific skills sets to support such a larger, complex and system-wide outcome.

Given that organizational leadership and management change often requires data across the organization/system, databases and information management systems are often at the crux of such change. As such, it appears logical that the data reveal databases as among their core capacities of providers emphasizing Organizational Leadership and Management change as an outcome. External evaluation was also found to be significantly related to this outcome with providers reporting the need for such evaluation to measure and support the quality and results of their service delivery.

Interestingly, providers working with nonprofits in the policy, advocacy and research arena are less likely to focus on this outcome. Given how different policy, advocacy and research organizations are (e.g., their theory of change, their organizational structure, often their funding streams or mechanisms, etc.) relative to the general nonprofit sector, it is not entirely surprising that Organizational Leadership and Management change is not an outcome emphasized by providers operating in that nonprofit arena. This finding does, however, suggest an opportunity for providers moving forward and may reveal a potential gap in provider's knowledge or skills in how to achieve this outcome in this nonprofit arena. Additional data collection is necessary to fully understand this finding.

There is also a negative relationship between a provider's emphasis on this outcome and the other outcomes being explored herein. Moreover, it appears that as a technology service provider emphasizes Organizational Leadership and Management, they are statistically significantly less likely to also focus on improved Knowledge Sharing and External Communications as outcomes.

B. Improving External Communication

Various analyses were conducted to explore the extent to which the scales identified in this analysis were related to or predictors of a provider's focus on achieving this outcome. These analyses did not reveal any statistically significant findings with regard to external communication. This finding requires more exploration given the majority of respondents' reporting this outcome as always or considerably emphasized in a typical engagement.

C. Improving Knowledge Sharing

Among the significant predictors of a provider's emphasis on Knowledge Sharing as an outcome of their technology assistance work with nonprofits are the following:

- ▶ Collaboration: Collaboration for Staff and Skills
- ▶ Evaluation: Qualitative Evaluation
- ▶ Evaluation: External Evaluation

How to read these data: This series of significant variables can be phrased as a finding statement as follows: Providers that focus on improving Knowledge Sharing as an outcome were more likely to report that they use qualitative and external evaluation to assess the quality of their work and measure their outcomes as well as to collaborate for staff and skills.

Collaboration for staff and specific skills was the most relevant factor found to be significantly related to provider's focusing on achieving improved Knowledge Sharing. It appears that providers focusing on this outcome identify a need for more staff and/or staff with specific skills. Given the range of technology, means and definitions of knowledge management systems and communication, it seems likely that a technology assistance provider would need to shore up its staff and skills to fully achieve the breadth and depth of this outcome.

In addition, external and qualitative evaluations were both found to be significantly related to providers' focusing on improving knowledge sharing as a outcome of a project. Data and information integral to knowledge sharing could very likely be extracted from an organization's evaluation efforts. In this vein, we would expect to see evaluation as significantly related to this outcome. Qualitative evaluation was found to be the more relevant of the two factors.

Surprisingly, there is a negative relationship between a providers' focus on this outcome and reporting on organizational development as a core capacity. While additional analysis is necessary, it appears that Knowledge Sharing may be more specifically linked and/or defined as comprising or comprised of a knowledge management system. Such a system is technology based and larger and functionally different than more straightforward communications as might be related to organizational development. Additional data collection is necessary to interpret this finding.

IV. Conclusions

Survey analysis revealed a number of interesting findings related to the TSP sector. The following are highlights of some of the most salient of these presented in the report. These findings may be used to characterize the TSP field and inform future providers and nonprofits as they consider engaging in a nonprofit technology assistance assignment. As these data are further reviewed by the Evaluation Team for important themes and used formatively to future data collection, the goals of this evaluation study will be increasingly realized.

Profile of the TSP Sector

- On average, technology assistance providers have **almost a decade of experience in *technology* provision.**
- **By and large, providers are focused on *technology services*** and have some to extensive expertise in service areas that include technology planning and assessment, software purchasing, trainings related to software and hardware use, and technical assistance around software and database use.
- **The majority of providers have short-term and smaller contracts**, with 58 percent the providers reporting an average contract amount of under \$10,000. Fifty six percent implement contracts over 6 months or less.
- **Providers are spread throughout the United States, with slightly higher proportions of providers based in the West and the South.** The least number of providers are based in the Northeast (15 percent).
- **Providers have expertise in a number of nonprofit areas and this expertise is put to use in serving those nonprofits within their areas of expertise.** Most regularly served nonprofits include those providing human services, education, community organizing and grassroots efforts, and working in advocacy or youth development.

Strategies for Success

- **Providers with larger contracts (greater than \$50,000) are more likely to meet clients where they are and prepare their clients for the project at hand.**
- In terms of project duration, **providers engaging in shorter contracts (e.g., less than 6 months) appear more likely to formally assess a nonprofit's readiness for a technology assistance project.** While larger contract size fosters increased TSP attention to meeting clients where they are, smaller contract duration fosters increased TSP assessment of client readiness.
- **Providers collaborate with others in the field for a number of reasons,** primarily given their needs for specific technology skill sets or resources or a desire to build a relationship with others in the field.

- **Provider onsite time with clients proved to be related to providers' assessment and preparation strategies.** The less time providers spend on site with the client, the more likely they are to assess a nonprofit's readiness for a technology assistance project. Furthermore, providers spending less time on site are more likely to use activities to prepare the client for sustaining the technology assistance project. Finally, frequency of on-site work was also found to be related to the outcome of improved organizational leadership, with providers spending more than one day a week on site reporting a greater likelihood of focusing on this outcome.
- **Providers use a range of strategies to determine a nonprofit readiness to engage and be successful in a technology assistance project.** Forty eight percent of respondents use at least eight of sixteen assessment strategies, and smaller providers appear more likely to conduct *formal* assessments of a nonprofit's readiness for a technology assistance project.
- **Providers employ a range of evaluation activities to determine the quality and success of their nonprofit projects.** Providers using one type of evaluation (i.e., external, qualitative or quantitative) are more likely to be using all types of evaluation. Nonprofit providers are more likely than for - profit providers to use external evaluation, perhaps due to more philanthropic funding for these efforts. In addition, larger TSPS are more likely to use external evaluation and qualitative evaluation than smaller providers. There appears to be opportunity for more providers to engage evaluation as a means for assessing quality and results of TSP services.
- **Provider efforts to customize nonprofit technology assistance assignments and engage in best practices around project management appear to be the most statistically significant reasons for determining if and why a provider will engage in informal readiness assessment efforts.** Similarly, preparing a client for using technology for learning or the sustainability of the assignment appear to be the greatest predictors of a provider's use of formal readiness assessments.

TSP Outcomes

- **Among the significant predictors of a provider's focus on Organizational Leadership and Management as an outcome in their technology assistance work with nonprofits were the following:**
 - **Preparation: Preparing using Technology as a Tool for Learning**
 - **Preparation: Preparing clients by Meeting them Where They Are**
 - **Evaluation: External Evaluation**
 - **Collaboration: Collaboration for Staff and Skills**
 - **Preparation: Preparing clients through Project Management**
 - **Core Capacity: Database technology assistance**
- **Among the significant predictors of a provider's emphasis on Knowledge Sharing as an outcome of their technology assistance work with nonprofits are the following:**
 - **Collaboration: Collaboration for Staff and Skills**
 - **Evaluation: Qualitative Evaluation**

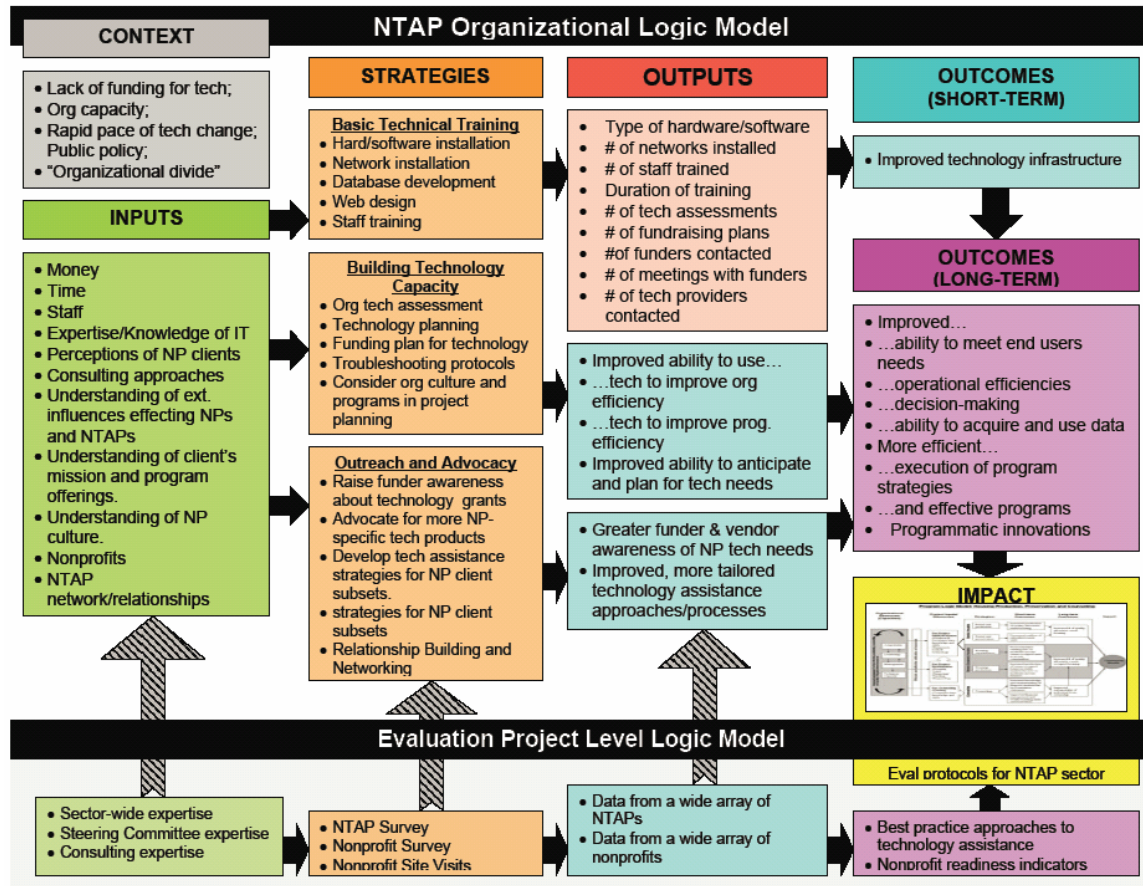
- **Evaluation: External Evaluation**
- **Provider size is related to a provider’s focus on Organizational Leadership and Management as an outcome**, with larger organizations significantly more likely than their smaller counterparts to focus on this outcome.
- **Understanding and recognizing client strength and capacity along with solid project management are the most frequently used and important to ensuring a smooth client engagement.** As the goals for the project extend beyond the provision of technology assistance, the need to prepare the client using different or multiple strategies increases.

Clearly, providers are not only getting technology products to the nonprofit sector, they are also assessing technological needs and infrastructure and assisting clients with planning for improved technological capacity and improved efficiencies. This survey analysis has produced some interesting and informative findings that spur interest in and the need for continued and additional analysis as this project unfolds. In addition, these findings suggest some opportunities for the field. Moreover, these preliminary findings may be used to create best practices around the most frequently used strategies supporting nonprofit outcomes. Furthermore, data about characteristics of the TSP field help to reveal resource needs, provider areas of expertise, and potential gaps in services, funding, and nonprofit access to technology services. Additional data collection and analysis will help to provide a clearer and richer picture of the TSP sector and how it interfaces with and supports its nonprofit clients.

VI. Appendix

- A) Logic Model**
- B) Bibliography for Literature Review**
- C) Evaluation Framework**
- D) Factor Description**
- E) TSP Outcomes Survey**
- F) Additional TSP Survey Analysis**
- G) Statistical Outputs**
- H) Endnotes**

A. Logic Model



B. Bibliography for Literature Review

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C. Evaluation Framework

EVALUATION FRAMEWORK: Working Draft November 9, 2006		
Logic Model Component	Potential Indicators/Measures	Possible Data Collection Methods
Impacts		
a. Evaluation protocols for the NTAP sector	1. Frequency/approach for evaluating projects	NTAP Survey #22
b. Improved ability of nonprofit sector to use technology assistance for mission achievement	1. Perceptions of services leading to outcomes (emphasis on outcomes in project design and delivery)	NTAP Survey #21
Logic Model Component	Potential Indicators/Measures	Possible Data Collection Methods
Outcomes		
a. Improved ability to meet end users needs	1. Demographics and characteristics	NTAP Survey #1-16
	2. Capacity/Service area expertise (e.g., basic training, capacity building, etc.)	NTAP Survey #11
	3. Level of Expertise in nonprofit substantive areas (e.g., education, health, etc.)	NTAP Survey #12
	4. Frequency of service provision in nonprofit substantive areas (e.g., education, health)	NTAP Survey #13
	5. Collaboration with others in the field (reasons for)	NTAP Survey #14
	6. Nonprofit stakeholder involvement	NTAP Survey #18
	7. Frequency/approach of assessing nonprofit's readiness for project	NTAP Survey #19
	8. Strategies for preparing client for project	NTAP Survey #20 A-M
	9. Frequency/approach for evaluating projects	NTAP Survey #22
b. More efficient program delivery (NTAP Survey #20 Q, S; #21C, E, G, P)	The factors contributing to nonprofit's achievement of their outcomes are explored for each outcome area.	NTAP Survey #11-14; 18-22
c. More effective program delivery (NTAP Survey #20 Q, S)	The factors contributing to nonprofit's achievement of their outcomes are explored for each outcome area.	NTAP Survey #11-14; 18-22
d. Improved organizational and operational efficiencies (NTAP Survey #20 N, R; #21B, E, G, J, N)	The factors contributing to nonprofit's achievement of their outcomes are explored for each outcome area.	NTAP Survey #11-14; 18-22
e. Improve communication (NTAP Survey #21K, L, O)	The factors contributing to nonprofit's achievement of their outcomes are explored for each outcome area.	NTAP Survey #11-14; 18-22
f. Improved decision-making (NTAP Survey #21A)	The factors contributing to nonprofit's achievement of their outcomes are explored for each outcome area.	NTAP Survey #11-14; 18-22
g. Improve marketing strategies (NTAP Survey #21M)		
h. Improved ability to acquire and use data (NTAP Survey #21F)	The factors contributing to nonprofit's achievement of their outcomes are explored for each outcome area.	NTAP Survey #11-14; 18-22
i. Programmatic innovations (NTAP Survey #21D)	The factors contributing to nonprofit's achievement of their outcomes are explored for each outcome area.	NTAP Survey #11-14; 18-22
j. Improved technology infrastructure (NTAP Survey #20T, U; #21I, P)	The factors contributing to nonprofit's achievement of their outcomes are explored for each outcome area.	NTAP Survey #11-14; 18-22
k. Improved ability to anticipate and plan for technology needs (NTAP Survey #20T, #21H, I)	The factors contributing to nonprofit's achievement of their outcomes are explored for each outcome area.	NTAP Survey #11-14; 18-22
l. Greater funder awareness of nonprofit technology needs (NTAP Survey #20O)	The factors contributing to nonprofit's achievement of their outcomes are explored for each outcome area.	NTAP Survey #11-14; 18-22
m. Greater vendor awareness of nonprofit technology needs (NTAP Survey #20P)	The factors contributing to nonprofit's achievement of their outcomes are explored for each outcome area.	NTAP Survey #11-14; 18-22
Logic Model Component	Potential Indicators/Measures	Possible Data Collection Methods
Strategies and Outputs		
a. Basic technology training for nonprofits	1. Hardware and software	NTAP Survey #11A-#11G
	2. Networking	NTAP Survey #11H-#11K

D. Factor Description

Appendix E: Factor Analysis

Factor analysis is a statistical approach that is used to analyze interrelationships among a large number of variables and to explain these variables in terms of their common underlying dimensions (factors). The statistical approach involves finding a way of condensing the information contained in a number of original variables into a smaller set of dimensions (factors) with a minimum loss of information.

TCC Group conducted exploratory factor analysis on a number of variables (e.g., survey items) throughout the TSP Outcomes Survey. Exploratory factor analysis is described below.

- *Exploratory factor analysis (EFA):* Exploratory factor analysis attempts to discover the nature of the constructs influencing a set of responses. Exploratory factor analysis seeks to uncover the underlying structure of a relatively large set of variables. The researcher's a priori assumption is that any indicator may be associated with any factor.

In an effort to test the theories underlying the evaluation (for example, which provider services (capacities) are similar or related) and to condense the number of variables with which to conduct additional analyses across the survey items (e.g., how provider services (capacities) relate to or predict certain outcomes, etc.), factor analyses were conducted for TSP Outcomes survey items. For example, instead of conducting analyses regarding each of the 32 items under question 11 (provider services/capacities), factor analysis provided a means for condensing these 32 items into five factors with which to run analyses. Furthermore, factor analyses provided a means for removing items that were not supportive of the evaluation theory or irrelevant (upon this statistical review).

As a result of these factor analyses, TCC Group determined that there were twenty-two factors that may be organized under seven categories. These categories are listed in the first column below; the factors are listed in the second column; and the variables (survey items composing each factor) are listed in the third column. The fourth column presents the variance, and the final column presents the Cronbach's Alpha for each of the factors.

Variance: This percentage explains (accounts for) the amount of variance within a factor (explaining the variance across all of the variables that make up a factor).

Cronbach's Alpha: "Cronbach's alpha measures how well a set of items (or variables) measures a single unidimensional latent construct. When data have a multidimensional structure, Cronbach's alpha will usually be low. Technically speaking, Cronbach's alpha is not a statistical test - it is a coefficient of reliability (or consistency). If the inter-item correlations are high, then there is evidence that the items are measuring the same underlying construct. This is really what is meant when someone says they have "high" or "good" reliability. They are referring to how well their items measure a single unidimensional latent construct." (<http://www.ats.ucla.edu/STAT/spss/output/factor1.htm>)

Factor Category	Factors	Variable	Variance	Cronbach Alpha
Core Capacities	Scale 1: Hardware, Software and Networks	Question 11: <ul style="list-style-type: none"> • Hardware and software purchasing and installation • Technical assistance regarding hardware • Technical assistance regarding software • Technical assistance regarding hardware and software installation and purchasing • Network installation and TA on network installation • Network support • Training on networking • On call tech support • Training on troubleshooting • Technology Planning • Organizational Technology Assessment 	68%	.904
	Scale 2: Org and Management Development	Question 11: <ul style="list-style-type: none"> • Strategic Planning • Board development • Management training • Evaluation services • Organizational assessment 		
	Scale 3: Web- related	Question 11: <ul style="list-style-type: none"> • Web design • Web development • Web technical assistance • Web hosting and support • Trainings on web hosting 		
	Scale 4: Database - related	Question 11: <ul style="list-style-type: none"> • Database development • Technical assistance related to database development • Trainings on database development/use/management 		
	Scale 5: Advocacy - related	Question 11: <ul style="list-style-type: none"> • Advocacy in field for more np specific tech products • Advocacy regarding tech policies • Advocacy in field to raise funder awareness 		

Factor Category	Factors	Variable	Variance	Cronbach Alpha
Nonprofit Areas	Scale 1: Community Development	Question 12: <ul style="list-style-type: none"> • Economic Development • Religions Development (highest/closest to 1) • Employment/Job Related • Public Safety • Philanthropy and Volunteerism • Mutual Membership • Recreation, sports, athletics 	48%	.894
	Scale 2: Policy, Advocacy and Research	Question 12: <ul style="list-style-type: none"> • Grassroots, Community Organizing, Community Center • Advocacy • Research and Policy • Environmental • NP radio 		
	Scale 3: Education and Direct Services	Question 12: <ul style="list-style-type: none"> • Education (highest/closest to 1) • Human Services • Arts and Culture • Youth Development 		
Factor Category	Factors	Variable	Variance	Cronbach Alpha
Collaboration	Scale 1: Collaborate for Business Reasons	Question 14: <ul style="list-style-type: none"> • Desire to build a relationship with another individual or organization in the field • Need for a specific geographic presence (e.g., need for affiliate in particular community to get the job) • Need for diverse representation (e.g. need for certain ethnic or cultural representation on consulting team to get the work) • To save time/money and achieve economies of scale • To attract specific fundraising dollars (e.g., requirement of funder or donor to work with a specific organization) 	44%	.807
	Scale 2: Collaborate for Staff and Skills	Question 14: <ul style="list-style-type: none"> • Need for more staff • Need for specific technology skills sets or technology resources (e.g., certain software capabilities, tech experts in complementary areas, etc.) • Need for specific non-technology related skill sets or non-technology related resources (e.g., capacity building expertise, fundraising expertise, board development, etc.) 		
Factor Category	Factors	Variable	Variance	Cronbach Alpha

Assessment of Readiness	Scale 1: Informal Assess Readiness	<p>Question 19:</p> <ul style="list-style-type: none"> • Initial conversation(s) about the proposed scope of work with key contact • In-person meetings with relevant leaders and/or staff to determine readiness • Level of leadership's understanding about what it will take (resources, time, staff) to reach project objectives • Level of nonprofit commitment to and value placed on technology (overall) as a tool to improve their work • Level of staff (not top leadership) understanding about what it will take (resources, time, staff) to reach project objectives • Preliminary review of organizational documents • Dollars available to meet project objectives • Community assessment and/or client information (demographics, needs) • Evidence that a board member or other senior leader is committed to the project 	45%	.901
	Scale 2: Formal Assess Readiness	<p>Question 19:</p> <ul style="list-style-type: none"> • Administration of some form of readiness survey to key contacts and/or staff • Onsite technology assessment (including determination of whether operating environment is stable and secure) • Over the phone technology assessment • Evaluation of the nonprofit's business plan or strategic plan • Evaluation of technology plan if existing 		
Factor Category	Factors	Variable	Variance	Cronbach Alpha
Preparation	Scale 1: Meet clients where they are	<p>Question 20:</p> <ul style="list-style-type: none"> • Tailor your existing services to meet nonprofits' various needs • Build training or ongoing support into the project • Articulate technology concepts in non-technical ways • Be mindful of a nonprofit's culture (history, rituals, work processes) and how it affects the project • Have substantive expertise in the nonprofit's area of focus (e.g., tech consultant serving a social service agency should have proficient knowledge of social services) • Capture client input and insights to inform the project • Provide training and technical assistance so that clients can use technology as part of their service delivery to 	56%	.927

		clients (e.g., using the Web to educate clients about health, or using Web to capture client needs from clients, etc.)		
	Scale 2: Prepare through project management	<p>Question 20:</p> <ul style="list-style-type: none"> • Regularly meet with key leaders to ensure agreement around project deliverables • Regularly debrief with key staff about progress and learning throughout the project • Engage leaders in hands-on project activities to ensure they understand the work and its value themselves • Define and assign roles and responsibilities across a full project team • Identify an IT staff person or champion at the nonprofit site to maintain the project after the project has ended • Link the project to the organization's strategic plan and/or business plan • Demonstrate how the project links to key functions of the nonprofit (e.g., fundraising, client satisfaction, program delivery, etc.) 		
	Scale 3: Prepare through sustainability planning	<p>Question 20:</p> <ul style="list-style-type: none"> • Develop a comprehensive technology plan as part of or linked to the project • Meet with funders to encourage future funding of technology projects for the betterment of the nonprofit • Introduce and link nonprofits to other technology service providers to secure more or complementary technology resources • Help nonprofits to assess their continued needs for technology (updating, expanding) • Teach the client how to secure a stable infrastructure through the detection of spyware, virus protection, implementation of firewalls, data backup, etc. 		
	Scale 4: Prepare using technology for learning	<p>Question 20:</p> <ul style="list-style-type: none"> • Help nonprofits use technology to evaluate their organizational efficiencies • Help nonprofits use technology to evaluate the quality of their programs 		

Factor Category	Factors	Variable	Variance	Cronbach Alpha
Outcomes	Scale 1: Organizational Leadership and Management	Question 21: <ul style="list-style-type: none"> • improve leaders' decision-making • improve human resource management • make service delivery more efficient • improve the management of financial resources • improve work-life balance for staff 	50%	.874
	Scale 2: External Communication	Question 21: <ul style="list-style-type: none"> • improve networking through the Web/internet • improve effective <i>external</i> communication • expand or improve marketing strategies through technology • improve the dissemination of information with peers in the field 		
	Scale 3: Knowledge Sharing	Question 21: <ul style="list-style-type: none"> • improve collaboration within and external to the organization using technology • foster a nonprofit's own decision-making about its own future technology needs (empowering knowledge transfer) • improve access to "free" Web-based resources for troubleshooting technology problems • improve effective <i>internal</i> communication • improve staff access to one another 		

Factor Category	Factors	Variable	Variance	Cronbach Alpha
Evaluation	Scale 1: External Evaluation	Question 22: <ul style="list-style-type: none"> • Client surveys during the course of the project • Client satisfaction surveys more than 6 months after a project has been completed¹ • Use of external evaluators to assess quality of our service delivery • Use of external evaluators to assess results • Use of external evaluators to benchmark our quality/work across the field 	66%	.864
	Scale 2: Qualitative Evaluation	Question 22: <ul style="list-style-type: none"> • Observations at the client site to see how well technology is being implemented • Client interviews at the end of a project • Regular debriefing with a client throughout the project • Longitudinal evaluation, continued over 6 months 		
	Scale 3: Quantitative Evaluation	Question 22: <ul style="list-style-type: none"> • Performance measures (score card, or other indicators of project success) • Client surveys during the course of the project 		

¹ This variable loaded on nearly all factors: .factor 1: .485, factor 2: .434, factor 3: .481. It is included in all analyses as variable within the external evaluation factor.

E. TSP Outcomes Survey

TECHNOLOGY SERVICE PROVIDER SURVEY

Individual Survey

Your input is very valuable, and we thank you for your participation. This survey should take you approximately 25 minutes to complete. We are distributing this survey to a range of over 500 technology service providers to help the field better understand what consulting approaches are being used to support nonprofit efficiency, effectiveness, and overall capacity building to better meet their missions.

We appreciate your candid insight on the questions below. Although we will be asking for your contact information to provide you with a thank you gift, your contact information will be kept confidential. The information we gather will be shared primarily in aggregate form, and will be anonymous unless we receive explicit permission from you in advance.

The first 200 respondents to this survey will receive a \$25 e-certificate to Amazon.com. All respondents will be entered to win one of several grand giveaways: such as free registration to the 2007 Nonprofit Technology Conference, hosted by N-TEN (visit <http://nten.org/ntc> for more info) or an 8GB iPod Nano.

Please complete this survey no later than Friday, October 13, 2006. If you have any questions about the survey or trouble accessing it, please reach Artis Bergman, Research Associate at TCC Group: abergman@tccgrp.com or 888-222-2283 x 222.

Please note, this survey asks you to consider what your approaches, practices, and rationale are OVERALL, across your technology service work with nonprofits.

A. Technology Service Provider Characteristics

1. Which of the following best describes your role/representation as a technology service provider to the nonprofit sector (Please Check One):
 - a. Individual providing technology assistance to nonprofits
 - b. Management Support Organization providing technology assistance to nonprofits
 - c. *For-profit* technology service provider to nonprofits
 - d. *Nonprofit* technology service provider to nonprofits
 - e. Other _____
2. In what zip code are you located? _____
3. In what year did you begin providing technology services to nonprofits?
 - Not applicable – I don't provide these services, but others in my organization do
 - Before 1970
 - Pull-down options 1971 through 2006
4. Check the *one* level that best describes your geographic service range?
 - a. Local (e.g., city and surrounding counties)
 - b. Statewide
 - c. Regional (e.g., across more than one surrounding city, county, metropolitan areas or states) in a region of the country
 - d. National
 - e. International

5. What is your annual revenue?

- a. Less than 100K
- b. \$100,000 – \$249,999
- c. \$250,000 – \$499,000
- d. \$500,000 – \$999,000
- e. 1M – 1.99M
- f. 2M – 2.99M
- g. 3M – 3.99M
- h. 4M – 4.99M
- i. 5M – 5.99M
- j. 6M – 6.99M
- k. 7M – 7.99M
- l. 8M – 8.99M
- m. 9 – 9.99M
- n. 10M or higher

9. Please estimate the percentage of your revenue that comes from contributions or funders or (including private and public funders)?

- a. None
- b. Less than 25%
- c. 26 – 50%
- d. 51 – 75%
- e. 76 – 100%

10. Please estimate the share of your revenue that comes from fee for service or earned income?

- a. None
- b. Less than 25%
- c. 26 – 50%
- d. 51 – 75%
- e. 76 – 100%

11. Of the list of technology services delineated below, rate the extent to which the service is a **CAPACITY** of your work with nonprofits (e.g., is a small to an extensive part of what you know how to do and provide to nonprofits):

Provision of Services	Not provided 1	Limited capacity 2	Some capacity 3	Considerable capacity 4	Extensive capacity 5
a. Hardware purchasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Software purchasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Hardware installation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Software installation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. Technical assistance around hardware purchasing or installation (advisement, 1:1 assistance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Technical assistance around software purchasing or installation (advisement, 1:1 assistance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Trainings related to software or hardware use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Network installation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Technical assistance around network purchasing or installation (advisement, 1:1 assistance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Network support (ongoing tech support)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Trainings on networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Database development or customization (creation of database for clients)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Technical assistance related to database development (advisement, 1:1 assistance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

n. Trainings on database development and or use/management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Web design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Web development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Technical assistance around Web development and/or Web design (advisement, 1:1 assistance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Web hosting or support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Trainings on Web design or development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. On call technical support/help desk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Trainings on troubleshooting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Technology planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Organizational technology assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Trainings on technology planning and/or organizational technology assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Advocacy in the field for more nonprofit specific technology products (e.g., speeches,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

publications, networking, or lobbying)					
z. Advocacy regarding technology policies and how they impact nonprofits (e.g., USA Patriot Act compliance, Net Neutrality)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aa. Advocacy in the field to raise funder awareness about nonprofit technology assistance needs (e.g., speeches, publications, networking, or lobbying)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bb. Strategic Planning (not technology related)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cc. Board development (not technology related)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dd. Management training (not technology related)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ee. Evaluation services (not technology related)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ff. Organizational assessment (not technology related)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gg. Other service not mentioned previously: Please describe: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Please rate your **LEVEL OF EXPERTISE** in working with the following types of nonprofits (e.g., understanding of the field, knowledge about content-area specific practices such as youth development techniques, etc.):

Expertise with Nonprofit Types	None 1	Minimal 2	Some 3	Considerable 4	Extensive 5
a. Human services (health, housing, emergency, social, multi-purpose)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Arts, culture, humanities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Youth development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Economic development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Grassroots, community organizing, community center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Advocacy organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Research and/or policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Environmental quality, protection, beautification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Religious or spiritual development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Employment, job-related	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Public safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Philanthropy, volunteerism, grantmaking foundation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

n. Mutual/membership benefit organizations and associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Recreation, sports, leisure, athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. NP Media, Radio, Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Please rate how **FREQUENTLY YOU WORK WITH** specific types of nonprofit clients.

Frequency of Work with Nonprofit Types	Never 1	Rarely 2	Sometimes 3	Often 4	Always/ Exclusively 5
a. Human services (health, housing, emergency, social, multi-purpose)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Arts, culture, humanities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Youth development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Economic development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Grassroots, community organizing, community center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Advocacy organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Research and/or policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Environmental quality, protection, beautification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

j. Religious or spiritual development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Employment, job-related	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Public safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Philanthropy, volunteerism, grantmaking foundation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Mutual/membership benefit organizations and associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Recreation, sports, leisure, athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. NP Media, Radio, Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. The following table asks you to consider your reasons for **COLLABORATING WITH OTHERS IN THE FIELD**, individuals, consultants, or various providers, to serve your nonprofit clients. If you never work with others to serve your nonprofit clients, skip this section and proceed to Section B.

When working with other providers, to what extent are the following, a – f, your reasons for doing so?

Reasons for Working with Peers	Not at all 1	Rarely 2	Sometimes 3	Often 4	Always 5
a. Need for more staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Need for specific technology skills sets or technology resources (e.g., certain software capabilities, tech experts in complementary areas, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>c. Need for specific non-technology related skill sets or non-technology related resources (e.g., capacity building expertise, fundraising expertise, board development, etc.)</p>	□	□	□	□	□
<p>d. Desire to build a relationship with another individual or organization in the field</p>	□	□	□	□	□
<p>e. Need for a specific geographic presence (e.g., need for affiliate in particular community to get the job)</p>	□	□	□	□	□
<p>f. Need for diverse representation (e.g. need for certain ethnic or cultural representation on consulting team to get the work)</p>	□	□	□	□	□
<p>g. To save time/money and achieve economies of scale</p>	□	□	□	□	□
<p>h. To attract specific fundraising dollars (e.g., requirement of funder or donor to work with a specific organization)</p>	□	□	□	□	□
<p>i. Other: Please describe: _____</p>	□	□	□	□	□

B. Technology Service Provider Work with Nonprofits

15. What is the average duration of a project/engagement with a nonprofit client (in months)?
 a. Pull down with 1month – 2 years and more than 2 years as options

16. What is your *average* contract amount with a nonprofit client (in US dollars)? (Pull Down)

- a. Under 5,000
- b. \$5,0000 – \$10,000
- c. \$10,001 – \$15,000
- d. \$15,001 – \$20,000
- e. \$20,001 – \$25,000
- f. \$25,001 – \$30,000
- g. \$30,001 – \$35,000
- h. \$35,001 – \$40,000
- i. \$40,001 - \$45,000
- j. \$45,001 – \$50,000
- k. \$50,001 – \$55,000
- l. \$55,001 - \$65,000
- m. \$65,001 – \$75,000
- n. \$75,001 - \$85,000
- o. \$85,001 – \$95,000
- p. \$95,001 - \$105,000
- q. \$105,001- \$205,000
- r. \$205,001 – 305,000
- s. More than \$305,000

17. In total, across all of your nonprofit clients, how much time do you spend *at their site* (per week)?

- a. None at all
- b. 1 – 20% (up to one day a week)
- c. 21 – 40% (about 2 days a week)
- d. 41 – 60% (between 2- 3 days a week)
- e. 61 – 80% (between 3 – 4 days a week)
- f. 81 – 99% (4 days - slightly more than 4 days a week)
- g. 100% on site (5 days of the week)

18. How frequently are the following individuals part of a typical nonprofit project in some way?

Engagement Level of NP Staff in Technology Projects	Never involved 1	Rarely 2	Sometimes 3	Often 4	Always involved in some way at some point 5
a. CEO or Executive Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Assistant or Associate Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Board Member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. CFO or Financial Officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Program Director or Manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Program Staff providing direct services to clients (including instructors, counselors, case managers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Development or Fundraising Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. IT Manager or Technology Administrator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Marketing, Outreach or Public Relations Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Administrative Manager, Assistant, or Office Manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Researcher or Librarian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Volunteer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other Please Describe: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. How frequently do you use the following to **assess** a nonprofit client's readiness to successfully engage in the project:

	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
a. Initial conversation(s) about the proposed scope of work with key contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. In-person meetings with relevant leaders and/or staff to determine readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Level of leadership's understanding about what it will take (resources, time, staff) to reach project objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Level of nonprofit commitment to and value placed on technology (overall) as a tool to improve their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Level of staff (<i>not top leadership</i>) understanding about what it will take (resources, time, staff) to reach project objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Preliminary review of organizational documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Dollars available to meet project objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Community assessment and/or client information (demographics, needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Administration of some form of readiness survey to key contacts and/or staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

j. Onsite technology assessment (including determination of whether operating environment is stable and secure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Over the phone technology assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Level of nonprofit's understanding about what technology can and cannot do (not a cure all)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. NPower's TechAtlas and other tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Evidence that a board member or other senior leader is committed to the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Evaluation of the nonprofit's business plan or strategic plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Evaluation of technology plan if existing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Other: Please specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. How frequently do you use the following strategies to **prepare** the client to be ready for the project and **to facilitate knowledge transfer, capacity building, and sustainability**?

	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
a. Regularly meet with key leaders to ensure agreement around project deliverables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Regularly debrief with key staff about progress and learning throughout the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Engage leaders in hands-on project activities to ensure they understand the work and its value themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Define and assign roles and responsibilities across a full project team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Identify an IT staff person or champion at the nonprofit site to maintain the project after the project has ended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Develop a comprehensive technology plan as part of or linked to the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Link the project to the organization's strategic plan and/or business plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Tailor your existing services to meet nonprofits' various needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Build training or ongoing support into the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Articulate technology concepts in non-technical ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Be mindful of a nonprofit's culture (history, rituals, work processes) and how it affects the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Offer discounted services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Have substantive expertise in the nonprofit's area of focus (e.g., tech consultant serving a social service agency should have proficient knowledge of social services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Capture client input and insights to inform the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Demonstrate how the project links to key functions of the nonprofit (e.g., fundraising, client satisfaction, program delivery, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Meet with funders to encourage future funding of technology projects for the betterment of the nonprofit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Introduce and link nonprofits to other technology service providers to secure more or complementary technology resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

r. Provide training and technical assistance so that clients can use technology as part of their service delivery to clients (e.g., using the Web to educate clients about health, or using Web to capture client needs from clients, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Help nonprofits use technology to evaluate their organizational efficiencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Help nonprofits use technology to evaluate the quality of their programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Help nonprofits to assess their continued needs for technology (updating, expanding)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Teach the client how to secure a stable infrastructure through the detection of spyware, virus protection, implementation of firewalls, data backup, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Other: Please specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Perceptions of Services Leading to Nonprofit Outcomes

This next section asks for your reflection on how you *typically* spend time with nonprofit clients in working toward particular organizational outcomes (e.g., org efficiency, staff buy-in, etc.).

21. To what extent are the following outcomes integral to *how and why* your organization typically provides technology assistance/service?

Ultimately, I provide training/technical assistance to _____	Not at all 1	Limited 2	Some 3	Considerable 4	Always 5
a. improve leaders' decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. improve human resource management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. make service delivery more efficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. make service delivery more innovative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. improve the management of financial resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. improve networking through the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Web/internet					
g. improve collaboration within and external to the organization using technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. improve research techniques and resources using technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. foster a nonprofit's own decision-making about its own future technology needs (empowering knowledge transfer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. improve access to "free" Web-based resources for troubleshooting technology problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. improve work-life balance for staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. to improve effective <i>internal</i> communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. to improve effective <i>external</i> communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. to expand or improve marketing strategies through technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. to improve staff access to one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. to improve the dissemination of information with peers in the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. to improve services for the special needs of the client base (e.g. language, physical challenges, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. How frequently do you use the following to **evaluate** your work with nonprofits?

	Never 1	Rarely 2	Sometimes 3	Regularly 4	Always 5
a. Client surveys during the course of the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Performance measures (score card, or other indicators of project success)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Observations at the client site to see how well technology is being implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Client satisfaction surveys at the end of a project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Client satisfaction surveys more than 6 months after a project has been completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Client interviews at the end of a project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Client interviews more than 6 months after a project has been completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Regular debriefing with a client throughout the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Writing of case studies to showcase work, learning, challenges, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Longitudinal evaluation (continued, long-term follow up over 6 months the project has been completed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Use of <i>external</i> evaluators to assess quality of our service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

l. Use of external evaluators to assess results/outcomes of our service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Use of external evaluators to benchmark our quality/work across the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Other methods; Please describe: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Final Comments

23. What do you believe the nonprofit sector needs in the way of technology assistance that it is NOT getting? What would help to bring innovation to this field?

24. To distribute incentives and better understand the collective responses, please share your contact information with us. Your responses will not be identified as yours but only used in aggregate to inform the work in the field. Sharing your contact information simply allows us to ensure we have a sense of your size, services, role in the field.

- a. Org Name
- b. Contact Name
- c. Mailing Address
- d. Email Address
- e. Phone
- f. Org Website

25. Would you be willing to share names or contact information for any nonprofit clients who might be open to completing a similar survey? Their information will be kept confidential and shared anonymously, and we will not directly link their information to yours. We will not be contacting these organizations for any purpose other than this survey. Nonprofit respondents will receive a financial incentive, and 8 willing respondents will be selected as part of a “benchmarking cohort,” where they would be interviewed over time in exchange for a substantial donation to their organization – in the range of \$5,000. Any names you provide will help us tremendously to create a true picture of how technology assistance impacts nonprofits.

Please list NONPROFIT CLIENT organization names below and any contact information you are willing to share:

- Spaces 1 – 10

Thank you for taking time to complete this survey! Your input is extremely valuable.

TECHNOLOGY SERVICE PROVIDER SURVEY

Organizational Survey

Your input is very valuable, and we thank you for your participation. This survey should take you approximately 25 minutes to complete. We are distributing this survey to a range of over 500 technology service providers to help the field better understand what consulting approaches are being used to support nonprofit efficiency, effectiveness, and overall capacity building to better meet their missions.

We appreciate your candid insight on the questions below. Although we will be asking for your contact information to provide you with a thank you gift, your contact information will be kept confidential. The information we gather will be shared primarily in aggregate form, and will be anonymous unless we receive explicit permission from you in advance.

The first 200 respondents to this survey will receive a \$25 e-certificate to Amazon.com. All respondents will be entered to win one of several grand giveaways: such as free registration to the 2007 Nonprofit Technology Conference, hosted by N-TEN (visit <http://nten.org/ntc> for more info) or an 8GB iPod Nano.

Please complete this survey no later than Friday, October 13, 2006. If you have any questions about the survey or trouble accessing it, please reach Artis Bergman, Research Associate at TCC Group: abergman@tccgrp.com or 888-222-2283 x 222.

Please note, this survey asks you to consider what your approaches, practices, and rationale are OVERALL, across your technology service work with nonprofits.

A. Technology Service Provider Characteristics

1. Which of the following best describes your role/representation as a technology service provider to the nonprofit sector (Please Check One):
 - a. Individual providing technology assistance to nonprofits
 - b. Management Support Organization providing technology assistance to nonprofits
 - c. *For-profit* technology service provider to nonprofits
 - d. *Nonprofit* technology service provider to nonprofits
 - e. Other _____
2. When was your organization established?
 - Before 1970
 - Pull-down options 1971 through 2006
3. In what year did your organization begin providing technology services to nonprofits?
 - Not applicable – I don't provide these services, but others in my organization do
 - Before 1970
 - Pull-down options 1971 through 2006
4. In what zip code is your office headquartered? _____
5. From how many "working" offices/locations does your organization provide services?
 - 1 headquartered office
 - Pull down from 2 – 10 and more than 10
6. Check the *one* level that best describes your geographic service range?
 - a. Local (e.g., city and surrounding counties)
 - b. Statewide
 - c. Regional (e.g., across more than one surrounding city, county, metropolitan areas or states) in a region of the country
 - d. National
 - e. International

- d. National
- e. International

7. In total, how many staff do you/your technology service provider have (as defined below)? :

	Total Number of ALL Staff	Total Number of Technology Service Providers including but not limited to consultants, trainers, and managers
Full Time Staff		
Part Time Staff		
Contracted Staff		
Other _____		

8. What is your organization's annual revenue?

- a. Less than 100K
- b. \$100,000 – \$249,999
- c. \$250,000 – \$499,000
- d. \$500,000 – \$999,000
- e. 1M – 1.99M
- f. 2M – 2.99M
- g. 3M – 3.99M
- h. 4M – 4.99M
- i. 5M – 5.99M
- j. 6M – 6.99M
- k. 7M – 7.99M
- l. 8M – 8.99M
- m. 9 – 9.99M
- n. 10M or higher

9. Please estimate the percentage of your organization's revenue that comes from contributions or funders or (*including private and public funders*)?

- a. None
- b. Less than 25%
- c. 26 – 50%
- d. 51 – 75%
- e. 76 – 100%

10. Please estimate the share of your organization's revenue that comes from fee for service or earned income?

- a. None
- b. Less than 25%
- c. 26 – 50%
- d. 51 – 75%
- e. 76 – 100%

11. Of the list of technology services delineated below, rate the extent to which the service is a **CAPACITY** of your organization's work with nonprofits (e.g., is a small to an extensive part of what you know how to do and provide to nonprofits):

Provision of Services	Not provided 1	Limited capacity 2	Some capacity 3	Considerable capacity 4	Extensive capacity 5
a. Hardware purchasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Software purchasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Hardware installation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Software installation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Technical assistance around hardware purchasing or installation (advisement, 1:1 assistance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Technical assistance around software purchasing or installation (advisement, 1:1 assistance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Trainings related to software or hardware use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Network installation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Technical assistance around network purchasing or installation (advisement, 1:1 assistance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Network support (ongoing tech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

support)					
k. Trainings on networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Database development or customization (creation of database for clients)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Technical assistance related to database development (advisement, 1:1 assistance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Trainings on database development and or use/management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Web design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Web development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Technical assistance around Web development and/or Web design (advisement, 1:1 assistance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Web hosting or support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Trainings on Web design or development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. On call technical support/help desk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Trainings on troubleshooting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

v. Technology planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Organizational technology assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Trainings on technology planning and/or organizational technology assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Advocacy in the field for more nonprofit specific technology products (e.g., speeches, publications, networking, or lobbying)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. Advocacy regarding technology policies and how they impact nonprofits (e.g., USA Patriot Act compliance, Net Neutrality)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aa. Advocacy in the field to raise funder awareness about nonprofit technology assistance needs (e.g., speeches, publications, networking, or lobbying)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bb. Strategic Planning (not technology related)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cc. Board development (not technology related)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dd. Management training (not technology related)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ee. Evaluation services (not technology related)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ff. Organizational assessment (not technology related)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gg. Other service not mentioned previously: Please describe: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Please rate your organization's **LEVEL OF EXPERTISE** in working with the following types of nonprofits (e.g., understanding of the field, knowledge about content-area specific practices such as youth development techniques, etc.):

Expertise with Nonprofit Types	None 1	Minimal 2	Some 3	Considerable 4	Extensive 5
a. Human services (health, housing, emergency, social, multi-purpose)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Arts, culture, humanities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Youth development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Economic development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Grassroots, community organizing, community center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Advocacy organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Research and/or policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Environmental quality, protection, beautification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Religious or spiritual development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Employment, job-related	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Public safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Philanthropy, volunteerism, grantmaking foundation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

n. Mutual/membership benefit organizations and associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Recreation, sports, leisure, athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. NP Media, Radio, Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Please rate how **FREQUENTLY YOUR ORGANIZATION WORKS WITH** specific types of nonprofit clients.

Frequency of Work with Nonprofit Types	Never 1	Rarely 2	Sometimes 3	Often 4	Always/ Exclusively 5
j. Human services (health, housing, emergency, social, multi-purpose)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Arts, culture, humanities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Youth development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Economic development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Grassroots, community organizing, community center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Advocacy organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Research and/or policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Environmental quality, protection, beautification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

j. Religious or spiritual development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Employment, job-related	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Public safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Philanthropy, volunteerism, grantmaking foundation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Mutual/membership benefit organizations and associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Recreation, sports, leisure, athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. NP Media, Radio, Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. The following table asks you to consider your organization's reasons for **COLLABORATING WITH OTHERS IN THE FIELD**, individuals, consultants, or various providers, to serve your nonprofit clients. If you never work with others to serve your nonprofit clients, skip this section and proceed to Section B.

When working with other providers, to what extent are the following, a – f, your reasons for doing so?

Reasons for Working with Peers	Not at all 1	Rarely 2	Sometimes 3	Often 4	Always 5
a. Need for more staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Need for specific technology skills sets or technology resources (e.g., certain software capabilities, tech experts in complementary areas, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>c. Need for specific non-technology related skill sets or non-technology related resources (e.g., capacity building expertise, fundraising expertise, board development, etc.)</p>	□	□	□	□	□
<p>d. Desire to build a relationship with another individual or organization in the field</p>	□	□	□	□	□
<p>e. Need for a specific geographic presence (e.g., need for affiliate in particular community to get the job)</p>	□	□	□	□	□
<p>f. Need for diverse representation (e.g. need for certain ethnic or cultural representation on consulting team to get the work)</p>	□	□	□	□	□
<p>g. To save time/money and achieve economies of scale</p>	□	□	□	□	□
<p>h. To attract specific fundraising dollars (e.g., requirement of funder or donor to work with a specific organization)</p>	□	□	□	□	□
<p>i. Other: Please describe: _____</p>	□	□	□	□	□

B. Technology Service Provider Work with Nonprofits

15. What is the average duration of a project/engagement with a nonprofit client (in months)?
 a. Pull down with 1month – 2 years and more than 2 years as options

16. What is your organization’s average contract amount with a nonprofit client (in US dollars)? (Pull Down)

- a. Under 5,000
- b. \$5,0000 – \$10,000
- c. \$10,001 – \$15,000
- d. \$15,001 – \$20,000
- e. \$20,001 – \$25,000
- f. \$25,001 – \$30,000
- g. \$30,001 – \$35,000
- h. \$35,001 – \$40,000
- i. \$40,001 - \$45,000
- j. \$45,001 – \$50,000
- k. \$50,001 – \$55,000
- l. \$55,001 - \$65,000
- m. \$65,001 – \$75,000
- n. \$75,001 - \$85,000
- o. \$85,001 – \$95,000
- p. \$95,001 - \$105,000
- q. \$105,001- \$205,000
- r. \$205,001 – 305,000
- s. More than \$305,000

17. In total, across all of your organization’s nonprofit clients, how much time do you spend at their site (per week)?

- a. None at all
- b. 1 – 20% (up to one day a week)
- c. 21 – 40% (about 2 days a week)
- d. 41 – 60% (between 2- 3 days a week)
- e. 61 – 80% (between 3 – 4 days a week)
- f. 81 – 99% (4 days - slightly more than 4 days a week)
- g. 100% on site (5 days of the week)

18. How frequently are the following individuals part of a typical nonprofit project in some way?

Engagement Level of NP Staff in Technology Projects	Never involved 1	Rarely 2	Sometimes 3	Often 4	Always involved in some way at some point 5
a. CEO or Executive Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Assistant or Associate Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Board Member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. CFO or Financial Officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Program Director or Manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Program Staff providing direct services to clients (including instructors, counselors, case managers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Development or Fundraising Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. IT Manager or Technology Administrator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Marketing, Outreach or Public Relations Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Administrative Manager, Assistant, or Office Manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Researcher or Librarian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Volunteer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other Please Describe: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. How frequently does your organization use the following to **assess** a nonprofit client's readiness to successfully engage in the project:

	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
a. Initial conversation(s) about the proposed scope of work with key contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. In-person meetings with relevant leaders and/or staff to determine readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Level of leadership's understanding about what it will take (resources, time, staff) to reach project objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Level of nonprofit commitment to and value placed on technology (overall) as a tool to improve their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Level of staff (<i>not top leadership</i>) understanding about what it will take (resources, time, staff) to reach project objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Preliminary review of organizational documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Dollars available to meet project objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Community assessment and/or client information (demographics, needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Administration of some form of readiness survey to key contacts and/or staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

j. Onsite technology assessment (including determination of whether operating environment is stable and secure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Over the phone technology assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Level of nonprofit's understanding about what technology can and cannot do (not a cure all)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. NPower's TechAtlas and other tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Evidence that a board member or other senior leader is committed to the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Evaluation of the nonprofit's business plan or strategic plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Evaluation of technology plan if existing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Other: Please specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. How frequently do you use the following strategies to **prepare** the client to be ready for the project and **to facilitate knowledge transfer, capacity building, and sustainability**?

	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
a. Regularly meet with key leaders to ensure agreement around project deliverables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Regularly debrief with key staff about progress and learning throughout the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Engage leaders in hands-on project activities to ensure they understand the work and its value themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Define and assign roles and responsibilities across a full project team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Identify an IT staff person or champion at the nonprofit site to maintain the project after the project has ended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Develop a comprehensive technology plan as part of or linked to the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Link the project to the organization's strategic plan and/or business plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Tailor your existing services to meet nonprofits' various needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Build training or ongoing support into the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Articulate technology concepts in non-technical ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Be mindful of a nonprofit's culture (history, rituals, work processes) and how it affects the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Offer discounted services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Have substantive expertise in the nonprofit's area of focus (e.g., tech consultant serving a social service agency should have proficient knowledge of social services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Capture client input and insights to inform the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Demonstrate how the project links to key functions of the nonprofit (e.g., fundraising, client satisfaction, program delivery, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Meet with funders to encourage future funding of technology projects for the betterment of the nonprofit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Introduce and link nonprofits to other technology service providers to secure more or complementary technology resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

r. Provide training and technical assistance so that clients can use technology as part of their service delivery to clients (e.g., using the Web to educate clients about health, or using Web to capture client needs from clients, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Help nonprofits use technology to evaluate their organizational efficiencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Help nonprofits use technology to evaluate the quality of their programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Help nonprofits to assess their continued needs for technology (updating, expanding)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Teach the client how to secure a stable infrastructure through the detection of spyware, virus protection, implementation of firewalls, data backup, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Other: Please specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Perceptions of Services Leading to Nonprofit Outcomes

This next section asks for your reflection on how your organization *typically* spends time with nonprofit clients in working toward particular organizational outcomes (e.g., org efficiency, staff buy-in, etc.).

21. To what extent are the following outcomes integral to *how and why* your organization typically provides technology assistance/service?

Ultimately, I/we provide training/technical assistance to _____	Not at all 1	Limited 2	Some 3	Considerable 4	Always 5
a. improve leaders' decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. improve human resource management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. make service delivery more efficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. make service delivery more innovative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. improve the management of financial resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. improve networking through the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Web/internet					
g. improve collaboration within and external to the organization using technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. improve research techniques and resources using technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. foster a nonprofit's own decision-making about its own future technology needs (empowering knowledge transfer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. improve access to "free" Web-based resources for troubleshooting technology problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. improve work-life balance for staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. to improve effective <i>internal</i> communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. to improve effective <i>external</i> communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. to expand or improve marketing strategies through technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. to improve staff access to one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. to improve the dissemination of information with peers in the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. to improve services for the special needs of the client base (e.g. language, physical challenges, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. How frequently do you use the following to **evaluate** your work with nonprofits?

	Never 1	Rarely 2	Sometimes 3	Regularly 4	Always 5
a. Client surveys during the course of the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Performance measures (score card, or other indicators of project success)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Observations at the client site to see how well technology is being implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Client satisfaction surveys at the end of a project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Client satisfaction surveys more than 6 months after a project has been completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Client interviews at the end of a project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Client interviews more than 6 months after a project has been completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Regular debriefing with a client throughout the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Writing of case studies to showcase work, learning, challenges, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Longitudinal evaluation (continued, long-term follow up over 6 months the project has been completed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Use of <i>external</i> evaluators to assess quality of our service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Use of external evaluators to assess results/outcomes of our service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Use of external evaluators to benchmark our quality/work across the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Other methods; Please describe: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Final Comments

23. What do you believe the nonprofit sector needs in the way of technology assistance that it is NOT getting? What would help to bring innovation to this field?
24. To distribute incentives and better understand the collective responses, please share your contact information with us. Your responses will not be identified as yours but only used in aggregate to inform the work in the field. Sharing your contact information simply allows us to ensure we have a sense of your size, services, role in the field.
- a. Org Name
 - b. Contact Name
 - c. Mailing Address
 - d. Email Address
 - e. Phone
 - f. Org Website
26. Would you be willing to share names or contact information for any nonprofit clients who might be open to completing a similar survey? Their information will be kept confidential and shared anonymously, and we will not directly link their information to yours. We will not be contacting these organizations for any purpose other than this survey. Nonprofit respondents will receive a financial incentive, and 8 willing respondents will be selected as part of a “benchmarking cohort,” where they would be interviewed over time in exchange for a substantial donation to their organization – in the range of \$5,000. Any names you provide will help us tremendously to create a true picture of how technology assistance impacts nonprofits.

Please list NONPROFIT CLIENT organization names below and any contact information you are willing to share:

- Spaces 1 – 10

Thank you for taking time to complete this survey! Your input is extremely valuable.

F. Improving Organizational Leadership and Management²

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	.056	.071		.792	.431			
	REGR factor score Informally Assess	.079	.120	.078	.661	.511	.423	.085	.047
	REGR factor score Formally Assess	.107	.134	.101	.804	.425	.402	.103	.057
	REGR factor score Prep Meet Clients	.204	.090	.199	2.266	.027	.237	.281	.161
	REGR factor score Prep thru PM	.244	.119	.257	2.056	.044	.423	.257	.146
	REGR factor score Prep Sustainability	.185	.142	.179	1.303	.198	.361	.166	.093
	REGR factor score Prep Tech for Lrn	.219	.082	.244	2.658	.010	.369	.325	.189
	REGR factor score Out: Ext Comm	-.209	.077	-.225	-2.724	.008	-.070	-.332	-.194
	REGR factor score Out: Know Share	-.280	.121	-.234	-2.322	.024	.026	-.287	-.165
	REGR factor score Eval: External	.250	.114	.241	2.188	.033	.397	.272	.156
	REGR factor score Eval: Qual	.044	.098	.042	.443	.659	.214	.057	.032
	REGR factor score Eval: Quant	.049	.096	.053	.506	.615	.185	.065	.036
	REGR factor score Hard, Soft, Netwrk	.087	.103	.091	.847	.401	.256	.109	.060
	REGR factor score Org Development	.034	.093	.035	.363	.718	.230	.047	.026
	REGR factor score Web	.043	.082	.045	.519	.606	-.085	.067	.037
	REGR factor score Dbase	.195	.095	.197	2.056	.044	.507	.257	.146
	REGR factor score Adv	.053	.093	.055	.572	.569	.213	.074	.041
	REGR factor score Policy, Adv, Res	-.252	.102	-.235	-2.481	.016	-.041	-.305	-.177
	REGR factor score Comm Develop	.146	.093	.135	1.581	.119	.273	.200	.113
	REGR factor score Ed & Dir Svs	-.037	.099	-.033	-.369	.713	.107	-.048	-.026
	REGR factor score Collaborate: Bus	-.133	.102	-.133	-1.306	.196	.242	-.166	-.093
	REGR factor score Collaborate: Staff, Skills	.216	.101	.186	2.145	.036	.205	.267	.153

a. Dependent Variable: REGR factor score Improving Organizational Leadership and Management

² Regression analyses were conducted to explore which variables might assist in developing a better understanding of providers' emphasis on Improving Organizational Leadership and Management. The regression equation with all factors loaded was significantly related to the outcome factor – organizational leadership and management, $R^2 = .696$, adjusted $R^2 = .589$, $F(21, 60) = 6.538$, $p < .01$.

Coefficients(a)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
1 (Constant)	-.034	.073		-.475	.637			
REGR factor score Informally assess	.080	.123	.094	.653	.516	.099	.084	
REGR factor score Formally assess	.114	.137	.129	.835	.407	.393	.107	
REGR factor score Prep: Meet Clients	.114	.095	.133	1.205	.233	.219	.154	
REGR factor score Prep: Project Mgt	.035	.126	.044	.280	.780	-.001	.036	
REGR factor score Prep: Sustainability	.118	.147	.137	.806	.424	.475	.103	
REGR factor score Prep: Tech for Learning	.106	.088	.142	1.204	.233	-.021	.154	
REGR factor score Eval: External	.202	.119	.232	1.700	.094	.370	.214	
REGR factor score Eval: Qual	.210	.097	.243	2.161	.035	.330	.269	
REGR factor score Eval: Quant	-.023	.099	-.030	-.230	.819	.001	-.030	-.020
REGR factor score Hardware, Soft, Netwrk	.111	.105	.138	1.052	.297	.327	.135	
REGR factor score Org Develop	-.187	.092	-.232	-2.025	.047	-.141	-.253	-.177
REGR factor score Web	.045	.085	.056	.528	.599	.101	.068	
REGR factor score Dbase	-.131	.099	-.158	-1.323	.191	-.040	-.168	-.115
REGR factor score Advocacy	.116	.094	.143	1.232	.223	.303	.157	
REGR factor score Policy, Advocacy, Research	-.001	.109	-.001	-.011	.991	.328	-.001	-.001
REGR factor score Comm Develop	-.067	.096	-.074	-.698	.488	-.014	-.090	-.061
REGR factor score Ed & Dir Svs	.126	.100	.137	1.255	.214	.153	.160	
REGR factor score Collaborate: Business	.013	.106	.015	.121	.904	.178	.016	
REGR factor score Collaborate: Staff, Skills	.268	.102	.275	2.636	.011	.261	.322	
REGR factor score Out: Org Ldrship and Mgt	-.295	.127	-.352	-2.322	.024	.026	-.287	-.202
REGR factor score Out: External Comm	-.149	.081	-.191	-1.826	.073	-.035	-.229	-.159

a Dependent Variable: REGR factor score Improving Knowledge Sharing

G. Endnotes

ⁱ Information in this section is presented as relevant to the TSP Outcomes Survey.

ⁱⁱ The definition of TSP includes any individual or organization providing technology assistance to nonprofits. This acronym is used throughout the report for sake of brevity.

ⁱⁱⁱ At the presentation of this draft report, TCC is doing some research with regard to a technical aspect of one of our statistical analyses—the ANOVA, a statistical test used to explore differences in responses by variables with more than one categorical response option (e.g., provider type). Specifically, we have tested the statistical differences among provider types on their responses to a number of questions including the outcomes questions. We have found statistically significant differences by provider type; however, we are exploring the best way to present meaningfulness or weight of these differences. SPSS provides a partial eta square rather than an eta square which is the preferred data per the literature). We have manually calculated what we believe to be the eta square or effect size. On this point we welcome Carol Silverman's input.

^{iv} See appendix for full logic model.

^v See appendix for evaluation framework.

^{vi} See appendix for TSP Outcomes Survey

^{vii} Literature suggests a typical web survey response rate of 30 percent. See:

[http://www.icis.dk/ICIS_papers/C2_4_3.pdf#search=percent22web percent20survey percent20response percent20rates percent22](http://www.icis.dk/ICIS_papers/C2_4_3.pdf#search=percent22web%20survey%20response%20rates%20percent22).

^{viii} It should be noted that year one of the project was launched in June and ends in December, providing less than seven months to complete the scope of work detailed in the RFP for 12 full months.

^{ix} Given the frequency with which scales are referenced in this report, it is recommended that as readers review the report, they reference the factors appendix of this report as well.

^x Overview of field presented per literature review and survey findings around the attributes (demographics and other characteristics) of the sector.

^{xi} N = 89.

^{xii} There also appears to be a relationship between larger providers and larger contracts.

^{xiii} Geographic designations are derived from the US Census.

^{xiv} "Some" is represented by a 3 on the 1 to 5 scale, where 1 = "not provided" and 5 = "extensive capacity."

^{xv} N = 149

^{xvi} Responses to these questions followed a five point scale and included the following: never, rarely, sometimes, often, and always.

^{xvii} A one-way ANOVA was conducted to explore the extent to which there were differences in provider type and the reasons for which providers collaborate. The ANOVA suggests that nonprofits are more likely than for-profits to collaborate for business reasons. ANOVA $F(2, 483) = 2, p = .002$. ANOVA, partial $\eta^2 = .099/\eta^2 = .11$ suggesting a medium to large effect size.

^{xviii} A one-way ANOVA was conducted to explore the extent to which there were differences in provider's size (e.g., annual budget) and their use of tools to assess a nonprofit's readiness for a technology assistance project. Organizational size was divided into three categories: below \$100,000; \$100,000-\$1M; and, above \$1M. ANOVA $F(2, 135) = 6.426, p = .002$. ANOVA, partial $\eta^2 = .087, \eta^2 = .095$ suggesting medium – large effect size.

^{xix} A one-way ANOVA was conducted to explore the extent to which there were differences in the length of a provider's contract (e.g., project duration) and their use of tools to assess a nonprofit's readiness for a technology assistance project. Contract length was divided into three categories: less than 6 months; 6 months to one year; and above one year. ANOVA $F(2, 132) = 4.004, p = .020$. ANOVA, partial $\eta^2 = .057/\eta^2 = .06$ suggesting a medium effect size.

^{xx} A one-way ANOVA was conducted to explore the extent to which there were differences in provider's frequency on-site and their use of tools to formally assess a nonprofit's readiness for a technology assistance project. Frequency on site was divided into three categories: never, 1 day a week, more than on day a week. ANOVA $F(2, 134) = 11.417, p < .01$. ANOVA, partial $\eta^2 = .146/\eta^2 = .17$, suggesting a large effect size.

^{xxi} This regression equation used the Preparation scales describe earlier: Meet Clients Where They Are; Prepare Through Project Management; Prepare Through Planning for Sustainability; and Prepare Through Using Technology for Learning.

^{xxii} Regression analyses were conducted to explore which variables might assist in developing a better understanding of providers' use of informal means of assessing a nonprofit's readiness for a nonprofit technology assistance assignment. The regression equation with all factors loaded was significantly related to the assessment of readiness factor – Informal Assessment, $R^2 = .631$, adjusted $R^2 = .510$, $F(20, 61) = 5.220, p < .01$. These two factors were the only statistically significant variables in this regression equation.

^{xxiii} A one-way ANOVA was conducted to explore the extent to which there were differences by project size (e.g., contract size) in providers' use of strategies to prepare nonprofits for a technology assistance

assignment. Contract size was divided into four categories under \$10,000; \$10,000-\$25,000; \$25,000-\$50,000; and greater than \$50,000. ANOVA $F(3, 124) = 2.804$, $p = .043$. ANOVA, partial $\eta^2 = .064/\eta^2 = .06$ suggesting medium effect size.

^{xxiv} A one-way ANOVA was conducted to explore the extent to which there were differences in provider's frequency on-site and their strategies to prepare a nonprofit for a technology assistance project. Frequency on site was divided into three categories: never, 1 day a week, more than on day a week. ANOVA $F(2, 129) = 14.223$, $p < .01$. ANOVA, partial $\eta^2 = .181/\eta^2 = .22$ suggesting a large effect size.

^{xxv} Regression analyses were conducted to explore which variables might assist in developing a better understanding of providers' use strategies to prepare a client for a nonprofit technology assistance assignment. The regression equation with all factors loaded was significantly related to the Preparation factor – Meeting Clients Where They Are, $R^2 = .393$, adjusted $R^2 = .181$, $F(21, 60) = 1.852$, $p = .033$.

^{xxvi} Regression analyses were conducted to explore which variables might assist in developing a better understanding of providers' use of strategies to prepare a client for a nonprofit technology assistance assignment. The regression equation with all factors loaded was significant related to the Preparation factor – Prepare Through Project Management Strategies, $R^2 = .697$, adjusted $R^2 = .591$, $F(21, 60) = 6.570$, $p < .01$.

^{xxvii} Regression analyses were conducted to explore which variables might assist in developing a better understanding of providers' use of strategies to prepare a client for a nonprofit technology assistance assignment. The regression equation with all factors loaded was significant related to the Preparation factor – Preparing Through Planning for Sustainability, $R^2 = .739$, adjusted $R^2 = .648$, $F(21, 60) = 8.102$, $p < .01$.

^{xxviii} Regression analyses were conducted to explore which variables might assist in developing a better understanding of providers' use of strategies to prepare a client for a nonprofit technology assistance assignment. The regression equation with all factors loaded was significant related to the assessment of Preparation factor – Preparing Using Technology for Learning, $R^2 = .463$, adjusted $R^2 = .275$, $F(21, 60) = 2.463$, $p = .003$.

^{xxix} Regression analyses were conducted to explore which variables might assist in developing a better understanding of providers' use of evaluation. The regression equation with all factors loaded was significant related to the Evaluation factor – External Evaluation, $R^2 = .443$, adjusted $R^2 = .248$, $F(21, 60) = 2.269$, $p = .007$.

^{xxx} Regression analyses were conducted to explore which variables might assist in developing a better understanding of providers' use of evaluation. The regression equation with all factors loaded was significant related to the Evaluation factor – Qualitative Evaluation, $R^2 = .612$, adjusted $R^2 = .476$, $F(21, 60) = 4.511$, $p < .001$.

^{xxxi} Regression analyses were conducted to explore which variables might assist in developing a better understanding of providers' use of evaluation. The regression equation with all factors loaded was significant related to the Evaluation factor – quantitative evaluation, $R^2 = .547$, adjusted $R^2 = .288$, $F(21, 60) = 3.446$, $p < .01$.

^{xxxii} A one-way ANOVA was conducted to explore the extent to which there were differences in provider type (e.g., nonprofit, for-profit and individual) and the extent to which they use external evaluation. ANOVA $F(2, 135) = 5.454$, $p = .005$. ANOVA, partial $\eta^2 = .075/\eta^2 = .08$ suggesting a medium effect size.

^{xxxiii} A one-way ANOVA was conducted to explore the extent to which there were differences in provider's size (e.g., annual budget) and the extent to which they use external evaluation. ANOVA $F(2, 135) = 4.438$, $p = .014$. ANOVA, partial $\eta^2 = .062/\eta^2 = .06$ suggesting a medium effect size.

^{xxxiv} A one-way ANOVA was conducted to explore the extent to which there were differences in provider's size (e.g., annual budget) and the extent to which they use external evaluation. ANOVA $F(2, 135) = 7.357$, $p = .001$. ANOVA, partial $\eta^2 = .098/\eta^2 = .10$ suggesting a medium to large effect size.

^{xxxv} Responses options for the sixteen outcomes variables followed a five point scale and included the following: not at all, limited, some, considerable, and always.

^{xxxvi} It is important to note that this survey did not measure the extent to which the providers *achieved* these outcomes, but focused instead on the intent and focus of their work with nonprofits.

^{xxxvii} Regression analyses were conducted to explore which variables might assist in developing a better understanding of providers' emphasis on Improving Organizational Leadership and Management. The regression equation with all factors loaded was significantly related to the outcome factor – organizational leadership and management, $R^2 = .696$, adjusted $R^2 = .589$, $F(21, 60) = 6.538$, $p < .01$.

^{xxxviii} These predictors are presented in order significance with the most relevant predictor first.

^{xxxix} A one-way ANOVA was conducted to explore the extent to which there were differences in provider's size (e.g., annual budget) and the extent to which they emphasize particular outcomes (e.g., Organizational Leadership and Management). Organizational size was divided into three categories: below \$100,000; \$100,000-\$1M; and, above \$1M. ANOVA $F(2, 129) = 3.881$, $p = .023$. ANOVA, partial $\eta^2 = .057/\eta^2 = .06$ (suggesting a medium effect size).

^{xi} A one-way ANOVA was conducted to explore the extent to which there were differences in provider's frequency of on site work and the extent to which they emphasize particular outcomes (e.g., Organizational Leadership and Management). Frequency of on-site work was divided into three categories: never; 1 day a week and more than one day a week. ANOVA $F(2, 128) = 4.904$, $p = .009$. ANOVA, partial $\eta^2 = .071$ / $\eta^2 = .07$ (suggesting a medium effect size).

^{xii} Regression analyses were conducted to explore which variables might assist in developing a better understanding of providers' emphasis on Knowledge Sharing. The regression equation with all factors loaded was significantly related to the outcome factor – knowledge sharing, $R^2 = .544$, adjusted $R^2 = .384$, $F(21, 60) = 3.408$, $p < .01$.

^{xiii} These predictors are presented in order significance with the most relevant predictor first.