

IMPACT EVALUATION PLAN FOR CYFAR NEW COMMUNITIES PROJECTS IN MISSOURI

1. INTRODUCTION

Through the Children, Youth and Families at Risk (CYFAR) Program, the US Department of Agriculture (USDA) supports state extension programs in developing community-based programs for at-risk children and youth and their families. In 2000, the University Outreach and Extension (UOE) of the University of Missouri System, in collaboration with Lincoln University, received a five-year grant (renewable annually) to develop three New Communities Projects (NCPs). These three NCPs are being implemented by members of the Family and Community Resource Program (FCRP) in three regions of the state and include a variety of programs. Evaluation is an important component of the CYFAR Project in Missouri. This document describes the plan for the impact evaluation of the NCPs.

2. RESEARCH SITES

The three NCPs include a number of specific programs. This evaluation plan focuses on five distinct programs: 1) the St. Louis West End After-School Program; 2) the Caruthersville New Life Program in Pemiscott County; 3) the Potosi Correctional Center Living Interactive Family Education (LIFE) Program in Washington County; 4) the Kingston After-School Computer Program in Washington County; and 5) the Irondale Community Computer Lab Program in Washington County.

2.1 St. Louis

In St. Louis, the primary component of the NCP is the West End After-School program. This program provides children and youth from nearby schools with a safe, supportive after-school environment. Children and youth participate in diverse activities including homework completion, arts and crafts, and community service projects. The program also has a community computer lab component that provides children and youth with access to computers and some technology training.

2.2 Pemiscott County

The Pemiscott County NCP supports two after-school programs. The after-school programs are operated out of the Caruthersville Housing Authority Resident Center and the Caruthersville Weed and Seed Safe Haven. The programs serve low-income children and youth in the Weed and Seed target areas in Caruthersville. Programming focuses primarily in two areas: homework completion and character building.

2.3 Washington County

In Washington County, two of the three NCP program components are computer-related. In Kingston, an after-school lab provides children and youth from the Kingston school with a safe, supportive environment in which they can do homework and learn computer skills. In Irondale, the open-access lab serves children, youth, and adults. Members of the Irondale community can use the computers for educational, professional, or personal purposes.

At the Potosi Correctional Center, the LIFE program brings incarcerated fathers and their children together in structured 4-H meetings. The incarcerated fathers and their children undertake curriculum-based activities that focus on character development, leadership, and communication skills. The incarcerated fathers participating in the LIFE program also meet monthly to receive parenting skills training.

3. CONCEPTUAL FRAMEWORK

In this study, the conceptual framework for evaluating the impact of a program is provided by a program logic model (PLM). A separate PLM was developed for each of the five programs to be evaluated. These five PLMs can be viewed at the FCRP web site, on the page devoted to evaluation (<http://outreach.missouri.edu/fcrp/evaluation.htm>). Each PLM lists the inputs, activities, and outputs of the program, and illustrates how the program outputs are expected to lead to program impacts.

The PLM framework indicates that program impacts¹ may occur initially, in the intermediate term, or in the long term. Initial impacts are expected to occur within roughly the first six months of sustained program participation. Intermediate impacts may take one to two years to occur, and long-term impacts are expected to take two or more years to occur. The impact evaluation will focus on initial and intermediate impacts, since all of the programs being evaluated are relatively new, being initiated in 2000 or 2001.

4. PROGRAM IMPACTS

A total of five different types of program impacts will be measured in the evaluation:

- Supervision Children and youth have adult supervision after school
- Computer Skills Participants learn computer and information technology skills
- Grades Children and youth earn better grades in school
- Character Children and youth build character and skills
- Visits Incarcerated fathers and their children have more satisfying visits

¹ Program impacts are sometimes referred to as program “outcomes.”

The five impacts are listed in table 1, along with the programs for which they will be measured. Four of the impacts will be measured at more than one program. The “visits” impact will be measured only at the Potosi Correction Center LIFE Program.

Table 1: Impacts and the Programs Where They Will Be Measured

| <i>Impact</i> | <i>West End After- School</i> | <i>Caruther- sville New Life</i> | <i>Potosi Corr. Ctr. LIFE</i> | <i>Kingston After- School</i> | <i>Irondale Computer Lab</i> |
|------------------------|---------------------------------------|--|---------------------------------------|---------------------------------------|--------------------------------------|
| <i>Supervision</i> | X | X | | X | X |
| <i>Computer Skills</i> | X | | | X | X |
| <i>Grades</i> | X | X | | | |
| <i>Character</i> | | X | X | | |
| <i>Visits</i> | | | X | | |

5. RESEARCH DESIGN

This section describes the detailed plans for data collection and analysis for each of the five impacts.

5.1 Supervision

Impact: Children have adult supervision after school.

Indicator: Increase in average number of days of participation per quarter.

Programs: St. Louis, Caruthersville, Kingston, and Irondale.

Source of Data: On-site attendance records.

Sample: All attendees at site.²

Data Collection: Attendance data will be recorded daily for all program participants and reported quarterly as part of the output tracking for the program.³

Frequency: Daily data collection and weekly compilation by on-site personnel. Quarterly reporting by on-site personnel to evaluation team with analysis immediately following each quarter.

² Number of attendees varies by site. For the third quarter (July, August, and September) of 2001, the total number of attendees was 93 in St. Louis, 237 in Caruthersville, 8 in Kingston, and 12 in Irondale.

³ The tracking and reporting of outputs is a requirement from the federal agency funding the research.

Data Analysis: Two measures of the level of supervision will be calculated: 1) total participant days over the quarter and 2) average number of days of attendance by each individual over the quarter. The data will be compared across quarters using t-tests to determine whether there are any significant increases over time. The analysis will be completed both for the entire group of participants and for the subgroup of children and/or youth participating in both periods.

Human Subjects: This output tracking is a contractual requirement from the USDA, which funds the research. The data collection consists of keeping attendance records and involves no risk to the participants.

5.2 Computer Skills

Impact: Participants increase their computer and information technology skills.

Indicator: Increase in the number of computer skills competencies demonstrated by the participant.

Programs: St. Louis, Kingston, and Irondale.

Source of Data: Results of a task-based computer skills assessment. See the appendix for a copy of the assessment instrument.

Sample: All participants who attend the program during the final two weeks of each quarter will be asked to complete the assessment. Beginning January 1, 2002, all new program participants will be asked to complete the computer skills assessment as part of the intake process.

Data Collection: The computer skills assessment instrument will be administered by on-site personnel to each participant upon program entry and at the end of the second month of each quarter. On-site personnel will maintain the completed skills assessment instruments on file.

Frequency: An initial assessment will be completed with all participants during December 2001. The major on-site data collection effort will be at the end of each quarter. The evaluation team will complete scoring of the assessments and data entry during the final month of each quarter.

Data Analysis: Each participant will be assigned a numeric score based on the average percentage of steps successfully completed in the five skill areas. The data will be compared across quarters using t-tests to

determine whether there are any significant increases over time. The analysis will be completed both for the entire group of participants in each quarter and for the subgroup of children and/or youth participating in both quarters.

Human Subjects: The computer skills assessment is brief (15-30 minutes) and involves no more than minimal risk to the subject. It is an assessment of the degree to which the educational goals of the programs have been reached. Thus, it is similar to a test in school, but it has been designed to be enjoyable. Participants will be informed verbally that they are under no obligation to complete the assessment and that their participation in the program is not conditional on their completion of the assessment. To ensure the privacy of the records, the completed assessments will be kept confidential and will be stored in a room or area that is inaccessible to program participants. No individuals will be identified in any reports that may come from this research.

5.3 Grades

Impact: Children and youth earn better grades in school.

Indicator: Increase in grade point average.

Programs: Caruthersville, St. Louis.

Source of Data: School report cards.

Sample: Data will be collected on all program participants.

Data Collection: Each time report cards are issued, participants will bring their report cards to the center. For each participant, either a) the report card will be photocopied or b) the list of subjects taken and the grades received will be hand copied. Site personnel will maintain files containing the grade records.

Frequency: Report cards are issued twice per semester at each site, for a total of four report cards per school year. report cards are issued in October, December, March, and May.

Data Analysis: Average GPA will be calculated for the entire group of participants. The data will be compared using t-tests to determine whether there are any significant increases over time. The analysis will be completed both for the entire group of participants in each quarter and for the subgroup of children and/or youth participating

in both periods. In addition, the frequency of program participation will be regressed on the change in GPA to determine if there is a statistical relationship between these two variables.

Human Subjects: Because GPA is private information and could cause embarrassment to the child or parents, written informed consent will be sought from the parent and signed assent will be sought from the child. To ensure the privacy of the records, the files containing the grades will be stored in a room or area that is inaccessible to program participants. The records will only be used for the purposes of this research, and no identifying information matching a child to a grade record will be reported.

5.4 Character

Impact: Children and youth build character and skills.

Indicator: Increase in skills in three areas: 1) communication, 2) problem solving, and 3) goal achievement.

Programs: Caruthersville, Potosi.

Source of Data: Participants will complete a 10 point questionnaire in each of the three areas. Respondents will self-assess how often they display certain attitudes and behaviors using a five-point Likert scale (never, rarely, sometimes, often, always). The three questionnaires will be abbreviated versions of instruments developed and tested by Purdue University and the Ohio State University as part of the Four-Fold Youth Development Model, a model for evaluating 4-H programs. See the appendix for copies of the assessment instruments. For information on the four-fold model, see the web site: <http://www.four-h.purdue.edu/fourfold/transition.html>). Questions participation history will be added to the questionnaires to aid in the analysis.

Sample: At Caruthersville, all attendees will be asked to complete the questionnaires until a data base of at least 60 completed questionnaires has been compiled or a three-week data collection period has elapsed, whichever comes first. At Potosi, all children and youth who participate in the program will be asked to complete the questionnaires.

Data Collection: The skills assessment instruments will be distributed and collected by site personnel, who will be available to answer any questions about the evaluation, its purpose, and its content. Respondents will

be given a blank envelope along with the questionnaire. They will be instructed to place the completed questionnaires in the envelope, seal the envelope, and place the envelope in a specially prepared “ballot” box. At the end of the data collection period, site personnel will deliver the sealed envelopes to the evaluation team, who will score the questionnaires and record the data.

Frequency: The data will be collected three times per year: January, May, and September.

Data Analysis: Each respondent will receive a numeric score based on his or her responses in the three questionnaires. The data will be compared using t-tests to determine whether there are any significant increases over time. Variables for participation history will be regressed on the skill scores to determine whether there is a statistical relationship between length and intensity of program participation and the skill scores.

Human Subjects: The questionnaires do not ask any questions that, if revealed could lead to unfavorable legal, economic, or social consequences for the respondents. Participants will be informed verbally that they are under no obligation to answer the questionnaire and that their participation in the program is not conditional on their completion of the questionnaire. Special measures will be taken to protect the anonymity of the respondents (see “data collection” above). No written informed consent will be sought from children or parents for the following reasons: 1) the questionnaire poses no or only minimal risk to the respondent; 2) the completed questionnaires can not be matched to individuals, since no name or identifying information appears on the questionnaire, and 3) the process of securing written informed consent would place an unnecessary burden on the children and their families, provide the only means of identifying respondents, and possibly interfere with respondents’ perceived opportunity to participate in the program.

5.5 Visits

Impact: Incarcerated fathers and their children experience more satisfying visits, leading to closer parent-child relationships.

Programs: Potosi.

Indicator: Increased positive interaction and satisfaction with visits.

Source of Data: Photographic and focus group data.

- Sample:* All fathers participating in the LIFE program.
- Data Collection:* One or more focus groups will be held with the incarcerated fathers. The overall objective of the focus group will be to assess the perceived differences in “visit satisfaction” between visits in the traditional setting and visits in the LIFE 4-H club meeting setting and to assess how these differences affect the quality of parent-child relationships. The focus group sessions will be audio taped and transcribed. Photographs will be taken of parent-child visits in both settings to provide visual evidence of some of the differences between the two types of visits. See the appendix for a more detailed research protocol and list of interview questions.
- Frequency:* This impact will be evaluated once, but data collection may occur over a two-to-three month period in order to allow opportunities to schedule both the photographs and the focus groups at appropriate times.
- Data Analysis:* Visible differences between the two types of visits will be illustrated with the photographs. The focus group transcripts will be read and coded to provide verbal examples of these differences and to evaluate the impact that these differences have on the parent-child relationship.
- Human Subjects:* Written informed consent will be sought from the fathers in order to photograph them, conduct the focus group, and use their quotations. The names in the report will be changed to protect their identities. Written informed consent from custodial parents and written assent from children will be sought to photograph them during visits and use the photographs.

6. RESEARCH SCHEDULE

The overall data collection schedule is provided in table 2. Additional items on the evaluation schedule are listed below.

- | | |
|---------------|---|
| November 2001 | Obtain institutional, community, and partner agreements Coordinate with sites to schedule data collection Train on-site personnel in use of instruments |
| January 2002 | Enter and clean collected data Analyze change in supervision between 3 rd and 4 th quarters Analyze visits data |

| | |
|---------------|---|
| February 2002 | Prepare descriptive report on findings Refine data analysis plan |
| March 2002 | Circulate descriptive report Create format and empty tables to report upcoming impact data |
| April 2002 | Enter and clean collected data Analyze changes between 1 st and 2 nd rounds of data collection |
| May 2002 | Team meeting to discuss results of evaluation Summary of findings in written form |

Table 2: Data Collection Schedule

| <i>Task</i> | <i>Nov. 2001</i> | <i>Dec. 2001</i> | <i>Jan. 2002</i> | <i>Feb. 2002</i> | <i>Mar. 2002</i> | <i>April 2002</i> | <i>May 2002</i> | <i>June 2002</i> | <i>July 2002</i> | <i>Aug. 2002</i> | <i>Sept. 2002</i> | <i>Oct. 2002</i> | <i>Nov. 2002</i> |
|-------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|---------------------|----------------------|----------------------|----------------------|-----------------------|----------------------|----------------------|
| <i>Continuous Data</i> | | | | | | | | | | | | | |
| <i>Collect supervision data</i> | X | X | X | X | X | X | X | X | X | X | X | X | X |
| <i>Computer skills intake data</i> | | | X | X | X | X | X | X | X | X | X | X | X |
| <i>Periodic Data</i> | | | | | | | | | | | | | |
| <i>Collect computer skills data</i> | | X | | X | | | X | | | X | | | X |
| <i>Collect grades data</i> | | X | | | X | | X | | | | | X | |
| <i>Collect character data</i> | | | X | | | | X | | | | X | | |
| <i>Collect visits data</i> | X | X | X | | | | | | | | | | |

APPENDIX A:

DATA COLLECTION INSTRUMENTS

TASK-BASED COMPUTER SKILLS ASSESSMENT INSTRUMENT

Evaluator Name _____

Participant Name _____

Date _____

Skill Area 1: Basic Computer and Operating System Skills

_____ Skill Set 1.1: Turning on the computer, opening and closing a program

- _____ Step 1: Turn on the computer
- _____ Step 2: Open the _____ program
- _____ Step 3: Close the _____ program

_____ Skill Set 1.2: Multi-tasking: running two programs at once

- _____ Step 1: Open _____ (program 1)
- _____ Step 2: Open _____ (program 2)
- _____ Step 3: Return to program 1 without closing program 2
- _____ Step 4: Close both programs

_____ Skill Set 1.3: Finding, opening, and closing files

- _____ Step 1: Find the file named *Marshall Faulk* on the _____ drive
- _____ Step 2: Open the file named *Marshall Faulk*
- _____ Step 3: Close the file

_____ Skill Set 1.4: Creating folders and saving files

- _____ Step 1: Open the folder named *Computer Skills* at _____
- _____ Step 2: Create a folder within the folder named *Computer Skills* and name it *Kansas City Chiefs*
- _____ Step 3: Find and open the file named *Marshall Faulk*
- _____ Step 4: Save the file as *Trent Green* in the *Kansas City Chiefs* folder

_____ Skill Set 1.5: Moving files

- _____ Step 1: Move the file named *Trent Green* from the *Kansas City Chiefs* folder to the *St. Louis Rams* folder (a copy of *Trent Green* should not remain in *Kansas City Chiefs*)
- _____ Step 2: Delete (erase) the file named *Trent Green* from the *St. Louis Rams* folder

_____ Step 3: Delete the folder named *Kansas City Chiefs*

_____ Skill Set 1.6: Saving files to a disk

- _____ Step 1: Insert a disk
- _____ Step 2: Open the file named *Marshall Faulk* (on the hard drive)
- _____ Step 3: Save the file named *Marshall Faulk* to the disk
- _____ Step 4: Close the file named *Marshall Faulk*
- _____ Step 5: Remove the disk

_____ Skill Set 1.7: Finding and opening files on disk

- _____ Step 1: Insert disk
- _____ Step 2: Open the file named *Marshall Faulk*
- _____ Step 3: Close the file named *Marshall Faulk*
- _____ Step 4: Delete the file named *Marshall Faulk*
- _____ Step 5: Remove the disk

_____ Skill Set 1.8: Using the CD-ROM drive

- _____ Step 1: Insert the _____ CD-ROM
- _____ Step 2: Run the program
- _____ Step 3: Exit the program
- _____ Step 4: Eject the CD-ROM

Skill Area 2: Word Processing Basics

_____ Skill Set 2.1: Entering, editing, and deleting text

- _____ Step 1: Open Word (or other word processing program)
- _____ Step 2: Create a new, blank document
- _____ Step 3: Save document as *Bahamas Vacation* in the folder named *Computer Skills* at _____
- _____ Step 4: Type text: "Dear Sir or Madam,"
- _____ Step 5: Enter two blank lines (move two spaces down the page)
- _____ Step 6: Type text: "You have won an all-expenses-paid trip to the Bahamas. Please call 1-800-Bahamas to claim your prize."
- _____ Step 7: Edit (change) the first sentence to read "We are sorry, but you have not won a trip to the Bahamas."
- _____ Step 8: Delete the second sentence and write "Please try again."
- _____ Step 9: Close the document
- _____ Step 10: Delete the document

_____ Skill Set 2.2: Selecting, cutting, copying, and pasting (moving) text; moving around documents using the mouse and the keyboard

- _____ Step 1: Open the document called *Letter* in the folder named *Computer Skills*
- _____ Step 2: Select the entire first paragraph of the text
- _____ Step 3: Cut the selected paragraph in order to move it
- _____ Step 4: Using your **mouse** to move around, go to the top of page 2
- _____ Step 5: Paste the paragraph at the top of page two
- _____ Step 6: Select the first sentence of the paragraph that you just pasted and copy it in order to paste it somewhere else
- _____ Step 7: Using the **keyboard** to move around, return to page 1
- _____ Step 8: Paste what you have copied at the beginning of the first paragraph
- _____ Step 9: Close the document without saving it

_____ Skill Set 2.3: Undoing and redoing changes

- _____ Step 1: Open the document called *Letter* from the last task
- _____ Step 2: Select all of the text
- _____ Step 3: Delete all of the text
- _____ Step 4: Undo the deletion
- _____ Step 5: Redo the deletion
- _____ Step 6: Close the document without saving it

_____ Skill Set 2.4: Previewing and printing documents

- _____ Step 1: Open the document called *Letter* from the last task
- _____ Step 2: Use print preview to view how your document will look when printed
- _____ Step 3: Close print preview
- _____ Step 4: Print the document named *Letter*
- _____ Step 5: Close the document without saving it

Skill Area 3: Word Fundamentals (FOR PERSONS 11 AND OVER ONLY)

_____ Skill Set 3.1: Changing text alignment, font type, size, color, and style; and underlining text

- _____ Step 1: Open the document called *A Very Short Story* in the folder named *Computer Skills* at _____
- _____ Step 2: Select title text “A Very Short Story”
- _____ Step 3: Center-align selected text
- _____ Step 4: Change font type to Arial

- _____ Step 5: Change font style to bold
- _____ Step 6: Change font style to italic
- _____ Step 7: Change font size to 14 point
- _____ Step 8: Change font color to blue
- _____ Step 9: Underline selected title text
- _____ Step 10: Close the document without saving it

_____ Skill Set 3.2: Viewing documents using the *normal* and *page (or print) layout* views; checking spelling and using the thesaurus, finding and replacing

- _____ Step 1: Open the document called *A Very Short Story* from the last task
- _____ Step 2: Change view to normal
- _____ Step 3: Check document spelling
- _____ Step 4: Use the find feature to find the word “glob”
- _____ Step 5: Use the thesaurus to find a suitable alternative to “glob” and replace it with the alternative you choose from the thesaurus
- _____ Step 6: Use the find and replace feature to find the next occurrence of “glob” and replace it with the alternative that you chose earlier
- _____ Step 7: Change view to page (or print) layout
- _____ Step 8: Close the document without saving it

_____ Skill Set 3.3: Using the “page setup” feature to change margins and paper orientation

- _____ Step 1: Open the document called *A Very Short Story* from the last task
- _____ Step 2: Open the “page setup” feature
- _____ Step 3: Change the left and right margins to 1.5 inches
- _____ Step 4: Change the paper orientation from “portrait” to “landscape”
- _____ Step 5: Close page setup
- _____ Step 6: Close the document without saving it

_____ Skill Set 3.4: Inserting page numbers

- _____ Step 1: Open the document called *A Very Short Story* from the last task
- _____ Step 2: Insert a page number at the bottom center of the document
- _____ Step 3: Close the document without saving it.

_____ Skill Set 3.5: Creating numbered and bulleted lists

- _____ Step 1: Open the document called *Grocery List* in the folder named *Computer Skills*

- _____ Step 2: Using the “bullets and numbering” feature, number the items in the grocery list
- _____ Step 3: Using the “bullets and numbering” feature, bullet the items in the grocery list
- _____ Step 4: Close the document without saving it

Skill Area 4: World-Wide Web

_____ Skill Set 4.1: Connecting to the world wide web (if not a dedicated line)

- _____ Step 1: Connect to the internet
- _____ Step 2: Check your connection status
- _____ Step 3: Disconnect from the internet

_____ Skill Set 4.2: Searching the web

- _____ Step 1: Connect to the internet
- _____ Step 2: Open the web browser
- _____ Step 3: Go to a search engine (Yahoo, MSN, etc.)
- _____ Step 4: Find a web page about the George Washington Carver National Monument
- _____ Step 5: Find a web page about the George Washington Carver Museum
- _____ Step 6: Go back to the web page for the George Washington Carver National Monument
- _____ Step 7: Return to your homepage (wherever you started)

_____ Skill Set 4.3: Going to a specific web address and setting and using a bookmark

- _____ Step 1: Connect to the internet
- _____ Step 2: Open the web browser
- _____ Step 3: Go to **http://outreach.missouri.edu/fcrp/aboutus.htm**
- _____ Step 4: Bookmark the site (or add to “Favorites” in Microsoft Internet Explorer)
- _____ Step 5: Return to your homepage (wherever you started)
- _____ Step 6: Use your bookmark to return to **http://outreach.missouri.edu/fcrp/aboutus.htm**

_____ Skill Set 4.4: Saving images from the web

- _____ Step 1: Connect to the internet
- _____ Step 2: Open the web browser
- _____ Step 3: Go to **http://outreach.missouri.edu/fcrp/aboutus.htm**
- _____ Step 4: Save the Family and Community Resource Program graphic to the folder called *Computer Skills* at _____

- _____ Step 5: View the Family and Community Resource Program graphic that you saved
- _____ Step 6: Delete the graphic from the *Computer Skills* folder

_____ Skill Set 4.5: Downloading files

- _____ Step 1: Connect to the internet
- _____ Step 2: Open the web browser
- _____ Step 3: Go to **<http://outreach.missouri.edu/fcrp/evaluation.htm>**
- _____ Step 4: Find the Program Logic Models section of the page and click on _____
- _____ Step 5: Save the PDF file to the folder called *Computer Skills*
- _____ Step 6: View the PDF file that you saved
- _____ Step 7: Delete the PDF file from the *Computer Skills* folder

_____ Skill Set 4.6: Downloading programs

- _____ Step 1: Connect to the internet
- _____ Step 2: Open the web browser
- _____ Step 3: Go to **<http://outreach.missouri.edu/fcrp/compeval.htm>**
- _____ Step 4: Download the program called *Roxy's ABC Fish.exe* to the *Computer Skills* folder

_____ Skill Set 4.6: Installing and uninstalling programs

- _____ Step 1: Install *Roxy's ABC Fish*
- _____ Step 2: Open *Roxy's ABC Fish*
- _____ Step 3: Close *Roxy's ABC Fish*
- _____ Step 4: Uninstall *Roxy's ABC Fish*
- _____ Step 5: Delete *Roxy's ABC Fish*

Skill Area 5: Electronic Mail

_____ Skill Set 5.1: Sending and receiving e-mail

- _____ Step 1: Open the _____ e-mail program
- _____ Step 2: Create a new mail message
- _____ Step 3: Address message to _____
- _____ Step 4: Type text "practice message" in subject line
- _____ Step 5: Type text into body of message
- _____ Step 6: Send message
- _____ Step 7: Check for new messages
- _____ Step 8: Open message with subject "practice message"
- _____ Step 9: Close and delete message

_____ Skill Set 5.2: Sending an attachment and downloading an attachment

- _____ Step 1: Open the _____ e-mail program
- _____ Step 2: Create a new mail message
- _____ Step 3: Address message to _____
- _____ Step 4: Type text "Attachment" in subject line
- _____ Step 5: Attach the file called *Marshall Faulk* from the folder named *Computer Skills* at _____
- _____ Step 6: Send message
- _____ Step 7: Check for new messages
- _____ Step 8: Open the message with subject "attachment"
- _____ Step 9: Save the file called *Marshall Faulk* in the folder named *Computer Skills*
- _____ Step 10: Close and delete message and close program