



## **TIG FINAL EVALUATION REPORT**

**Grantee name: Statewide Legal Services of CT    TIG grant #: 12044**

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**Contact person: Kathy Daniels**

**Phone number: 860-344-8096**

**Email address: [kdaniels@slsct.org](mailto:kdaniels@slsct.org)**

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### **I.      Project Goals and Objectives**

The overall goal of the project was to increase the quality of legal services and information delivered to low-income people by developing web technology so statewide websites (SWWSs) can create and host online classes for self-represented parties and pro bono attorneys.

To achieve our goal, we focused on the following objectives:

1. Develop and implement an Online Classroom Template (OCT), using Drupal 7, that provides users with access to self-paced online training classes on relevant legal issues.
2. Create and publish on the Connecticut SWWS five OCT online classes which enable low income persons to better understand and protect their rights and staff advocates and pro bono attorneys to provide more effective legal assistance. Four online courses will be developed for clients (two in Spanish and two in English) and one online course will be developed for advocates (staff and pro bono attorneys and law students).
3. Conduct outreach and publicity to facilitate use of OCT-based classes in Connecticut.
4. Conduct outreach and produce and provide resource materials (including an OCT online class) to facilitate the development and use of OCT online classes in other states.

No significant changes were made to objectives 1 and 3.

We made the following change to objective #2: We provided extra content by adding a class in English called Requesting Special Education Services for Your Child. We also split the wage recovery class into two separate classes – one for filing a labor department complaint and one for taking an employer to small claims court.

We made the following change to objective #4: With approval from our Program Counsel, David Bonebrake, we omitted the class about using the OCT and instead built a microsite for the OCT (<http://ocm.ctlawhelp.org>) for both Drupal developers and Drupal website managers interested in authoring a class. We also created written instructions. In the process, we started calling our project an Online Classroom Module (OCM) since it is more a Drupal module than a template.

Note: By Drupal definition, the Online Classroom Template is really a module, but to avoid confusion, we will continue to call it the OCT, or template, as that is how it is identified in the approved Evaluation Plan.

## **II. Evaluation Data and Methodologies**

We used the methods and data sets specified in the project evaluation plan to assess the project's accomplishments.

Quantitative:

- List, descriptions and screenshots of the most significant technical components and functionalities of the OCT.
- Testing data for the technical components of the OCT.
- List and descriptions of the content, and links to OCT classes posted on CTLawHelp.org
- Testing data for the content of the OCT. The classes were tested by 11 legal aid staff (3 also tested in Spanish), 6 pro bono attorneys, 4 interns, and 5 clients.
- Web traffic reports from Google Analytics (See Attachment 1: traffic-reports-1.jpg)
- Instructions to enable users to use the online classes (See Attachment 2: user-instructions.pdf)
- List of outreach activities and publicity to promote the site
- Sites linking to the OCT materials

Qualitative:

- Analysis of key results of user surveys regarding usefulness of trainings, ease of use, technical problems and suggestions for improvements.
- Analysis of key results of feedback from the legal aid community on the OCT microsite and instructions.
- Notable changes made to the OCT as a result of testing
- Notable changes made to the microsite as a result of feedback

### **III. Summary of Major Accomplishments, Recommendations and Future Steps**

The project accomplished all of the major goals and objectives.

- The project developed a module for an online classroom template that can be used for all websites using Drupal 7.
- The Classrooms' significant functionalities and capacities include that they:
  - aggregate web content for pro se litigants and pro bono attorneys into a format that facilitates online learning,
  - assist the low-income litigant with their legal problem by breaking the legal process down into smaller, more manageable steps,
  - function as a cloud-based project management tool that is designed to be viewed on any Internet-capable device, and
  - utilize resources in a modular format, which facilitates customization and content sharing
- The project developed a well-publicized, custom Microsite which provides easy access to resources necessary for using the classrooms:
  - A downloadable module of the classroom for developers to install
  - Installation instructions for developers
  - Instructions for people on how to create their own classrooms
- The OCT provides step-by-step support and guidance to self-represented parties, thereby reducing frustration and enabling them to see a legal process through to the end.
- We developed and published on the statewide website a total of 8 classes:
  - Filing a Wage Complaint with the Connecticut Department of Labor (English and Spanish)
  - Taking an Employer to Small Claims Court (English and Spanish)
  - Appealing an Unemployment Decision to Superior Court (English and Spanish)
  - Requesting Special Education Services for Your Child (English)
  - Consumer Law Training (for Pro Bono attorneys, English)
- We conducted extensive outreach both to the legal aid community and in Connecticut.
  - We presented the Classroom in a well-attended session on "E-learning for Self-Represented Parties and Advocates" at the TIG conference in January 2014, and have made ongoing direct contact with other states regarding the Microsite and template.
  - In Connecticut our outreach has been extensively targeted to agencies with clients that would benefit from the classes that have been created.

#### **IV. In-Depth Analysis of Accomplishments**

The classroom tool is customizable, replicable, and allows legal aid programs to create classes to help self-represented parties navigate complex legal processes by addressing them one step at a time. We think that this concept of breaking an overall legal process into individual tasks will be invaluable to our website visitors. Our clients are often overwhelmed by the legal problems that they are facing, and by the complexity and difficulty of handling them on their own. For some legal problems, legal aid staff is only able to provide brief service and assist the client with one part of the process, due to limited resources. This brief service is more likely to result in a positive outcome if the client has support for the remainder of the process, thus avoiding simple or technical mistakes that affect the resolution of their problem.

Live pro se clinics, legal aid staff, and court service centers do an excellent job of guiding self-represented parties through complicated court procedures. But due to limited resources, such live assistance is in short supply. The launch of our statewide website in 2010 has given our client-eligible population more opportunity for self-advocacy than ever before.

The shift to providing more information online comes with its own set of considerations. Web content creators wrestle with the task of providing necessary information without overwhelming the user. If someone is facing an eviction in Connecticut, she must take 7 to 8 steps before ever getting her day in court. High-quality web content is of little use to the tenant who gave up on defending the eviction at the outset when confronted with a 2,500-word eviction guide describing the process. The complexity of most legal problems – especially to a non-lawyer – means that self-advocacy remains out of reach for many people of limited means. The classroom format is a tool to help address that problem.

For example, one of our demonstration classes assists a self-represented party appealing a Connecticut Department of Labor Board of Review (BOR) decision to court. This process can take months, and requires the plaintiff to write appeals and motions in a specific order, including a motion that a recent court decision referred to as a “procedural pitfall” for self-represented parties. It would be difficult for any non-lawyer successfully complete a BOR appeal without representation, let alone someone with limited literacy skills or limited English proficiency. The class we created provides guidance in plain language, uses guided A2J interviews for writing motions and letters, and provides the user with sample notices so she can ensure her appeal is properly filed and considered by the court.

The tool has been extremely well-received by pro bono attorneys and can serve to provide them with virtual, on-demand training as opposed to one-time live trainings provided by legal aid staff. The logistics of live trainings are a barrier to moving interested attorneys into the volunteer pro bono pool, and a drain on precious legal services advocate time. This tool reduces the training time invested by legal aid staff and pro bono attorneys, while making trainings easier for staff to maintain.

According to our initial feedback, we are achieving these results, but we would like to continue to review them and assess usage over a greater period of time. Since these are

specialized topics, more time would be helpful for a more meaningful assessment.

What follows is discussion of the components of each of the objectives and the process and decisions involved in achieving success in each.

**Objective 1:** Develop and implement an Online Classroom Template (OCT), using Drupal 7, that provides users with access to self-paced online training classes on relevant legal issues.

Our planning personnel were Kate Frank (Web Manager for CTLawHelp.org), Janice Chiaretto (Executive Director of Statewide Legal Services (SLS)), Susan Nofi (Executive Director of New Haven Legal Assistance), Kathy Daniels (IT Administrator for SLS and New Haven Legal Assistance), Whit Freer (IT Administrator for Connecticut Legal Services) and Brian Moore (IT Administrator for Greater Hartford Legal Aid).

We started browsing websites that we thought would offer features similar to the ones we wanted. We looked at sites that offered video tutorials (Lynda.com allows users to track their progress when watching multi-part tutorials), sites that allowed students to apply for college acceptance, and online education sites like Blackboard and <http://www.legalaideducation.org/>. We spoke at length with John Mayer about the work being done at CALI (the Center for Computer-Assisted Legal Instruction). We searched the Drupal community to try to find examples where others had created online classrooms. We liked what we found on this site: <http://hastac.org/blogs/michael-widner/buildingcourse-website-drupal>.

After deciding what features we wanted for the OCT, we met with our developer, Scott Friday, who spent several months researching and testing Drupal 7 modules that would provide the features we wanted, and then gave us his recommendations.

One of the key components in Scott's research was to build the classroom module using well-supported, stable, pre-existing Drupal community (also called "contributed") modules. We wanted to use modules that were widely used in the Drupal community, and that weren't known to create many conflicts with other popular modules. We also knew that a Drupal 8 release was imminent, so Scott selected modules that would likely be upgraded for Drupal 8.

During the construction of the module, we met periodically with Scott to review his work, test the module's functionality, and make incremental modifications as needed. Regular meetings and clear communication allowed the development of the module to stay in line with our project's goals. Many of our findings during testing were small bugs that we encountered while constructing our demonstration classes. It was extremely helpful to be creating demonstration classes and developing the OCT concurrently. Putting the OCT to real-world use helped us to work out the kinks and think about possible uses for the classroom module and types of content we might want to include in future projects.

Once we approved completed internal testing of the module, we installed it on our statewide website, CTLawHelp.org, so that it would be available for user testing.

Organization was key to developing software that would allow low-income clients to tackle complex legal problems. Typically, content on the web is displayed in a few different ways: as a lengthy article that scrolls on and on; or as a paginated article or slideshow, both of which can be less than ideal from a usability standpoint, as they tend to annoy users and hurt search engine optimization (SEO). We wanted to give users an overview of their legal problem, so they could start to think of their tasks in small, manageable chunks.

See Attachment 3: classroom-screenshots.pdf for screenshots of the following:

- Each classroom presents the user with a list of the steps they'll need to take on the left, and a welcome message that fills the right-hand two thirds of the screen. As the client clicks through each step, the step's content loads in the panel on the right. The boxes on the left enable a client to check off the tasks as they are completed. (screenshot 1)
- If the client returns to the classroom page at a later time using the same computer, the steps will remain highlighted in green until they clear their browser's cookies. If the client wants to save their progress so they can access it from any device, they can sign up for an account with the website. (screenshot 2)
- Signing up also gives the client access to the site's advanced features. Advanced features include multilingual capabilities, a calculator, a place to create notes, and a feature that allows users to set email reminders for important dates. (screenshot 3)
- Another important consideration was that the classes must work on any device. The classroom pages were styled with a responsive design – so the website detects the screen size of the device that is being used, and delivers an appropriate layout. (screenshot 4)
- With respect to managing classrooms, we wanted website managers with some Drupal experience to be able to create and manage classes without needing additional Drupal training. Scott created a Classroom Dashboard and linked to it from the main Drupal administration area. (screenshot 5)
- Website managers can use the dashboard to activate or deactivate a classroom, edit a classroom page, translate a classroom's title, or change the order (via drag and drop) and style (bold, italic, or indented) of the steps. Clicking over to the "Classroom Entries" dashboard gives the website manager more control over each classroom's steps. (screenshot 6)

Another important feature that came up during testing was permissions. We wanted permissions that allowed flexibility so that people with different roles within an organization could manage different aspects of a classroom.

Construction and testing were completed by our developer, Scott Friday. Testing was completed by Kathy Daniels, Whit Freer, Brian Moore, intern James Arey, Kate Frank, and web and law student interns.

**Objective 2:** Create and publish on the Connecticut SWWS five OCT online classes which enable low income persons to better understand and protect their rights and staff advocates and pro bono attorneys to provide more effective legal assistance. Four online courses will be developed for clients (two in Spanish and two in English) and one online course will be developed for advocates (staff and pro bono attorneys and law students).

While developing the technology, we created eight demonstration classes that are intended to enable low income persons to better understand and protect their rights, and to assist staff and pro bono attorneys with providing more effective legal assistance.

#### **1-4. Did You Work and Not Get Paid? A Guide to Collecting Your Unpaid Wages** (<http://ctlawhelp.org/unpaid-wages>)

Since there are two methods a person can use to collect unpaid wages from their employer, we split this topic into two classes.

On the English version of this page, we created a video that gives the user an overview and pros and cons to the two methods (screenshot 7). The graphics for this video were obtained from an in-kind donation from Connecticut's three legal aid organizations (GHLA, NHLAA, CLS). (Licensing restrictions prevent us from making the graphics available on ShareLawVideo.org.)

- 1. Filing a Wage Complaint with the Connecticut Department of Labor**  
This class outlines the steps involved in filing a wage complaint with the state. Along with text-based instructions, we created the following multimedia components:
  - A workers' rights video (<http://ctlawhelp.org/classroom/915/1458>).
  - An A2J guided interview for filling out the wage complaint form (<http://ctlawhelp.org/classroom/915/1456>) (screenshot 8).
  - An A2J guided interview for writing a cover letter to go with the form (<http://ctlawhelp.org/classroom/915/1448>).
- 2. Como Presentar una Queja de Salarios con el Departamento de Trabajo de Connecticut** (<http://ctlawhelp.org/es/clase-sobre-la-recuperacion-de-su-salario>)  
This is the Spanish version of the wage complaint class. It includes all of the multimedia components explained in English in #1 above.

### **3. Taking An Employer to Small Claims Court**

This class outlines the steps involved in filing a wage complaint with the state. Along with text-based instructions, we created the following multimedia components:

- A workers' rights video (<http://ctlawhelp.org/classroom/915/1458>) (screenshot 9).
- An A2J guided interview for writing a letter to the employer (<http://ctlawhelp.org/classroom/916/1427>).

### **4. Radicar un Caso Contra el Empleador en la Corte de Pequeñas Reclamaciones** (<http://ctlawhelp.org/es/classroom/taking-employer-small-claims-court>)

This is the Spanish version of the small claims court class. It includes all of the multimedia components explained in English in #3 above.

### **5. Appealing An Unemployment Decision to Superior Court**

(<http://ctlawhelp.org/classroom/917>)

A 2013 study commissioned by Connecticut's Access to Justice Commission revealed that the largest number of administrative appeals to the Superior Court are from the Unemployment Compensation Commission. The appellant is self-represented in more than 95% of those appeals, while the Commissioner is always represented by the Attorney General. The report identified unemployment compensation appeals as an area where unrepresented parties are particularly challenged. This class assists people who might be eligible to appeal an Unemployment Compensation denial to the Superior Court. The most challenging and labor-intensive aspect of creating this class was outlining the steps a self-represented party would have to take in an appeal. Along with written guidance for appealing to superior court, we created the following multimedia components for the class:

- An A2J interview that helps the user determine if it is appropriate for the user to appeal (<http://ctlawhelp.org/classroom/917/1514>) (screenshot 10).
- Guided interviews to help the client write an appeal letter, two motions, and an amended appeal petition.

### **6. Apelando una decisión de desempleo a la Corte Superior**

(<http://ctlawhelp.org/es/classroom/917>)

This is the Spanish version of the employment appeal class. It includes all of the multimedia components explained in English in #5 above.

### **7. Requesting Special Education Services for Your Child**

(<http://ctlawhelp.org/classroom/921>)

This class outlines the steps a parent must take if they think their child may need special education services. Along with text-based instructions, we created the following multimedia components:

- Guided interviews for asking for a Planning and Placement Team meeting, a letter requesting the child's school records, letters requesting an independent evaluation, due process, mediation, and an advisory opinion, and an interview that assists the user with filling out the state's special education complaint form.
- We included two fotonovelas we created with TIG grant #12057.



## **8. Consumer Law Training (<http://probono.ctlawhelp.org/classroom/10>)**

Creating trainings for pro bono attorneys turned out to be an excellent use of the classroom module technology. We collaborated with Attorney Daniel Blinn to create our first digital training and it was met with a lot of enthusiasm. In fact, it was the basis for our current TIG, #13030, with which we are building a larger library of resources in the classroom format or pro bono attorneys.

The Debt Collection classroom (screenshot 11) was created for pro bono attorneys interested in relevant training to support them in taking referrals of clients from Statewide Legal Services. Legal content was created by Attorney Dan Blinn, Managing Attorney of Consumer Law Group, LLC. Attorney Blinn is active in the pro bono community, a former president of the Board at Statewide Legal Services, and a frequent presenter at pro bono trainings. A PowerPoint presentation that Attorney Blinn shows during his live trainings was used as a basis for creating a slideshow. Images and audio were created by Website Manager, Kate Frank. The slideshow was built using software called Sound Slides.

### **The OCM microsite:**

We realized that the OCM needed a permanent home where the module could reside with installation and usage instructions. We decided that a microsite was the logical place to host everything. Scott Friday built the microsite as an in-kind donation, using the cutting-edge parallax scrolling technology, and we worked with him to create the content (<http://ocm.ctlawhelp.org>). (See Attachment 4: microsite.jpg)

The microsite contains information about the module, a section where developers can download the module, and instructions for classroom authors. To see the instructions for classroom authors, visit <http://ocm.ctlawhelp.org/#setup> or view Attachment 5: classroom-instructions.pdf.

### **Testing:**

The following is an overview of the test results we received from user testing:

SLS staff who have experience talking with our clients on the phone identified that users of the classrooms should have some capacity for dealing with more complex issues, and be somewhat computer literate.

We provided instructions in a modal window on each classroom welcome page, and embedded permanent instructions inside the classroom framework. Those instructions are available in English and Spanish. (See Attachment 2-user-Instructions.pdf.)

Our testing protocols were as follows:

- Kate Frank and the attorney responsible for the content performed the initial round of testing. Kathy Daniels then tested, along with student interns when available (James Arey, Leo Budnick, and Troiquesa Morse, along with law student interns).
- Content was then shown to another SLS or NHLAA attorney, plus SLS intake specialists and paralegals, who were not experts in the subject matter. When content existed in Spanish, SLS screeners and paralegals performed all of the testing.

- Toward the second half of the year we started running content through three or more people for plain language feedback.
- Finally, we published the content on the website and began testing with clients. Clients and “walk-ins” at New Haven Legal Assistance Association helped with testing. We gave them Walmart gift cards to thank them for their assistance. We developed a survey that we gave clients during testing. The intern that was handling the testing stayed with the clients while they were testing so that she could observe any navigation issues or places where the clients had questions or became confused.

Here are some comments we received from our client testers:

“This seems simple and easy.”

“This format makes sense.”

A client who reviewed the Special Education class said she wished she’d had that resource when she had a special education issue with her child.

Claudia Magnan, Pro Bono Coordinator at SLS, has provided pro bono attorneys with access to the Debt Collection classroom and we have received testing feedback from six people. They have tested the classroom on a variety of devices and provided extensive feedback on the utility and functionality.

The feedback we received was overwhelmingly positive. In cases where we received constructive comments from our testers, we were able to apply their suggestions to the class to improve it further:

- “The pace is very comfortable. It’s a good speed to follow the information, absorb it and take notes if needed. The class is very comprehensive. It goes into good detail when needed... It is a great resource for those who have never done this kind of work.”
- “Very manageable. I preferred this to a PowerPoint system that does not allow you to pause audio and rewind, as I was able to take notes that I will keep for future reference... Although it was thorough, I'd actually prefer it to be even more comprehensive, perhaps lasting closer to two hours...”
- “The downside is no ability to ask questions.”
- “I feel confident in advising clients with a combination of the training and my additional research.”

From June, 2013 (when the first classes launched) through April 1, 2014, classroom pages were viewed around 4,074 times. Classroom pages received 2,073 unique page views and visitors spent an average of 1:19 minutes on the page.

**Objective 3:** Conduct outreach and publicity to facilitate use of OCT-based classes in Connecticut.

Some of the classes were not completed until late December, 2013 and that impacted the timing of some of our outreach. Following is a list of outreach that we have performed to date aimed at legal professionals, social service providers, judicial staff, and clients:

- Search Engine Optimization. Text was written so that the classes can be found via search engines.
- Google Adwords Grant promotion (See Attachment 6: google-adwords-screenshot.jpg).
- Susan Nofi and Kate Frank wrote an article for the Connecticut Association of Nonprofits newsletter, which has approximately 7,000 recipients. (See Attachment 7: CT Assn Nonprofits.pdf)
- Legal aid staff in Connecticut: Content was promoted on our statewide website advocate page (See Attachment 8: advocate-outreach.jpg).
- Nancy Boone of the Legal Assistance Resource Center of Connecticut went to Greater Hartford Legal Aid in November, 2013, and presented the website (including items created for this grant) to their staff of approximately 35 legal aid professionals
- We have been conducting ongoing outreach at the quarterly (July, 2013 and November, 2013) Connecticut Judicial Branch Web Board meeting. Web Board meetings are attended by about 12 Judicial staff members from various departments in the Branch, who decide what content to include on the Judicial Branch web site.
- CTLawHelp.org website advisory meetings. The classrooms were demonstrated at multiple website advisory meetings. The advisory committee meets quarterly and is composed of state bar leadership, Judicial Branch staff, legal aid staff and representatives of social service agencies and advocacy organizations (i.e. 2-1-1, the Connecticut Coalition Against Domestic Violence.)
- Miguel Ayala, Paralegal at SLS, presented the “Unpaid Wages” classroom to a class of parents at the Watersville School Parenting Center in Bridgeport. The Center provides classes for parents on topics like resume writing and other job skills. He presented the classroom to a group of about 15 parents.

Since January 1, 2014, we have also conducted the following targeted outreach:

- Steven Eppler-Epstein, Executive Director of Connecticut Legal Services, presented the classrooms at a CLS management meeting.
- The classrooms were highlighted in the February edition of the Connecticut Alliance for Basic Human Needs (CABHN) *CABHN Fever* newsletter. Circulation is about 2,100 subscribers. (See Attachment 9: CABHNFever.jpg).
- Kathy Daniels emailed all legal aid advocates in Connecticut.
- Susan Nofi emailed Connecticut Women's Education and Legal Fund (CWEALF).
- Jan Chiaretto emailed the New England Project Directors' email list.
- Susan Nofi emailed Professor Sarah Russell at Quinnipiac's Civil Clinic about the Superior Court appeal class.
- Susan Nofi presented the classes at an Access to Justice Commission Meeting. The commission has representation from the branch, the bench, the private bar, the

public defenders, court service centers, court IT, law librarians and public librarians:  
<http://www.jud.ct.gov/Committees/access/default.htm>

- Susan Nofi emailed Judge Kahn, who chairs the Connecticut Judicial Branch's LEP (Limited English Proficiency) Committee and Co-Chairs the Access to Justice Commission.
- Susan Nofi emailed Jeff Dowd of the CT Judicial Branch Law Libraries.
- Kate Frank presented at the Connecticut Bar Foundation's Board meeting. Approximately 25 people attended. The CBF board members include leaders of the private bar, the law schools and the Judiciary.

**Objective 4:** Conduct outreach and produce and provide resource materials (including an OCT online class) to facilitate the development and use of OCT online classes in other states.

Some of the testing-based changes to the module itself have been ongoing because we want to be open and responsive to feedback from the community as others explore the OCT. That did impact the timing of some of our broader community outreach. Following is a list of outreach that we have performed to date aimed at legal aid organizations in other states to facilitate the development and use of the OCT:

- Kate Frank, Susan Nofi and Kathy Daniels made direct telephone contact with legal aid staff in Maine, Vermont, North Carolina, New York, Massachusetts and with John Mayer at CALI to talk about the Online Classrooms and provide them with information on the classes, links and instructions.
- We submitted a proposal to LSC for a session at the TIG conference on "E-learning for self-represented parties and advocates: using online instruction to increase access to justice." The session included a section featuring the Online Classrooms. LSC approved the proposal for inclusion in the program on October 3, 2013 and added it to the conference materials posted on the LSC website and available through links in TIG Conference emails to nationwide legal aid programs. See pages 11-12 of the Conference Program Book <http://tig.lsc.gov/sites/lsc.gov/files/TIG/pdfs/2014TIGConfPrgmBook.pdf> The conference presentation itself was done on January 16, 2014 and was hosted by Susan Nofi-Bendici, with Kate Frank also presenting.

Since January 1, 2014, we have also conducted the following targeted outreach:

- TIG Conference. Susan Nofi and Kate Frank presented a well-attended session at the 2014 TIG conference, as noted above. The presentation is available on SlideShare as part of the TIG Resources. (See Attachment 10: TIGPresentation.jpg) It is online here: <http://www.slideshare.net/LegalServicesCorp/online-classroom-learning>
- Susan Nofi emailed Steve Grumm, Director, Resource Center for Access to Justice Initiatives at American Bar Association. She was subsequently invited to, and did submit a blog post on the Classrooms (See Attachment 11: aba-access-to-justice-blog.jpg) Link: <http://abaatj.wordpress.com/2014/03/27/guest-post-connecticuts-online-learning-tools-for-self-represented-parties-pro-bono-attorneys/>

To date the Connecticut Judicial Department is linking to the classes. Elmer Masters, a Drupal developer at the Center for Computer-Assisted Legal Instruction/CALI has installed and tested it, stating” As a long time Drupal developer I found the Online Classroom straight forward to install and use. It does good work of leveraging the power of Drupal to accomplish tasks necessary to education and training, namely the sequencing, tracking, and reuse of resources. I'm sure that if this module were released through the Drupal community it would find many users in the educational and training organizations that run Drupal.” Additionally, staff at Pine Tree Legal Assistance has already said that they would like to install it. Since all of the content except for the Special Education class is Connecticut-specific, we realize that it will take some time for other programs to be able to roll out classes of their own. Feedback from attendees at the presentation done at the TIG conference was very enthusiastic and we anticipate additional classrooms being built over time.

**Analysis of key results of feedback from user surveys:**

Much of the staff feedback raised points of which we are already aware, and doing our best to address: Can our content-eligible population use this software? Are these legal processes too challenging? Many times, we were told that the content needed to be simplified even further.

Clients seem to get confused when they navigate away from the site to take an A2J interview. They also had a hard time imagining that they had the legal issue they were testing, so thought some of the wording was confusing. Some clients appeared to have limited literacy abilities and computer literacy difficulties, and needed assistance with the testing.

We received extremely helpful feedback from pro bono attorneys who took the trainings since the trainings were relevant to them. Where they asked for more content, or for content to be presented in a different way, we were able to accommodate those requests.

**IV.a. Information for Multiyear or Multiple Projects.**

Not applicable.

## **V. Factors affecting project accomplishments**

Having a good working team is critical. Kate Frank is a very organized and accomplished web manager and the skills and experiences that she brought to the table were key to the success of this project. She and Kathy Daniels, who handled the day to day project management, worked well together. Their history of working together for a number of years on other web-related projects facilitated the planning and implementation of the OCT.

They were fully supported administratively by Susan Nofi, Executive Director at New Haven Legal Assistance and Janice Chiaretto, Executive Director at Statewide Legal Services.

The classrooms are not for all self-represented parties. Not all can manage complex legal processes over time, and not all have the computer skills to work with online resources. That said, with thoughtful targeting, these classrooms can be a very good resource for legal aid clients. (Note: Pro bono attorneys can work well with this format and were very responsive and enthusiastic to the tool.)

During testing, it was challenging to find client testers who were facing the legal problems covered in our classrooms, and could put our classes to practical use. Our pool of available volunteers tended to be clients at a transitional housing program, and people walking in to a legal aid organization with a different legal problem. While those people helped to give us a sense of whether the software worked and ways we could improve the usability of the classes, we believe that it would be more helpful to seek clients who are facing the actual legal problem the class seeks to address, so we can test the class under “real life” circumstances, learn more about what works and what doesn’t, and track outcomes. In one testing instance, the client-tester was experiencing a Special Education problem and she found the classroom very helpful.

## **VI. Strategies to address major challenges**

Going forward, we need to be cognizant of the content and topics that our client-eligible population will use and benefit from. We have already begun to plan classes to help them obtain a restraining order. For the most part this is not as much simplifying the content, but targeting clients who can benefit from it. Not all of our clients can work with lengthy, complex processes on their own, but some can.

We have directed outreach efforts to the people that self-represented parties go to for help: the court service centers, law librarians and social service providers. These individuals will encourage individuals to check out the classes using the public access computers available at their respective agencies/libraries. In this environment, we expect that the less adept users will be less intimidated, less likely to abandon the process and more likely to reach out to library or agency staff for support.

We have also installed user surveys in each classroom, to elicit feedback from users actually who are taking the class because they are actually experiencing the legal problem. (See Attachment 12: survey.pdf)

## **VI. Major lessons and recommendations**

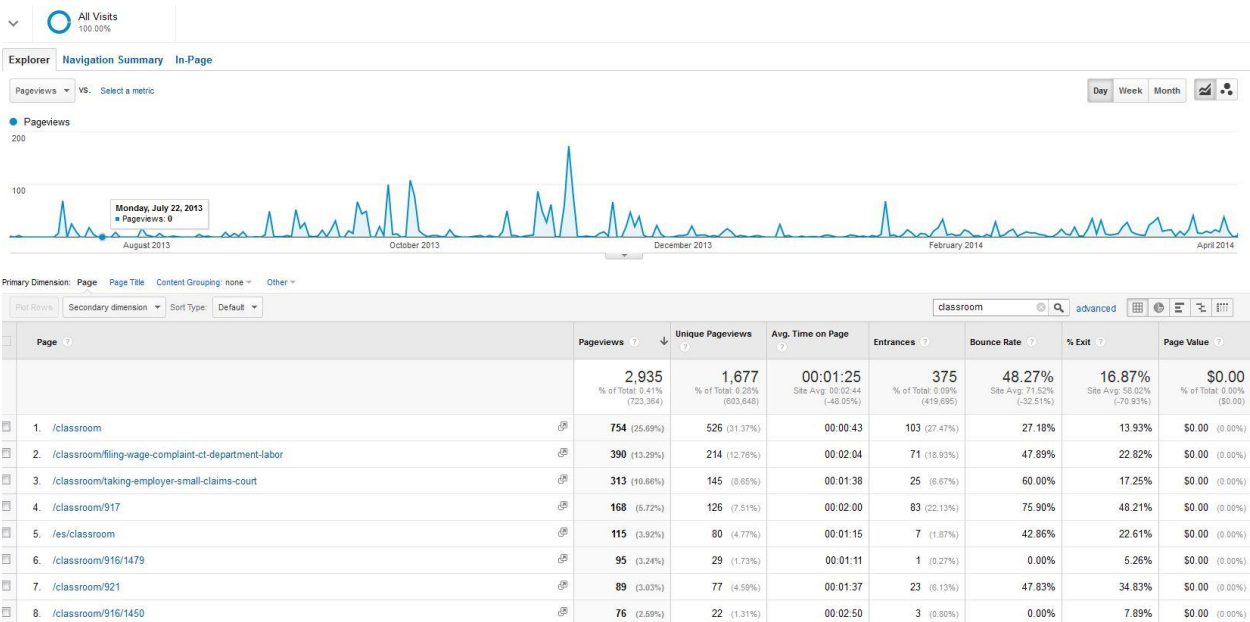
**Target our future testing:** We have typically drawn testers from legal aid waiting rooms and from social service agencies that serve the same client population as legal aid. During testing it became clear these individuals were at legal aid for a reason: they did not have the literacy, computer and other skills to represent themselves. This project was not really targeted to people who are incapable of representing themselves: it was intended for users who can, with some support and assistance, represent themselves. In future projects, we will recruit testers who are more characteristic of our intended end users, and will consider engaging a usability consultant.

**Create content that can be shared and reused:** Another important lesson is to reuse good content rather than reinventing the wheel. When we created the pro bono attorney training, the attorney already had a PowerPoint that he had used in live trainings. Rather than asking him to create something new for the online class, we repurposed and enhanced his already excellent materials. We also created components for the online classes (such as videos) in a way that allowed us to reuse them in another classroom.

**Use the classroom for pro bono trainings:** As this project unfolded, the pro bono staff at Statewide Legal Services began to fully recognize what a useful tool the classroom was for pro bono training. It saved them time, their attorneys could learn subjects at their own pace and when it was convenient for them. Claudia Magnan, Pro Bono Coordinator, said “What I most appreciate about the classes is that a lawyer with no experience in that matter could be ready to take cases in a matter of days, rather than wait for a scheduled live training.” She also commented that “The attorneys have told me that they have been really helpful.”

Based on the very positive reactions by the pro bono staff and attorneys, we applied for, and received another TIG to produce a series of 7 pro bono training videos this year.

# Attachment 1: Web Traffic Reports





## Attachment 2: User Instructions

### How to Use Our Online Classes

We created these online classes to help you with legal problems that can take a long time to fix and may be confusing. Each class will walk you through a legal process by breaking down the things you need to do into smaller steps.

If you can't afford a lawyer, you may need to go to court or work out a legal problem yourself. The legal system can be difficult to understand and many people feel it is hard to take care of legal problems on their own. We hope that the information in these classes will help you.

These classes should work on most computers, tablets, or smartphones. If you have technical problems with this website, you can email [webmaster@ctlawhelp.org](mailto:webmaster@ctlawhelp.org). The webmaster is not a lawyer and cannot give you legal help.

### Taking a class

- Click on the steps in each class. Each step has a grey checkmark next to it and links to a page with more information.
- Some pages may have a video for you to watch, or they may help you write a letter or fill in a form.
- The steps are arranged in the order that you will need to complete them.
- Read the information on each page carefully because it will help you with your legal problem.
- Once you are done with a step you can click the checkmark next to it. The checkmark will turn green and you will know that you're ready for the next step. Note: It could be weeks or months before you will need to complete your next step.

#### Steps you'll need to take

- ✓ Welcome!
- ✓ Know Your Rights
- ✓ How to file a complaint with the State of CT
- ✓ 1. Write down all the hours you worked
- ✓ 2. Ask for your paycheck
- ✓ 3. Fill out the form, Statement of Claim for Wages
- ✓ 4. Write a cover letter to send with your form
- ✓ 5. Mail the complaint form and cover letter

---

Login / Create an account to save your progress and more.

There is a calculator in each class in case you need it.

If you sign up for an account with this website, the steps you checked off will be saved for when you come back again. You can also send yourself email reminders and save notes for later. See the section on *Creating an Account* for more information.

**If you're using a smartphone:**

- Some sites that we link to may not display well on your phone.
- The guided interviews in the classes help you write letters, documents and fill out forms. They need Adobe Flash, which does not work on some phones. You may be able to download an Adobe Flash player app that will let you use the guided interviews on your phone. We hope to fix this soon.

## **Creating an account**

If you want to save the steps you checked off, as well as notes and reminders, you can sign up for an account with this website.

Good things about creating an account:

- When you come back later, the steps you finished and checked off will be saved.
- You can send yourself email reminders about important dates.
- You can keep notes for yourself about important information.
- We won't share your personal information with anyone.

You don't have to create an account to use the classes, but in that case your progress will only be saved for as long as you have this website open.

## **About privacy and security**

- We try hard to make our website secure and keep your information safe. Please do not enter very personal information like your social security number into this website.
- View our [Privacy Policy](#).

## **Guided interviews**

- The guided interviews are provided by [LawHelp Interactive](#), a partner of ours. View their [Terms and Conditions](#) and [Privacy Policy](#).
- You can sign up with LawHelp Interactive to save your answers to the guided interviews.

## Attachment 3: Classroom Screenshots

### Screenshot 1

## Taking an Employer to Small Claims Court

CalculatorInstructions

### Steps you'll need to take

- ☒ Welcome!
- ☒ Know Your Rights
- ☒ Taking the employer to small claims court...
- ☒ 1. Write down all the hours you worked
- ☒ 2. Write a letter to the employer
- ☒ 3. Get ready to start your Small Claims Case
- ☒ 4. Fill out the court forms
- ☒ 5. Send the paperwork to the employer
- ☒ 6. Give your paperwork to the court
- ☒ 7. Get ready for your court hearing

[Login / Create an account](#) to save your progress and more.

### Welcome!


If you worked and weren't paid for your time, this class will help you take an employer to Small Claims Court.

The first thing you should do is ask your employer for your back pay. If you are still not paid, try to talk to a lawyer as soon as possible. If you have very low income and need legal help, call Statewide Legal Services at 860-344-0380 (Central CT & Middletown) or 1-800-453-3320 (all other areas in Connecticut).

**Important:** There are time limits on how long you can wait to try to get back your unpaid wages, so try to get legal advice or take legal action right away.

If you can't get a lawyer, this class will teach you how to get your money by taking an employer to Small Claims Court.

[Click here for instructions on how to use this class.](#)



<< Previous

Next >>


## Screenshot 2

<h3>Steps you'll need to take</h3> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Welcome!</li><li><input checked="" type="checkbox"/> Know Your Rights</li><li><input checked="" type="checkbox"/> Taking the employer to small claims court...</li><li><input checked="" type="checkbox"/> 1. Write down all the hours you worked</li></ul>	<h2>Welcome!</h2> <p>If you worked and weren't paid for your time, this class will help you take an employer to Small Claims Court.</p> <p>The first thing you should do is ask your employer for your back pay. If you are still not paid, try to talk to a lawyer as soon as possible. If you have very low income and</p>
--	--

## Screenshot 3

<h2>Decision to Superior Court</h2> <div>Calculator Instructions</div>	
<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Step 5 - Ask the court to look at the Board's decision</li><li><input checked="" type="checkbox"/> Step 6 - Follow instructions from the Court</li></ul> <div>Create Reminder</div> <div>Create Note</div>	<p>Appealing to Superior Court is not an easy process. There are many steps to follow, and a decision if you want to. You can decide if you want to use the information in this class, or speak with a lawyer.</p> <p><a href="#">Click here for instructions on how to</a></p> <p>If you want to apply for unemployment, go to <a href="#">Work? Apply for Unemployment."</a></p>

## Screenshot 4


**CTLawHelp.org**  
Free legal help for people with very low income

English - Español    Text Size: + - ≡

Home   Self-Help Guides   CT Elder Law   Legal Clinics   Links   Get Help   About Us

Classrooms   Appealing an Unemployment...

### Appealing an Unemployment Decision to Superior Court

#### Steps you'll need to take

- ☒ Welcome!
- ☒ Am I ready to ask the Superior Court to look at my unemployment case?
- ☒ Can the court help me?
- ☒ Step 1: Tell the Board of Review you don't agree with their decision
- ☒ Step 2: Get the written record of your Appeals Referee Hearing
- ☒ Step 3: Read the transcript
- ☒ Step 4: Ask the Board to make corrections
- ☒ Step 5 - Ask the court to look at the Board's decision
- ☒ Step 6 - Follow instructions from the Court

**Welcome!**

Welcome! If the Connecticut Department of Labor Board of Review made a decision about your unemployment case and you think their decision was wrong, this class can help you appeal to Connecticut's Superior Court. An appeal is when you ask the court to look at your case again.


You should talk with a lawyer about this process if you can. If you have very low income, you may be able to get free legal aid. Call Statewide Legal Services at 860-344-0380 (Central CT and Middletown) or 1-800-453-3320 (all other areas in Connecticut).

If you can't afford a lawyer, this online class will help you represent yourself in court.

Appealing to Superior Court is not an easy process. There are many steps to follow, and you might not win. It is your right to appeal this decision if you want to. You can decide if you want to try to appeal your case after you read the information in this class, or speak with a lawyer.

[Click here for instructions on how to use this class.](#)

If you want to apply for unemployment, go to legal aid's self-help guide "[Are You Out of Work? Apply for Unemployment.](#)"



[Login / Create an account](#) to save your progress and more.

**Welcome!**


Welcome! If the Connecticut Department of Labor Board of Review made a decision about your unemployment case and you think their decision was wrong, this class can help you appeal to Connecticut's Superior Court. An appeal is when you ask the court to look at your case again.

You should talk with a lawyer about this process if you can. If you have very low income, you may be able to get free legal aid. Call Statewide Legal Services at 860-344-0380 (Central CT and Middletown) or 1-800-453-3320 (all other areas in Connecticut).

If you can't afford a lawyer, this online class will help you represent yourself in court.

**Mobile**

Appealing to Superior Court is not an easy process. There are many steps to follow, and you might not



Desktop view

## Screenshot 5

Home » Administration

### Available Classrooms

CLASSROOMS    CLASSROOM ENTRIES

**OPERATIONS**

<input type="checkbox"/>	CLASSROOM	# OF STEPS	DESCRIPTION	STATUS	CHANGE STEP ORDER / STYLE	TRANSLATE	EDIT CLASSROOM
<input type="checkbox"/>	Appealing an Unemployment Decision to Superior Court	9	Welcome! If the Connecticut Department of Labor Board of Review made a decision about your unemployment case and you think their decision was wrong, this class can help you appeal to Connecticut's Superior Court.	Active	<a href="#">Edit</a>	<a href="#">Translate</a>	<a href="#">Edit</a>
<input type="checkbox"/>	Filing a Wage Complaint with the CT Department of Labor	8	Learn about filing a complaint with the Connecticut Department of Labor if an employer does not pay you for time you spent working.	Active	<a href="#">Edit</a>	<a href="#">Translate</a>	<a href="#">Edit</a>



## Screenshot 6

Home » Administration » Classrooms

### Classroom Entries

CLASSROOMS CLASSROOM ENTRIES

Add New Classroom Entry

Classroom

Language

Appling Reset

Appling an Unemployment Decision to Superior Court  
Filing a Wage Complaint with the CT Department of Labor General  
Requesting Special Education Services for Your Child  
Taking an Employer to Small Claims Court

▼

▼ OPERATIONS

Delete item Publish content Unpublish content

<input type="checkbox"/>	CLASSROOM ENTRY	LANGUAGE	CLASSROOM	POST DATE ▼	PUBLISHED	EDIT LINK
<input type="checkbox"/>	Who is eligible for special education?	English	Requesting Special Education Services for Your Child	Sat, 02/01/2014 - 6:35pm	Yes	<a href="#">edit</a>
<input type="checkbox"/>	Paso 6: Siga las instrucciones de la corte	Spanish	Appling an Unemployment Decision to Superior Court	Tue, 11/19/2013 - 9:04am	Yes	<a href="#">edit</a>
<input type="checkbox"/>	Paso 5: Pedirle a la Corte que revise la decisi3n de la Junta	Spanish	Appling an Unemployment Decision to Superior Court	Tue, 11/19/2013 - 8:55am	Yes	<a href="#">edit</a>
<input type="checkbox"/>	Paso 4: Pedir a la Junta que haga correcciones	Spanish	Appling an Unemployment Decision to Superior Court	Tue, 11/19/2013 - 8:53am	Yes	<a href="#">edit</a>
<input type="checkbox"/>	Paso 3: Lea la transcripci3n	Spanish	Appling an Unemployment Decision to Superior Court	Mon, 11/18/2013 - 9:48am	Yes	<a href="#">edit</a>

## Screenshot 7

### Legal Problems

- Benefits
- Consumer Problems
- Disability Assistance
- Elder Law
- Energy and Utilities
- Family Law
- Health Care
- Housing
- Immigration
- Kids and Teens
- Work and Unemployment

### Notice to Hartford residents living in condemned apartments:

City Of Hartford to Resume Relocation Assistance to Tenants in Condemned Apartments (PDF)

Notice of Availability of Relocation Assistance Benefits

## Did you work and not get paid for all your hours?

July 2013

Welcome to our guide to getting your unpaid wages.

[Printer-friendly version](#)

If an employer has not paid you for time you worked, the first thing you should do is ask your employer for your back pay. If you are still not paid, try to talk to a lawyer as soon as possible. If you have very low income, call Statewide Legal Services at 860-344-0380 (Central CT & Middletown) or 1-800-453-3320 (all other areas in Connecticut).

This video will teach you about two ways to get the employer to pay you for your time:



### Get Help From Legal Aid

Toll-free hotline:  
1-800-453-3320

From Middletown and Hartford:  
860-344-0380

[Apply for legal aid.](#)

### Resources

- Self-Help Guides
- Classrooms
- Court Forms
- Videos and Slideshows
- Common Legal Words
- For Advocates

### More Reading

- Taking Time Off From Work: Family & Medical Leave (FMLA)
- Pregnancy and Work
- Your Rights At Work
- You Have The Right

## Screenshot 8



Legal documents made simpler



powered by **probono.net**

[BACK](#) [NEXT](#) MY PROGRESS 1 Welcome! If you worked in Connecticut [EXIT](#) [AA](#) [A](#)

 **Access To Justice**  
AT CHICAGO-KENT COLLEGE OF LAW

Welcome!

If you worked in Connecticut and you think an employer owes you money for time you spent working, you can file a complaint with the Connecticut Department of Labor.

The form you will need to file is called a *Statement of Claim for Wages*.

We are going to ask you some questions and use your answers to fill out the form for you.

[Continue](#)



Access to Justice

**SJI** This program was developed under grants from the State Justice Institute (SJI grant number SJI-04-N-121), Center for Access to the Courts through Technology; Chicago Kent College of Law, Center for Computer-Assisted Legal Instruction (CALI), and Legal Services Corporation (LSC). The points of view expressed are those of the authors and do not necessarily represent the official position or policies of the SJI, Center for Access to the Courts through Technology, Chicago-Kent, CALI, or the LSC.

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## Screenshot 9

### Taking an Employer to Small Claims Court

[Calculator](#)[Instructions](#)

#### Steps you'll need to take


- ☒ Welcome!
- ☒ Know Your Rights
- ☒ Taking the employer to small claims court...
- ☒ 1. Write down all the hours you worked
- ☒ 2. Write a letter to the employer
- ☒ 3. Get ready to start your Small Claims Case
- ☒ 4. Fill out the court forms
- ☒ 5. Send the paperwork to the employer
- ☒ 6. Give your paperwork to the court
- ☒ 7. Get ready for your court hearing

[Login / Create an account](#) to save your progress and more.

#### Know Your Rights

This video explains every Connecticut worker's wage rights.

Workers' Rights: Wages



< 1

0:00 / 3:58

YouTube

[<< Previous](#)[Next >>](#)

## Screenshot 10



Legal documents made simpler



powered by [probono.net](#)

[BACK](#) [NEXT](#) MY PROGRESS 6 You said that you are already collecting ⌵ AA A

**Access To Justice**  
AT CHICAGO-KENT COLLEGE OF LAW

You said that you are already collecting unemployment benefits. If you are getting unemployment, you cannot file an appeal in court. You may want to start by reading the legal aid article, [Are You Out of Work? Apply for Unemployment.](#)

Or click Exit to end this interview and go back to the online class.

[Exit](#)




1 Almost done!


© 2000-2011 Illinois Institute of Technology - Chicago-Kent College of Law and the Center for Computer-Assisted Legal Instruction

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# Screenshot 11

If you have a legal problem and very low income, call Statewide Legal Services at 1-800-453-3320 or [get free legal information at ctlawhelp.org](http://ctlawhelp.org).

 **CTLawHelp.org**  
**PRO BONO PORTAL**  
*For attorneys who provide free legal assistance to people with very low income*

Text Size: 

[Home](#) [Pro Bono Catalog](#) [Volunteer](#) [Training](#) [News](#) [FAQ](#) [My account](#) [Log out](#)

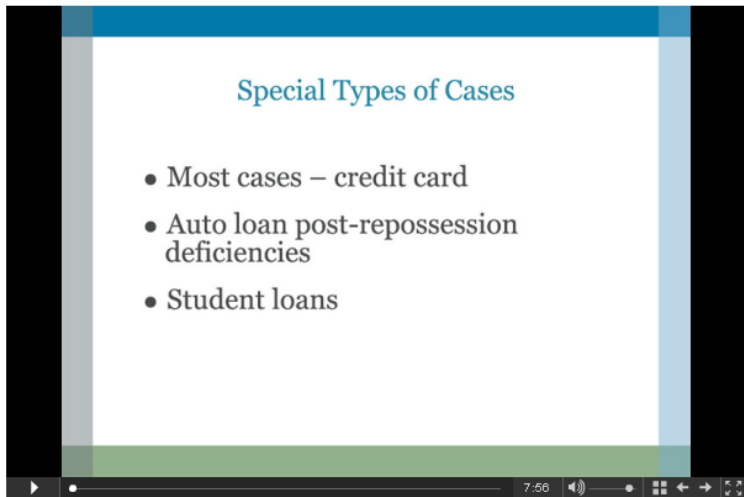
[Home](#) » Consumer Law Training

## Consumer Law Training

**Steps you'll need to take**

- ☒ Welcome
- ☒ Who Can Get a Pro Bono Bankruptcy from Legal Aid?
- ☒ 1. Assessment
- ☒ 2. Discovery
- ☒ 3. Overcoming Evidence of Debt
- ☒ 4. Special Types of Cases
- ☒ 5. Other Consumer Issues
- ☒ Court Forms
- ☒ Sample Letters and Pleadings
- ☒ Frequently Asked Questions

### 4. Special Types of Cases



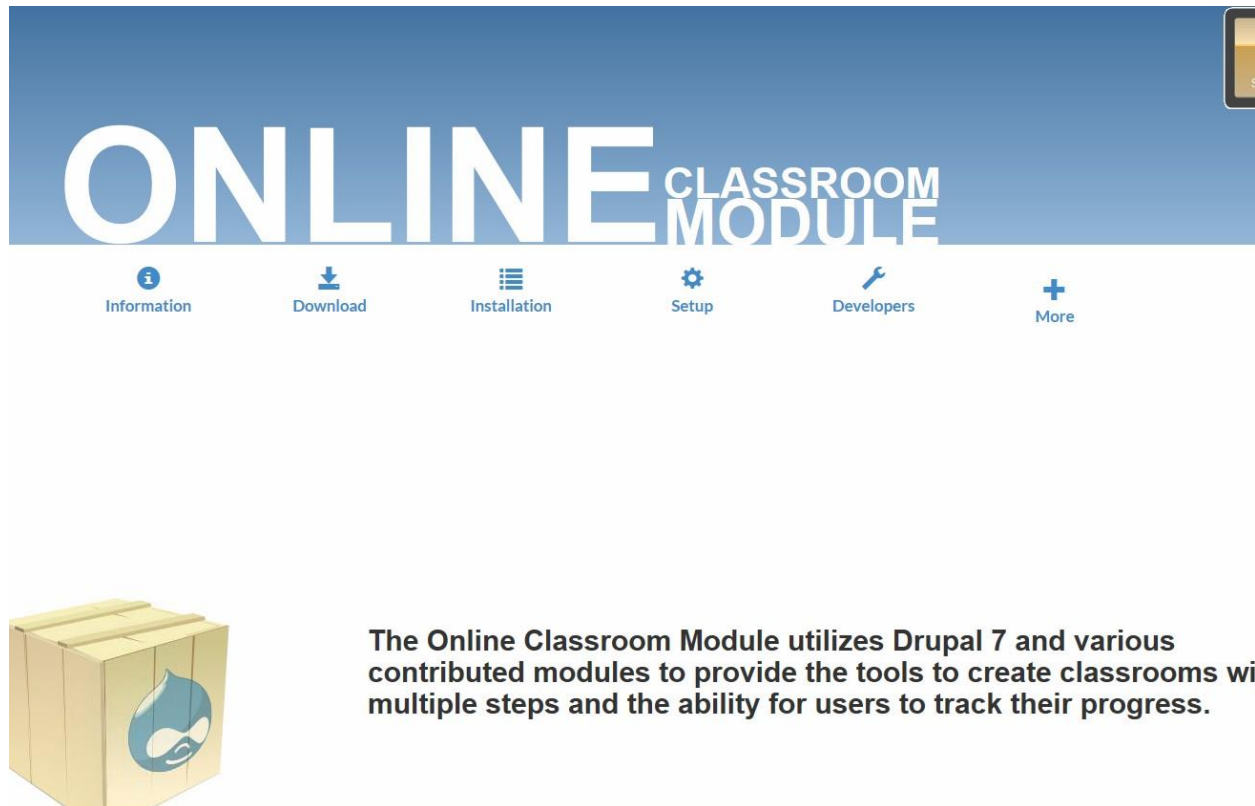
Special Types of Cases

- Most cases – credit card
- Auto loan post-repossession deficiencies
- Student loans

<< Previous Next >>

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## Attachment 4: Microsite



First, follow the directions on installing a contributed module from the Drupal documentation site: [Link](#)

**1** Enable the Online Classroom Module

		Permissions f
<input checked="" type="checkbox"/>	<b>Classroom Permissions</b>	7.x-1.0 Requires: Chac Required by: O
<input checked="" type="checkbox"/>	<b>Node Order Plus</b>	7.x-1.0 Allows the or Required by: O
<input checked="" type="checkbox"/>	<b>Online Classroom</b>	7.x-1.0 Core features Requires: Clas Session API (en PHP filter (enat (enabled), View Required by: C

**2** Setup permissions

PERMISSION	ANONYMOUS USER	AU
<b>Classroom Permissions</b>		
Access Classroom Dashboard		<input type="checkbox"/>
Gives access to Classroom Dashboard.		
<b>Comment</b>		
Administer comments and comment settings		<input type="checkbox"/>

**3** Setup and enable Flag for desired Roles

FLAG ACCESS

Roles that may use this flag

FLAG	UNFLAG	ROLE
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	anonymous user
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	authenticated user
<input type="checkbox"/>	<input type="checkbox"/>	administrator

Users may only unflag content if they have access to f

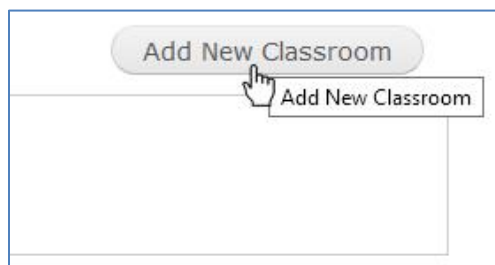
## Attachment 5: Classroom Instructions

### How to Create Online Classes

Using the online classroom module developed by CTLawHelp.org  
12/1013

#### Set up a classroom

- Click on *Classrooms* in the administration menu. Or navigate to /admin/classrooms.
- Click on *Add New Classroom*.



- Give the classroom a name, description (which may be visible to website users, depending on how your developer set it up).
- Choose whether the classroom is *Active* or *Inactive*. If it is *Inactive*, it will not show up on the website where a user can find it. <sup>1</sup>
- Click *Save*.

#### Edit a classroom's settings

- Go to *Classrooms*.
- Click *Edit* under *Edit Classroom*.

A screenshot of a web interface showing a table of classrooms. The table has columns for Classroom, # of Steps, Description, Status, Change Step Order / Style, and Edit Classroom. The first row is 'Consumer Law Training' with 8 steps, Active status, and an 'Edit' link circled in red. The second row is 'test classroom' with 0 steps, Inactive status, and an 'Edit' link.

▼ OPERATIONS						
<div>Activate Classroom</div> <div>Deactivate Classroom</div>						
<input type="checkbox"/>	CLASSROOM ▲	# OF STEPS	DESCRIPTION	STATUS	CHANGE STEP ORDER / STYLE	EDIT CLASSROOM
<input type="checkbox"/>	Consumer Law Training	8		Active	<a href="#">Edit</a>	<a href="#">Edit</a>
<input type="checkbox"/>	test classroom	0		Inactive	<a href="#">Edit</a>	<a href="#">Edit</a>

- When you're done, click *Save*.

## Add new steps to a classroom

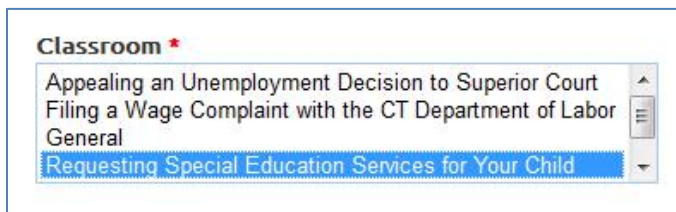
There are two ways to add classroom entries. You can either:

- Go to *Content* -> *Add Content* -> *Classroom Entry* or,
- Go to *Classrooms* -> *Classroom Entries* and then click *Add New Classroom Entry*.



The screenshot shows a web form titled "Add New Classroom Entry". On the left, there is a "Classroom" dropdown menu with "Consumer Law Training" and "test classroom" as options. To the right of the dropdown are "Apply" and "Reset" buttons. In the top right corner, there is a button labeled "Add New Classroom Entry" with a hand cursor icon pointing to it.


- If you have experience managing content on Drupal websites, this page should be familiar to you. The only extra step you must take is to select the classroom you created in the box titled *Classroom*. You may choose to put a new piece of content into more than one class.
- Save when done.



The screenshot shows a "Classroom" dropdown menu with a red asterisk. The menu is open, showing a list of options: "Appealing an Unemployment Decision to Superior Court", "Filing a Wage Complaint with the CT Department of Labor", "General", and "Requesting Special Education Services for Your Child". The last option is highlighted in blue.

## Organize or style the steps in a classroom

- Go to *Classrooms*.
- Find the classroom you want to edit and click *Edit* under *Change Step Order/Style*.
- Drag and drop the steps into the desired order.
- Choose to bold and/or indent the desired steps.



The screenshot shows a table titled "Order nodes for Consumer Law Training". The table has two columns: "Title" and "Style". There is a link "Show row weights" in the top right corner. The table contains five rows, each with a plus icon in the "Title" column and a dropdown menu in the "Style" column. The dropdown menu for the second row is open, showing options: "Indent", "None", "Bold", "Indent", "d + Indent", and "Indent".

Title	Style
+ Welcome	None
+ 1. Assessment	Indent
+ 2. Discovery	Indent
+ 3. Overcoming Evidence of Debt	Indent
+ 4. Special Types of Cases	Indent

- Click *Save Order*.
- To view your changes, click the title of the classroom on the *Classrooms* page.

### Mass-delete, publish, or unpublish classroom content

- Go to *Classroom Entries*.
- Select the entries you want to manage by clicking the checkbox to the left of each entry.
- Choose the operation you want to perform.
- On the next page, click *Confirm*.

OPERATIONS

Delete item

















Publish content

Unpublish content

<input type="checkbox"/>	CLASSROOM ENTRY
<input checked="" type="checkbox"/>	Sample Letters and Pleadings
<input checked="" type="checkbox"/>	Court Forms
<input type="checkbox"/>	5. Other Consumer Issues
<input type="checkbox"/>	4. Special Types of Cases

1. When a developer is setting up a Views to display a list of available classrooms, they can use the Active/Inactive field so the classroom author can choose whether a classroom shows up in lists.

## Attachment 6: Google Adwords Screenshot

		Ad	↓ Clicks 	Impr. 	CTR 	Avg. CPC 
		<a href="#">Unemployment Appeal</a> Take Our Free Web Class To Learn How to File an Unemployment Appeal. <a href="http://www.ctlawhelp.org/Unemployment">www.ctlawhelp.org/Unemployment</a>	64	3,940	1.62%	\$1.20
		<a href="#">Didn't Get Your Paycheck?</a> Learn How to Get Your Pay From Your Employer. Take a Free Web Class. <a href="http://CTLawHelp.org/WageComplaint">CTLawHelp.org/WageComplaint</a>	12	1,268	0.95%	\$1.40
		<a href="#">You Worked, Didn't Paid?</a> Learn How to Get Your Pay From Your Employer. Take a Free Web Class. <a href="http://CTLawHelp.org/WageComplaint">CTLawHelp.org/WageComplaint</a>	6	1,011	0.59%	\$1.22
		<a href="#">Free Special Ed Class</a> Think Your Child Needs Special Education? Learn How to Get Help. <a href="http://ctlawhelp.org/SpecialEdClass">ctlawhelp.org/SpecialEdClass</a>	6	3,625	0.17%	\$1.64
		<a href="#">How to Request Special Ed</a> Think Your Child Needs Special Ed? Take A Free Online Class. <a href="http://ctlawhelp.org/SpecialEdClass">ctlawhelp.org/SpecialEdClass</a>	10	3,703	0.27%	\$1.66



## Attachment 7: CT Assn Nonprofits

Page 20 | **Nonprofit Advantage** | December 2013 **CONNECTICUT ASSOCIATION OF NONPROFITS**

# New Website Offers Free Legal Information Written by Legal Aid Attorneys

*By Susan Nofi-Bendici and Kate Frank*

**W**hen a person is accused of a crime and can't afford a lawyer, the government will provide them with an attorney through the public defender's office. For just about every other type of legal problem, people who can't afford a lawyer are on their own. Connecticut's legal aid programs are nonprofit law firms that provide legal advice and representation in civil (non-criminal) legal matters, to people living near or below the poverty level. Unfortunately, there are not enough legal aid lawyers to serve every low-income person with a legal program. And there are many more people who have too much income to qualify for legal aid, but not enough to hire an attorney. As a result, approximately 85% of the cases in family court have at least one self-represented party, and 75% of all parties in housing court are self-represented.

At the same time, internet usage by low-income individuals has continued to increase. Public libraries have become important access points, as have mobile phones. As smartphones have become more affordable, their use has become more widespread among people with lower incomes. According to the Pew Research Center, 43% of adults earning less than \$30,000 per year now own a smartphone.

Because our client-eligible population is increasingly getting information electronically, the Connecticut Network for Legal Aid launched CTLawHelp.org in 2010 with support from the Connecticut Bar Foundation and the Legal Services Corporation's Technology Initiative Grants. CTLawHelp has grown into a valuable tool to help low-income people, and those who assist low-income people, understand their rights and how to navigate the legal system.

The mobile-friendly site covers a number of legal topics, including government benefits, disability, elder law, utilities, family law, health care, housing, immigration and employment. All content is written in plain language, and much of the content is also offered in Spanish on our companion site AyudaLegalCT.org. The resources available on CTLawHelp.org include:

Printable booklets. A library of printable booklets on a variety of legal topics – including living wills, debt collection, child support, domestic violence and utilities are available to be downloaded.

**Applying for legal aid.** CTLawHelp instructs users on applying for legal aid by telephone or online.

**Videos.** CTLawHelp.org's YouTube channel features videos on Getting Ready for Court; Your Uncontested Divorce; Your Rights Under the Family and Medical Leave Act; Your Child's Rights Under the IDEA; Rights of Special Education Students;

Worker's Rights: Wages; Your Rights When Your Landlord is in Foreclosure and Tenant's Rights: Repairs.

**Support for self-represented parties.** Workshops and clinics that provide assistance with family law matters, recovering a security deposit and more can be found here. We have also begun creating online classes, to guide self-represented parties through legal processes step-by-step.

What topics and information would you like to see on CTLawHelp.org? Please share your feedback with us and please check back frequently, as we are constantly adding and updating content.

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*Susan Nofi-Bendici is the Executive Director of New Haven Legal Assistance Association, Inc. You can email her at [snofi-bendici@nhlegal.org](mailto:snofi-bendici@nhlegal.org). Kate Frank is the eContent Manager at CTLawHelp.org. You can email her at [kfrank@nhlegal.org](mailto:kfrank@nhlegal.org)*

## Attachment 8: Advocate Outreach

### News and Events

[Home](#)

#### What's New

We're excited to announce a new feature to CTLawHelp: Online learning software to help clients tackle complex legal problems at their own pace. We developed the software (and shared it with the entire legal aid community!) and even created some online classes for our client-eligible population. Please take a look and don't hesitate to let us know what you think.

- [How to File a Wage Complaint with the CT Department of Labor](#)
- [How to Take an Employer to Small Claims Court](#)
- [Requesting Special Education Services for Your Child](#)
- [Appealing an Unemployment Decision to Superior Court](#)

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Also, check out our new videos, which were also created by SLS and CTLawHelp. You will need to

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## Attachment 9: CABHN Fever

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February 2014

# *CABHN FEVER*

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### Exciting New Resources from [CTLawHelp.org](http://CTLawHelp.org) ***Videos & Online Classrooms Offer Help with Legal Problems***

If you can't afford a lawyer, you may need to go to court or work out a legal problem yourself. The legal system can be difficult to understand and many people feel it is hard to take care of legal problems on their own. [CTLawHelp](http://CTLawHelp.org) created online classrooms and videos to help you with legal problems that may be confusing or take a long time to fix.

***Online Classrooms.*** Each online classroom will walk you through a legal process by breaking down the things you need to do into smaller steps. *Online classrooms include help with:* asking for special education services for your child, collecting unpaid wages, taking an employer to small claims court, and appealing an unemployment decision in Superior Court. You can find classrooms at <http://ctlawhelp.org/classroom>

***Videos.*** [CTLawHelp](http://CTLawHelp.org) produced *videos that explain:* worker's rights, applying for SSI, your rights to Family Medical leave, getting divorced, rules about disciplining special education students & more! Go to: <http://www.youtube.com/ctlawhelp>.

## Attachment 10: TIG Presentation

[Online classroom learning \(1/7\)](#)

### E-learning for Self-represented Parties and Advocates: Using Online Instruction to Increase Access to Justice

How can e-learning support pro bono attorneys, legal aid advocates, law students and self-represented parties? This session focused on how an online course teaches law students about justice and technology, while instructing the students on how to build useful web resources to improve access to justice. It also covered how webcams and a Google [Sites] classroom brought together legal aid advocates from around the county for an interactive Plain Language seminar. A newly-built "online classroom" for Drupal hosts on-demand training for pro bono attorneys, and guides SRPs through complex legal processes, step-by-step.



View Presentation: [Online classroom learning](#)

## Attachment 11: ABA Access to Justice Blog

# ABA ACCESS TO JUSTICE BLOG

KEEP CURRENT ON ATJ AND LEGAL AID


03.27.14  
by Steve Grumm

## GUEST POST: CONNECTICUT'S ONLINE LEARNING TOOLS FOR SELF-REPRESENTED PARTIES & PRO BONO ATTORNEYS

*[Ed note: a guest post from Susan Nofi of New Haven Legal Assistance. Thanks, Susan!]*

Online tutorials help people to learn Photoshop, earn college credit, or change a bicycle tire. So why not use eLearning to increase access to justice?

As in most states, Connecticut's legal aid programs lack the resources to help everyone who needs and qualifies for our services. To help people who have to navigate a legal process without a lawyer, our legal aid network has developed a library of self-help materials in plain language. But even the more user-friendly legal processes can be extraordinarily complex for self-represented parties.



*Susan Nofi, Exec. Director,  
New Haven Legal  
Assistance*

For example, in a small claims case the self-represented party has to write a demand letter; prepare the summons and complaint; serve the defendant; file the case and proof of service with the court; and then prepare for and attend a hearing. For a person already facing a challenging situation, undertaking the process without a lawyer can be a daunting prospect.

Last year, the Legal Services Corporation (LSC) awarded a [Technology Initiative Grant \(TIG\)](#) to Statewide Legal Services of Connecticut to develop eLearning technology to deliver

### POST CATEGORIES

Select Category ▾

### RECENT POSTS

- ▶ Access to Justice Headlines – April 7, 2014
- ▶ Guest Post: Connecticut's Online Learning Tools for Self-Represented Parties & Pro Bono Attorneys
- ▶ Access to Justice Headlines – March 24, 2014
- ▶ Attorney General Holder Praises Access to Justice Commission Progress
- ▶ Oklahoma Supreme Court Forms Access to Justice Commission

### ARCHIVES

- ▶ April 2014
- ▶ March 2014
- ▶ February 2014
- ▶ January 2014



## Attachment 12: Survey



**CTLawHelp.org**

Free legal help for people with very low income

Enter Search Terms

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[Immigration](#)

[Kids and Teens](#)

[Work and](#)

[Unemployment](#)

## What did you think of this class?

We welcome your feedback about this online class.

### How helpful was this class?

☐ Very helpful

☐ A little helpful

☐ Not at all helpful

### Would you recommend this class to a friend?

☐ Yes

☐ No

Did you find anything confusing? Please tell us below.

What did you like about this class? Please tell us below.

What can we do to make this class better?

Submit