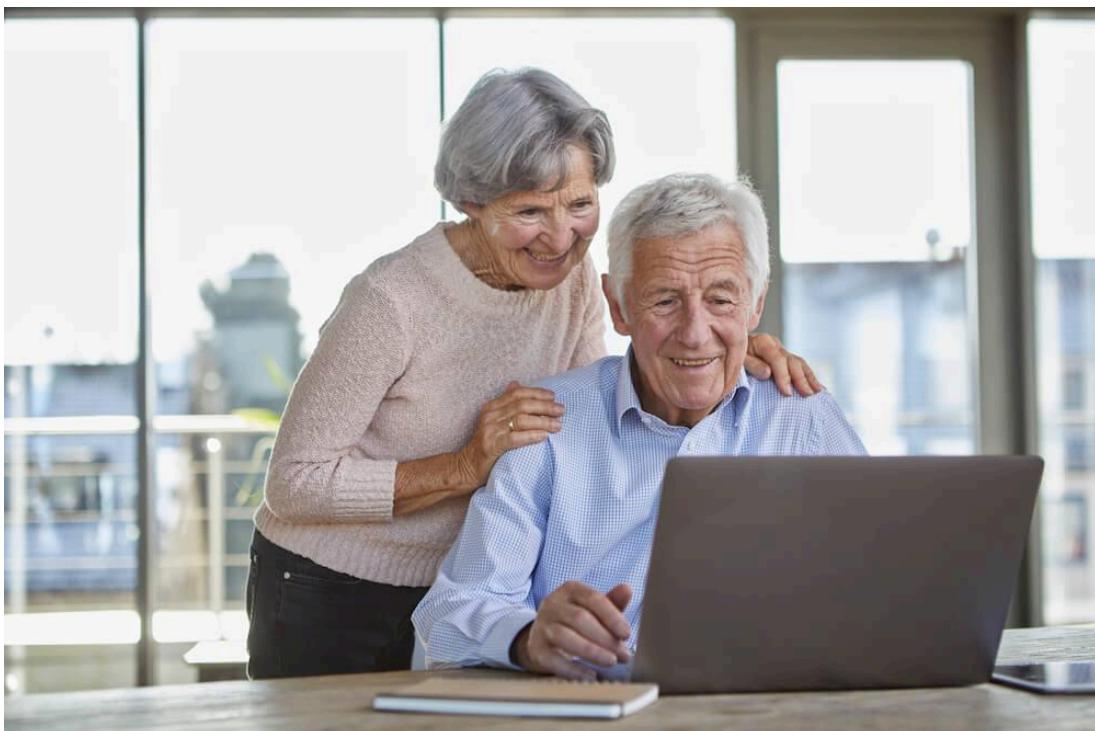


Addressing the Digital Divide: Educating the Elderly through a Digital Literacy Course



Submitted to:
Institute of Museum and Library Services

Date:
December 18, 2024

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December 16, 2024

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To Whom it May Concern,

The Friends of Thomas Crane Public Library is pleased to submit this formal grant proposal for funding through the National Leadership Grants for Libraries (NLG-L) Program. Our nonprofit organization is dedicated to enriching the educational and cultural life of Quincy, Massachusetts. We are eager to collaborate with the Institute of Museum and Library Services to address a pressing and timely need: equipping senior citizens with foundational digital literacy skills.

In an increasingly digital world, seniors face significant challenges in accessing essential online services. Whether it's accessing healthcare information, communicating with loved ones, or managing essential services like banking, the lack of digital literacy can exacerbate feelings of isolation and hinder their ability to fully participate in today's society.

The Thomas Crane Public Library is uniquely positioned to implement this initiative, with its longstanding reputation as a hub for community engagement and education. Our proposed program will consist of beginner-friendly workshops, one-on-one coaching sessions, and access to user-friendly learning materials. We seek to equip seniors with the skills needed to navigate the digital world confidently, enhancing their quality of life and reducing social isolation.

This initiative aligns closely with the NLG-L program's focus on strengthening library services through innovative approaches. By developing a scalable and replicable model, our proposal presents a compelling blueprint for libraries nationwide to address critical community needs. We are honored for the opportunity to submit this proposal and appreciate the opportunity to collaborate in expanding access to digital resources and skills. Please do not hesitate to contact me at 617-842-1058 should you have any questions or require further information.

Sincerely,
Christopher Chan

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1. Statement of Need

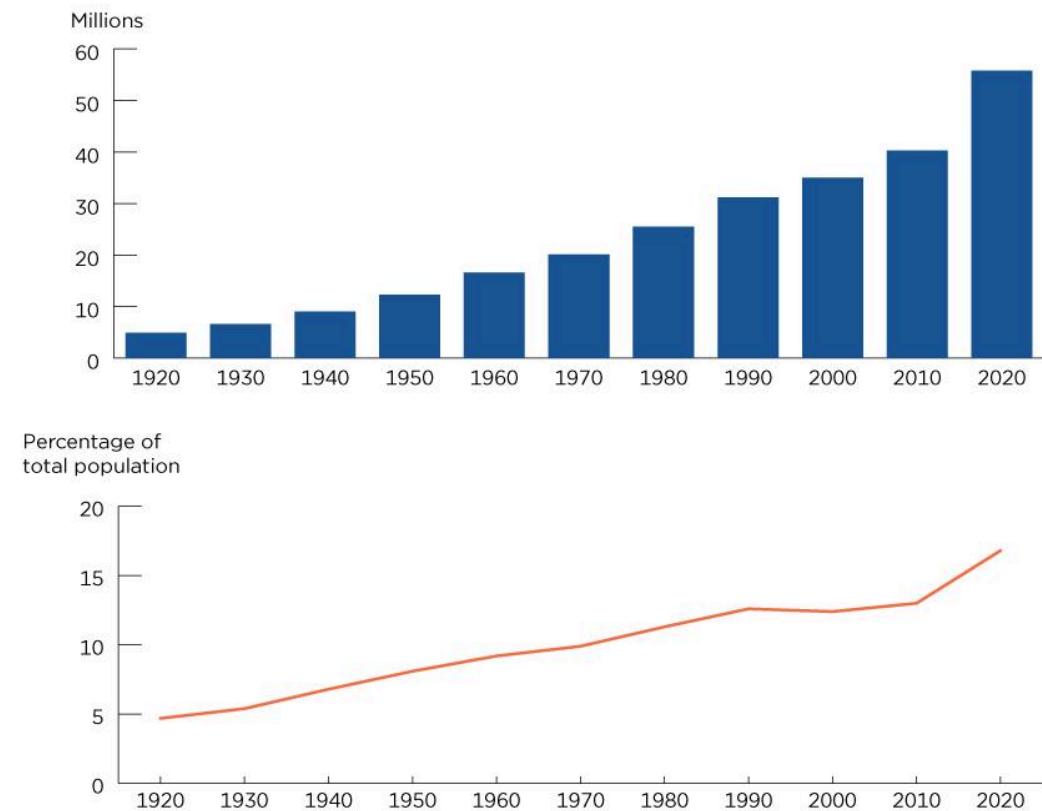
The elderly population is an often unseen victim of the growing digitalization of the current age. With the rapidly advancing technology present in the modern world, it has become more necessary and common for the average person to interact with and understand digital electronic devices. For the elderly population, this understanding does not always come easily. Digital literacy is not an innate human behavior but a learned skill gained from repeated usage of technology. Whereas the new and younger generation of people grow up already surrounded by technology and interacting with all sorts of digital media, many senior citizens are forced to suddenly adapt with these unfamiliar devices. As a result, the elderly are historically unaware of how to effectively utilize technology for their own wellbeing (Smith 2014). Moreover, as technology rapidly advances and changes in ways the average person can't anticipate, it is not unlikely that the current generation of digital users will become out of touch with future technology. The need for digital literacy intervention is not just present—it is imminent.

According to statistics from the U.S. Census Bureau, the elderly population is growing exponentially not only in Quincy, Massachusetts but the entire world. When compared to previous generations, the average person can more reliably expect to live into their sixties and beyond. Studies by the World Health Organization approximate that by the year 2030, one in six people will be aged 60 or above (WHO 2024). The already large population is projected to rise at unprecedented rates as access to healthcare spreads and medical technologies improve. It is therefore becoming crucial to begin teaching digital literacy to this burgeoning population. This growing cohort of senior citizens faces unique challenges in adapting to technology, as many

have had little exposure to digital tools throughout their lives. As technology evolves rapidly, even those with some prior experience may find themselves increasingly disconnected.

Figure 1.

**Population 65 Years and Over by Size and Percentage of Total Population:
1920 to 2020**



Note: For information on data collection, confidentiality protection, nonsampling error, and definitions, refer to <<https://www2.census.gov/programs-surveys/decennial/2020/technical-documentation/complete-tech-docs/demographic-and-housing-characteristics-file-and-demographic-profile/2020census-demographic-and-housing-characteristics-file-and-demographic-profile-techdoc.pdf>>.

Source: U.S. Census Bureau, Decennial Census of Population, 1900 to 2000; 2010 Census Summary File 1, and 2020 Census Demographic and Housing Characteristics File (DHC).

Figure 1. Number and percentage of people age 65 and over in decennial censuses since 1920. Retrieved from <https://www.census.gov/library/stories/2023/05/2020-census-united-states-older-population-grew.html>

For an elderly individual, there are many benefits associated with learning how to use technology. Health complications are an unavoidable difficulty connected with aging.

Technology can assist the elderly in regards to their health. From scheduling appointments to understanding medical test results, digital literacy is crucial for managing one's health.

Technology such as apps and digital reminders can allow elderly individuals to better monitor and manage their well-being. Among the elderly who utilize these kinds of technologies, mobile health apps are used for exercise and nutrition. Mental health is also an issue many elderly face in their everyday lives. The National Institute on Aging observes how the elderly population is growing increasingly lonely as a result of social isolation (NIH 2024). Due to the aforementioned complications with age and/or health, senior citizens are at a higher danger of unwanted social isolation. By remaining digitally illiterate, seniors are effectively cut off from vital social connections as well as sources of entertainment, exacerbating feelings of loneliness and potential cognitive decline. Email, video calls, and social media platforms can help reduce feelings of isolation and loneliness, but many seniors lack the skills to utilize these tools effectively. Beyond acting as tools of communication and health monitoring, technology serves many purposes and could serve as beneficial assets to the elderly population.

Digital literacy courses such as this are not a new idea. Multiple variants of courses aimed to improve information and digital literacy exist, some also aimed at the elderly such as the one proposed in this document (Cronin 2024). While the concept is not innovative, there is still great importance in teaching digital literacy to the senior citizens of the modern day. The digital literacy courses which exist in Quincy are not targeted specifically towards the elderly but towards students and the younger generation. Our program is the only one of its kind proposed in Quincy, Massachusetts with the specific goal of enhancing digital literacy within the local senior citizen population.

As the senior population continues to grow, so too will the number of individuals who

risk being left behind in the digital age. The proposed digital literacy initiative represents a critical intervention to address these challenges, offering a structured, supportive approach to technological education specifically designed for senior learners. By providing targeted digital literacy training, Friends of the Thomas Crane Public Library aims to address this critical need and ensure that no senior in is excluded from the opportunities afforded by the digital world.

2. Statement of Request

Friends of the Thomas Crane Public Library respectfully requests \$75,000 from the Institute of Museum and Library Services to implement the proposed Digital Literacy for Seniors program. This funding will enable us to address the critical digital divide among senior citizens in Quincy, Massachusetts, and serve as a model for similar programs nationwide. To address the rising population of digitally illiterate senior citizens in Quincy, a proposed digital literacy program within the Thomas Crane Public Library would provide a free course to senior citizens seeking to improve their understanding of technology. In order to attract the most students, the course should remain free of cost and accessible to all manners of senior citizens. The funding requested will enable us to effectively implement this program and achieve our goals of increasing digital literacy among senior citizens, reducing social isolation, and improving overall well-being.

The Friends of The Thomas Crane Public Library is a tax-exempt nonprofit organization under Section 501 (c)(3) of the Internal Revenue Code. We are not religiously affiliated, and we follow and comply with all federal and state statutes and local laws relating to nondiscrimination.

We are an organization dedicated to raising money to pay for public programs, and raising awareness of the library's vital role in the educational and cultural life of Quincy.

3. Project Description

a. Objectives of Project

- To increase digital literacy among senior citizens in Quincy, Massachusetts
- To enhance seniors' ability to access information and essential services online
- To raise awareness about the importance of digital literacy for older adults within the community
- To provide hands-on, patient-centered learning experiences with technology
- To reduce feelings of isolation and promote social connection through online platforms

b. Location and Time

This digital literacy program will be located in Quincy, Massachusetts, located at 40 Washington Street, Quincy, MA 02169. Localizing the digital literacy program to Quincy, Massachusetts would be ideal. Not only is our organization specialized to cater to the greater Quincy community, Quincy is the seventh largest city in Massachusetts (Hodges 2024) with a rapidly expanding population, including senior citizens. We believe the growing elderly population of Quincy makes the city a primary candidate for a digital literacy course for senior citizens.

Based on all these reasons, the primary venue for the program will be the Thomas Crane Public Library. We plan to utilize its well-equipped computer lab, various meeting rooms, and free Wi-Fi access. The library offers a familiar and welcoming space for senior citizens in the community. Moreover, the library ensures that the digital literacy program is easily accessible for seniors with mobility limitations. The building includes adequate parking, ramps, and elevators.

We plan to offer workshops during times that are convenient for seniors, such as weekday mornings or afternoons. Workshops scheduled at multiple times throughout the week are important for this reason as well as to accommodate varying needs. Our program keeps in mind the accessibility required when working with senior citizens. Our program plans to operate on a consistent cycle lasting 8 to 12 weeks, giving participants ample time to develop and practice their skills.

c. Lesson Structure

The lesson structure for our digital literacy for seniors program prioritizes clarity, accessibility, and hands-on learning. Since our program is targeted at the senior population, a slow and understanding pedagogical approach to teaching digital literacy is crucial. Adapting this sort of approach means that the lesson structure will be designed with specific considerations for senior learners, emphasizing individual technological comfort levels, celebrating incremental progress, and patient, supportive instructor interactions. Many seniors prefer routine and structured schedules as they find them comforting and calming, reducing stress and anxiety while emphasizing security (Chifu et al. 2022). Following this information, the digital literacy program will implement a simple 90-minute session framework for every class. The twice-weekly, 8-week cohort model offers a balanced approach to skill acquisition, allowing sufficient time for learning

and practice without overwhelming participants. Pedagogical research strongly supports this meeting frequency, as it provides a consistent learning rhythm that allows participants sufficient time between sessions to practice newly acquired skills.

1. Welcome and Orientation (10 minutes)

- Each session begins with a warm welcome and a quick icebreaker to help participants feel at ease and foster a sense of community. This segment will provide brief social interaction while also reviewing previous sessions' key concepts. This segment is when clear articulation of the current session's objectives should be provided. It also poses an ideal opportunity for questions and concerns.

2. Skill Introduction (20 minutes)

- The instructor will lead a detailed, step-by-step demonstration of the session's focus topic. Visual aids such as slides or live screen sharing will simplify complex concepts. A live demonstration of relevant tasks, such as navigating a website or sending an email, will be conducted. Each step will be broken down into manageable parts, with pauses for participant questions and clarifications.

3. Guided Practice (30 minutes)

- Participants will practice the demonstrated skills using provided devices, with the instructor and volunteers offering hands-on guidance. This segment emphasizes immediate, supportive assistance tailored to individual needs. Peer collaboration will be

encouraged to foster shared learning and problem-solving. Feedback will be personalized to ensure participants gain confidence in their abilities.

4. Independent Exploration (20 minutes)

- Participants will apply what they have learned independently, focusing on tasks that align with their personal interests or needs. Instructors will remain available to answer questions or offer targeted support. This segment aims to build self-reliance and confidence, encouraging participants to explore technology on their own terms.

5. Reflection and Closure (10 minutes)

- The session concludes with a group discussion where participants can share their successes, challenges, and personal discoveries. The instructor will provide a quick recap of the day's lessons to reinforce retention and outline the next session's objectives to build anticipation. Homework or practice suggestions will be given, such as exploring a specific website or practicing a skill learned during the session.

This structure ensures the program is intensive enough to be impactful while allowing flexibility for senior citizens' schedules. Recognizing that learning extends beyond formal classroom time, the program will also offer supplemental support options. These include optional weekly drop-in help sessions, dedicated one-on-one technology support hours, and flexible resources for independent learning. This multi-faceted approach ensures that participants can continue developing their digital skills beyond the structured class times.

d. Curriculum

Week 1-2: Digital Foundation

- Participants will be introduced to foundational digital skills. They will learn to familiarize themselves with devices, understand the basics of computer operation, and develop essential mouse and keyboard skills. Emphasis will be placed on navigating digital interfaces confidently, including desktops, tablets, and smartphones.

Week 3-4: Web Navigation

- These sessions will focus on internet basics. Participants will learn how to use web browsers effectively, understand search engine techniques, and navigate websites safely and efficiently. Online safety fundamentals, such as recognizing secure websites and avoiding common online scams, will also be covered.

Week 5-6: Communication Technologies

- Participants will explore digital communication tools. They will create and manage email accounts, use video calling platforms like Zoom or Skype, and learn to navigate messaging applications such as WhatsApp or Facebook Messenger. Online communication etiquette will also be emphasized to ensure participants can interact effectively and respectfully in digital spaces.

Week 7-8: Practical Digital Applications

- The focus will shift to practical, real-world applications of digital skills. Participants will receive an introduction to online banking, healthcare resource navigation, and accessing

government services. They will also have the opportunity to explore personal interests, such as finding recipes, watching instructional videos, or reading digital newspapers.

This digital literacy for seniors program is designed to bridge the digital divide for senior citizens in Quincy, Massachusetts, and serve as a scalable model for other communities. By offering a structured, comprehensive curriculum, the program will empower seniors to navigate the digital world with confidence, improving their quality of life and fostering greater independence. Through foundational lessons, practical applications, and individualized support, participants will gain the skills needed to engage with technology meaningfully.

e. Community Outreach

Friends of the Thomas Crane Public Library is a non-profit volunteer organization dedicated to raising money for public programs such as the proposed digital literacy course. Our organization is already very involved in the local community of Quincy and hosts many events in the Thomas Crane Public Library. Outreaching and collaborating with the local assisted living community, the Fenno House, would be a beneficial move for the digital literacy program. The Fenno House is a supportive senior housing community dedicated to the comfort and care of its residents with a wide range of inhabitants around the Quincy area. Partnering with the Fenno House would help the digital literacy course connect with the residents. The Fenno House would benefit from another interactive form of entertainment. Associating with the Fenno House would also be a great method of advertisement for the digital literacy program.



(Figure 2. Fenno House. Retrieved from [Find Assisted Living](#))

f. Schedule

While grant timelines typically mean a program launch wouldn't occur until the following year, receiving an award in July 2024 presents a valuable opportunity. The early months of 2025 can be strategically used to prepare for a robust program kick-off near the end of 2025.

The process of connecting to the Fenno House should be quick. Paperwork and specific details to be discussed, such as where to locate the digital literacy course and how to best advertise to the target audience, may take longer. Ideally, this step should be done by March, 2025. Settling the collaboration aspect early also allows for advertisement of the digital literacy program to spread further. As both organizations share similar goals, including raising money for public programs and spreading knowledge throughout Quincy, a digital literacy program

coincides with both methods of working. Reaching out to the Fenno House should be quick and finished by the end of February 2025.

The securing of funds necessary to purchase the technology used in the program is an absolute prerequisite. Computers and other physical technology such as phones can have a wide variety of prices depending on the model and brand. The purchasing of online subscriptions and software such as Microsoft products can also become expensive when considering the amount of people that may require them for the program. The Institute of Museum and Library Services is the ideal benefactor due to its generous grants towards programs dedicated to spreading computer knowledge. When considering shipping and the time to set up the equipment, the purchasing and troubleshooting should be done by the end of January, 2025.

Volunteers would be the primary work force behind the digital literacy program. The Fenno House has many volunteers as well as 24 hour staffing, so a partnership could be beneficial for this as well. The hiring of volunteers and staff will take significantly longer than the other steps due to the interview process and the necessity of other paperwork. A deadline of the end of August, 2025 is ideal in order to allow ample time to prepare the curriculum. A full-time instructor fluent in digital literacy and education practices would be an ideal candidate for this program as well.

4. Available Facilities

The Friends of the Thomas Crane Public Library organization operates within the library building itself, located at 40 Washington St., Quincy, MA 02169. This historic and welcoming facility is a central hub for community engagement and learning, providing an ideal environment for hosting a digital literacy course.

The library features ample space, including dedicated meeting rooms and computer labs that are perfectly suited to accommodate small-group workshops and individual instruction. These areas are equipped with comfortable seating, tables, and essential technology such as desktop computers, projectors, and Wi-Fi connectivity, ensuring a conducive learning atmosphere for participants. The building's accessibility features, such as ramps, elevators, and designated parking spaces, make it an inclusive space where senior citizens of all mobility levels can comfortably participate.

In addition to its physical infrastructure, the library's location in the heart of Quincy ensures easy access for participants, with proximity to public transportation and major roadways. The familiarity of the library to many community members creates a welcoming and trusted environment, particularly important for senior citizens who may feel apprehensive about stepping into unfamiliar spaces to learn new skills.

The supportive atmosphere of the library staff and the vibrant community programs already offered further enhance its suitability as the home base for the digital literacy course.

Leveraging the library's existing resources, infrastructure, and reputation, this program is poised to thrive and make a meaningful impact on the lives of Quincy's senior citizens.



(Figure 3. The Thomas Crane Public Library involved in community development. Retrieved from [Thomas Crane Public Library Foundation](#)).

5. Personnel

The success of this project will rely on a dedicated team of personnel committed to its implementation and impact. Central to the program's delivery are volunteer instructors who will lead engaging and informative workshops, covering various aspects of digital literacy. These volunteers will not only facilitate learning but also provide individualized assistance to participants, helping to address unique challenges. They will also assist with program logistics, including setting up equipment and preparing materials, ensuring a seamless and efficient learning environment.

To qualify as a volunteer instructor, candidates should possess strong digital literacy skills and a passion for teaching. Excellent communication, interpersonal, and problem-solving abilities are essential, while experience working with seniors is preferred but not mandatory. A total of ten volunteer instructors will be recruited for this program. In recognition of their time and expertise, each instructor will receive a stipend of \$20 per hour.

Oversight of the program will be managed by a part-time Program Coordinator, responsible for orchestrating all elements of program implementation. This role includes recruiting and training volunteer instructors, developing and fine-tuning the program curriculum, managing participant recruitment and registration, coordinating logistics, and providing ongoing support to both volunteers and participants. Additionally, the Program Coordinator will collect data, analyze program outcomes, and prepare detailed reports for the Institute of Museum and Library Services (IMLS). Candidates for this role should hold a bachelor's degree or equivalent experience in education, social work, or a related field, with a strong preference for individuals

experienced in working with seniors or community-based programs. Exceptional organizational, communication, and interpersonal skills are also required. This part-time position involves 20 hours per week at a rate of \$25 per hour.

Recruiting enthusiastic and qualified volunteers will be a critical initial step. A robust recruitment campaign will utilize multiple outreach methods, including posting notices at the library, senior centers, and community bulletin boards. Social media platforms will be leveraged to connect with potential volunteers, and presentations at local organizations and community events will further spread awareness of the program.

Once selected, volunteers will undergo a comprehensive training program designed to prepare them for their instructional roles. Training will include an in-depth review of the program curriculum and instructional materials, effective teaching strategies tailored to adult learners, and classroom management techniques to foster a supportive and inclusive learning environment. Additionally, volunteers will gain basic technology troubleshooting skills to assist participants with technical issues and learn best practices for online safety and security to ensure a safe digital learning experience for all.

With a skilled and passionate team comprising volunteer instructors and a dedicated Program Coordinator, our proposed digital literacy program will be well-positioned to achieve its goals. This collaborative effort will not only empower senior citizens with essential digital skills but also create a sustainable model for addressing digital literacy challenges in the Quincy, Massachusetts community.



(Figure 4. Volunteers already working for our organization, Retrieved from [Friends of the Thomas Crane Public Library – Thomas Crane Public Library](#))

6. Budget

Friends of the Thomas Crane Public Library respectfully submits this budget justification in support of the "Bridging the Digital Divide: Empowering Senior Citizens Through Web Literacy" project. We believe the requested amount of \$30,000 is a reasonable and necessary investment to achieve the program's objectives: increasing digital literacy among senior citizens, enhancing their access to information and services, and reducing social isolation.

Personnel Costs:

- **Volunteer Instructor Stipends:** Recognizing the valuable contributions of our dedicated volunteer instructors, stipends are crucial to incentivize their time and expertise. The proposed budget allocates \$16,000 for instructor stipends, ensuring adequate compensation for their commitment.
- **Program Coordinator:** A part-time Program Coordinator is essential for the successful implementation of this project. This role will oversee all aspects of the program, including volunteer management, curriculum development, participant recruitment, logistics, and data collection. The budget includes \$4,000 to support the Coordinator's salary.

Program Supplies and Materials:

- **Curriculum Development:** High-quality instructional materials are vital for effective learning. The budget includes \$1,500 for the development and production of engaging and accessible curriculum materials, including handouts, worksheets, and digital resources.
- **Technology:** Ensuring access to adequate technology is crucial for participant engagement. The budget allocates \$2,000 for minor equipment upgrades or replacements for library computers, as needed, to support the program's technological needs.

Program Logistics:

- **Facility Rentals:** If necessary, the budget includes \$1,000 for the rental of off-site facilities to accommodate larger class sizes or to reach a wider audience within the community.

- **Refreshments and Snacks:** Providing light refreshments during sessions fosters a welcoming and comfortable learning environment for participants. The budget allocates \$500 for refreshments and snacks.

Marketing and Outreach:

- **Marketing and Outreach:** Effective outreach is essential to recruit participants and raise awareness about the program. The budget includes \$1,000 for the development and dissemination of marketing materials, such as flyers, brochures, and social media advertisements.

Evaluation and Reporting:

- **Data Collection and Analysis:** Conducting a rigorous evaluation is critical to assess the program's impact and identify areas for improvement. The budget allocates \$1,000 for data collection, analysis, and the preparation of program reports as required by IMLS.

Contingency:

- **Contingency Fund:** A 10% contingency fund of \$2,000 is included to address unforeseen costs that may arise during program implementation. This contingency fund will ensure the program's sustainability and flexibility in adapting to unexpected challenges.

Friends of the Thomas Crane Public Library is committed to responsible financial management and maximizing the impact of IMLS funding. We will maintain meticulous

financial records throughout the project and submit regular progress reports to IMLS, including detailed financial statements.

We believe that this budget represents a reasonable and necessary investment in empowering senior citizens with essential digital literacy skills. By bridging the digital divide, we can enhance their quality of life, promote social inclusion, and create a more informed and engaged community.

The proposed Digital Literacy for Seniors program aligns with the National Leadership Grants for Libraries' mission to address critical needs in library services through innovative, replicable solutions. With this investment, we aim to empower senior citizens in our community to engage more fully with the digital world, reducing social isolation and improving their access to vital resources. By fostering digital inclusion, this program will not only enhance the lives of participants but also serve as a blueprint for libraries across the country. We are grateful for your consideration and look forward to the opportunity to partner with the Institute of Museum and Library Services to bring this initiative to life.

7. Summary

The ultimate goal of this project is to increase digital literacy within the senior citizen population of Quincy, Massachusetts through a multi-course program hosted by the Friends of the Thomas Crane Public Library and the Fenno House. This course would teach the local growing elderly population many of the necessary and beneficial skills associated with digital

literacy. By providing senior citizens with the necessary digital literacy skills, we will empower them to navigate the digital world with confidence and independence, enhancing their quality of life and well-being. The Institute of Museum and Library Services remains the prime candidate for sponsorship due to its dedication to sustaining hubs of information and the spread of education for all.

The project's comprehensive curriculum, coupled with a dedicated team of volunteers and a skilled Program Coordinator, will ensure that participants receive high-quality instruction and ongoing support. The proposed budget of \$30,000 is a reasonable and necessary investment to achieve the program's objectives and ensure its sustainability. Friends of the Thomas Crane Public Library is committed to responsible financial management and maximizing the impact of IMLS funding. We will maintain meticulous financial records throughout the project and submit regular progress reports to IMLS, including detailed financial statements.

We believe that this project has the potential to serve as a model for other libraries and community organizations across the country. By investing in the digital literacy of our senior citizens, we are investing in the future of our community. We respectfully request your support for this vital initiative.

8. End Matter

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B. Front Image

The cover image was taken from a Huffpost article titled “Helping Seniors Learn New Technology.” The article is dated Jun 15, 2015 and accredited to Jim T. Miller.

Step by Step Narrative

I've never used AI programs much before this class and using it in an academic setting was definitely a new experience. The programs were definitely helpful in planning out the paper and getting the ideas flowing. I began by getting acquainted with the programs and experimenting before asking each program to individually write a draft for each important segment of the grant proposal. I took what I liked from each response and used it as a draft, editing it as I deemed fit. Mostly, this meant fact checking information and finding sources.

I fed all the AI programs with my own writing, often from the grant proposal. In following my writing style, the result was of varying success. ChatGPT was the closest to what I wanted as Gemini seemed to prioritize taking what I wrote and compressing it into shorter segments. In some instances, this was helpful because it simplified concepts which I struggled to describe in the grant proposal, such as the definition of digital literacy. However, it also had the adverse effects of making the proposal seem sparse. Therefore, I used Gemini in segments which were shorter but still important, such as parts of the Statement of Problem section and the cover letter. I edited some sentences and parts which seemed too bare or needed further clarification.

The most challenging step of this grant proposal was definitely the budget portion. I initially prompted the three AI programs to draft their own budget proposals for a digital literacy program. Each one put out different numbers, often applying the budget to arbitrary things. I identified similar budget concerns from all three programs and did my own research into what the numbers should really look like. I found that a lot of what the programs believed to be reasonable in their budgets was wholly unrealistic. I simply took the criteria which they identified as important and spent time seeing what a realistic budget would entail. As a result of

the combined effort, the budget ended up being more realistic with the money being spent on more believable aspects of the project.

The writing I had done for the feasibility study was also incredibly helpful in creating the grant proposal. A lot of the research I put into the feasibility study could be used in specific parts of the grant proposal. The statistics on the growing elderly population were particularly helpful for both assignments.

Evaluation

The three AI programs ChatGPT, Bard, and Claude are actually much different from each other than I would have first thought. Bard and Claude both had a tendency of creating bullet lists, which I did not like formatting wise. Claude specifically loved creating random numbers and figures, which I was careful to keep an eye out for. I was surprised by the quality of their writing. Sometimes, although this might have been based on my own biases, the prose and phrasing the AI programs would create felt monotone and lifeless. ChatGPT would not reference specific numbers or statistics without being specifically prompted by me. All three programs were excellent as drafting tools and set a great foundation for my grant proposal.