

CALIFORNIA EMERGING TECHNOLOGY FUND

ORGANIZATION PROFILE: CENTRAL AMERICAN RESOURCE CENTER JUNE 29, 2007

– ORGANIZATION AND PROJECT OVERVIEWS –

Name of Organization	CENTRAL AMERICAN RESOURCE CENTER -- CARECEN
Name(s) of Principal(s) and Complete Titles	Angela Sanbrano, Executive Director Marvin Andrade, Director of Education and Technology Frances Balcomb, Director of Development
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Name of Program or Project (if different from organization)	After School Technology Access and Academic Assistance Center
Geographic Location or Focus of Program or Project	Pico Union/Westlake area, just west of Downtown Los Angeles.
Demographic Overview of Focus Community or Population	Residents are primarily low-income Latino immigrants from Mexico(55%) and Central America (40%) where over 83% of all residents over 18 years of age are foreign born; 95% are renters in some of the oldest housing stock in LA; average per capita income is \$19,820 with 53.1% making less and \$35,000; 41% of children live above the poverty level; overcrowding in schools creates year-round academic schedule. Only 34 of 100 immigrant Latino students complete high school, with approximately 5 out of a 100 dropping out between 9 th and 10 th grade. Over half (55%) have less than a high school diploma, with around 18% with a diploma; the area has the lowest percentage of home English speakers in Los Angeles County, at 30%.
Description of Program or Project named above	One-on-one academic tutoring for up to 50 youth ages 8 – 18 years, Monday-Thursday from 3 – 7 pm with curriculum related enrichment in writing, math (algebra and geometry) and reading, with computer and Internet use integrated into lesson plans and tutorial delivery and offer open lab with technical support to enhance self-discovery and technology skills. Offer innovative educational programs that motivate, expand knowledge, promote excellence, enhance awareness of opportunities and foster community identity.
o Goals	
o Objectives	Increase writing and math skills through after school tutorials Introduce computer skills and Internet navigation to third-through 12 th grade students and adults. Expand access to computers and Internet through informal after school open lab Introduce and expand computer use and Internet navigation to 60 parents per year
o Strategies	Provide access to the Internet, explore online content to show relevance, offer technical support, training and introduce new and up-dated programs and equipment within a safe, generative environment.

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<ul style="list-style-type: none"> ○ Actions 	<p>Provide one-on-one tutoring in English, math, algebra, geometry after school four-days-a-week Integrate computer use with after school tutorial program Provide 20+ computers daily for drop in youth usage Monday – Thursday, 3 pm – 7 pm Provide two 3 hour computer classes four-days-a-week for 30 parents each</p>
<ul style="list-style-type: none"> ○ Outcomes 	<p>1,000 technology-skilled children, youth and adults will be trained annually, with each gaining a strong sense of technology ownership and empowerment.</p>
<ul style="list-style-type: none"> ○ Brief History (when was the organization founded or when was the program launched?) 	<p>The Central American Resource Center, then called the Central American Refugee Center, was born out of civil wars in El Salvador and Guatemala. By the early 1980s, one million Salvadorans who fought for a free and democratic society had fled their country; 500,000 settled in Los Angeles. Concurrently, around 200,000 Guatemalans also sought refuge in Los Angeles.</p> <p>In 1983, Salvadoran refugees and human rights activists created CARECEN, a 501(c)(3) non-profit whose goal was to defend the human and civil rights of Salvadoran and Guatemalan refugees, secure political asylum for them and provide access to basic services such as preventative health, job training, and ESL classes.</p> <p>In the ensuing two-plus decades, CARECEN has been at the forefront of national organizing and litigation that has allowed Salvadoran and Guatemalan refugees to be granted temporary legal status and pursue permanent residency in the U.S. In 2006, CARECEN served 70,000 individuals with one-on-one service through its four pillar programs: 1) Immigration Legal Services; 2) Academic, Cultural & Technology Enrichment; 3) Civic Participation; and 4) Economic Development. Increasingly, over the last decade, CARECEN has integrated service, education, advocacy and organizing into its interventions into the barriers that low-income immigrants face on a daily basis.</p> <p>While English literacy continues to be a central barrier to economic and social integration, the total lack of technology literacy that defines the majority of the community with which we work has led us to fear that they will become members of a permanent underclass unless we strategize for a better future. Without access to technology, without understanding of the myriad ways in which the Internet enriches their lives and makes so many tasks easier and more efficient, and without the technical assistance all users need, our community will not be able to make the leap from their 19th Century origins to the 21st century realities of their new home.</p> <p>CARECEN first offered computer instruction in 1996 as part of our <i>Nueva Generación</i> project, our first concerted effort to support Latino high school youth at high risk of gang involvement and academic failure. In 1998, we moved into one floor of our own 30,000-sq.-ft. building and created our first learning lab where students used the computers to augment their reading and writing assignments aimed at upgrading academic skills found to be woefully inadequate. In 2001, with the majority of the building’s rehabilitation completed, we installed a 20-station youth learning lab adjacent to the off-track academic and cultural enrichment classrooms and created a technology curriculum that supplemented the hardcopy exercises in reading, writing and arithmetic that made up the bulk of the learning of the third, fourth and fifth graders in our after school program.</p> <p>By 2000, CARECEN had an Internet-connected 15-station technology lab with scanner, projector, video cam, and color printer used to integrate technology into the Youth and Family Education Program. An Apple G4 allowed middle school and high school youth to edit their self-produced videos. Youth and Family computers were equipped with MS Office Professional and extensive graphics software in support of academic enrichment. We installed a Windows NT-based network server with high-speed Internet access (DSL) with all staff and education</p>

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	<p>lab computers networked to this server. We began hosting and maintaining our own web site.</p> <p>In 2003, we expanded the lab to 24 Intel 4 computers so we could join with a pilot study of the use of self-directed learning software in a community setting. We also joined in a partnership with the LAUSD District 4 and Belmont Adult School to provide up to 75 parents of students in District 4 with intensive and comprehensive computer instruction (<i>Conéctese con la Tecnología</i>). The first class of 50 adults graduated in 2003 with over 130 hours (2 hours a day, four days a week) of computer and Internet knowledge. The classes continue to be offered and graduates proliferate.</p> <p>In 2006, we added 20 lap top computers to our community lab with the hope that youth could experience some of the pleasure of mobility in a wireless environment. The community lab is a first-come, first-served after school lab that documented over 5,000 visits within the first six months of availability. Students regularly have to sign a waiting list for computers. This lab is in addition to the 20 Internet-connected computers available to the 50 – 70 students who come daily for tutoring and homework assistance.</p> <p>2007 marks a milestone in the convergence to two streams of activity – education reform in our local district and the September completion of the 6,500-sq.ft.ground floor of our four-story building that will be dedicated to technology paired with recreation and the arts. This convergence, leveraged by the California Emerging Technology Foundation support, offers youth and adults an unparalleled opportunity to dramatically expand their literacy, awareness and capacity for integrating technology into their daily lives.</p> <p>In September, the new LAUSD autonomous small learning community, CIVITAS SOL, will open for 100 high school freshmen. CARECEN has worked for the past six-to-eight years to ensure that new schools are being built in District 4 and that the curriculum and governance reflects the communities in which they are built. As participating members of the CIVITAS SOL design team (along with teachers, administrators, educators, union representatives and youth), CARECEN staff, parents and youth are learning how to develop innovative approaches to leadership development and academic excellence. In the coming year, we will work directly with CIVITAS educators to expand our technology curriculum and more closely align it with the student’s goals of civic engagement and leadership.</p>
<ul style="list-style-type: none"> o Size and Magnitude of Program or Project <ul style="list-style-type: none"> ▪ Number of People Served, Involved, Impacted 	<p>All programs combined serve 70,000 with direct service. Education and technology after school programs serve 500 students per year, including 50 adults in technology and 50 families through parent nights. Direct visits to the open Lab average between 200-280 per week. Civic Participation canvasses 3,000 – 6,000 voters per election period. Day labor Center registers 20,000 men per year and assists 50% with finding work.</p>
<ul style="list-style-type: none"> ▪ Annual Budget, Percentage of Earned Income and Staff 	<p>\$1,548,208</p>
<ul style="list-style-type: none"> ▪ Funding Sources and Partners 	<p>Foundations = 44%; Corporations = 11%; Government = 12.5%; Special events = 9%; Individuals = 19%; Rental income = 4.5%; Annenberg Fdn, California Community Fdn, M. Casey Fdn, Eisner Fdn, Irvine Fdn, Weingart</p>

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<ul style="list-style-type: none"> ○ Results and Evidence of Success <ul style="list-style-type: none"> ● Metrics for Evaluation Progress 	<p>Fdn, Bank of America Fdn, Washington Mutual, Union Bank of California, Verizon</p> <p>Success is determined by the number of users accessing CARECEN’s computer services on a monthly basis. We now record 70 a day and expect to expand by 100%. We maintain daily user logs and do weekly and monthly tallies.</p> <p>The primary sign of success is the Increased level of computer technology understanding and ease of use that is evidenced by users’ ability to use computers for more advanced purposes such as: publishing, graphic manipulation, advance audio and video communication, data transferring, website development, etc. and a sense of elevated confidence when using equipment and programs and strong sense of ownership. We also measure users’ ability and willingness to share knowledge with others.</p> <p>Users’ ability to identify, troubleshoot and resolve minor to moderate computer related problems by researching knowledge based sources and applying information is a further sign of success.</p>
<ul style="list-style-type: none"> ● Change in Outcomes or Metrics Over Time ● How long does it take to secure results for the program above? 	<p>We measure and track levels of understanding and progress by using pre- and post-evaluation forms, monthly questionnaires, sampling of students’ input by at-random interviews, focus groups, parent interviews, and school progress reports.</p> <p>In addition to the staff conducting program evaluations, we ask program participants to evaluate themselves, rate the program and the services. We discuss what is working, what is not, and any adjustments the youth suggest are needed.</p> <p>We use a process that helps participants feel included, that their input valuable and considered, and that helps built since of empowerment and ownership.</p> <p>Based on information collected by collective evaluation process, staff and user input, we review the program every 12 months and make necessary adjustments.</p>

Note: By submitting the Organization Profile you are agree that the:

- Your Organization expressly grants permission to post the submitted information in a public area of the CETF website,
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You also give CETF the right to share the information with its Board, officers, employees and agents in printed documents as the Fund seeks to share examples.