

CALIFORNIA EMERGING TECHNOLOGY FUND

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INTEL COMPUTER CLUBHOUSE NETWORK

JANUARY 30, 2007

– ORGANIZATION AND PROJECT OVERVIEWS –

INTEL COMPUTER CLUBHOUSE NETWORK	
Name of Organization	Gail Breslow, Director of the Intel Computer Clubhouse Network, Based at the Boston Museum of Science, (617) 589-0387, gbreslow@mos.org
Name(s) of Principal(s) and Complete Titles	Jeff Arthur, Community Liaison, (408) 806-5205 cell, jarthur@mos.org
Contact Information	Intel Computer Clubhouse Network, 2993 106th Ave., Oakland, CA 94605, P (408) 806-5205, www.computerclubhouse.org
Name of Program or Project	
Geographic Location or Focus of Program or Project	The Computer Clubhouse is an international program, but the sites located in California serve low-income youth in: South Central Los Angeles; Anaheim; Oakland; San Francisco; East Palo Alto; Redwood City; Half Moon Bay; Hayward; San Rafael; Sonoma; and Sacramento
Demographic Overview of Focus Community or Population	Low-income youth ages 10 to 18
Description of Program or Project	
o Goals, Objectives, Strategies, Actions, Outcomes	Computer Clubhouse is a model after-school learning environment where young people explore their own interests and become confident learners through the use of technology. Although each Computer Clubhouse is different-- depending on its geographical location, members, mentors, and staff-- every Clubhouse is designed as a “drop-in” environment where young people have complete access to computer technology and resources to help them gain technological fluency. Computer Clubhouses are staffed by a Clubhouse Coordinator, as well as volunteer mentors who provide technical support, encouragement, and guidance to Clubhouse members.
	<p><u>The Clubhouse is guided by four principles:</u></p> <ul style="list-style-type: none"> • The Clubhouse focuses on activities that encourage young people to work as designers, inventors, and creators. • The Clubhouse encourages youth to work on projects related to their own interests. • The Clubhouse aims to create a sense of community, where young people work together with one another with support

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	<p>and inspiration from adult mentors.</p> <ul style="list-style-type: none"> The Clubhouse is dedicated to offering resources and opportunities to those who would not otherwise have access to them. <p><u>The Clubhouse Educational Approach</u></p> <p>The Computer Clubhouse was established as a learning space where young people could come voluntarily to work on projects based on their own interests. The Clubhouse provides young people with the resources, space, materials, and tools to become designers and creators--not just passive consumers--of technology. By utilizing resources at the Clubhouse and developing projects in the areas of art and animation, web design, music and sound, electronic publishing, computer-controlled devices, and three-dimensional design, members get the opportunity to experience for themselves what it is like to be an architect, engineer, composer, artist, journalist, scientific researcher, or computer programmer.</p> <p>Current educational research guides all activities at the Clubhouse. Research shows that young people learn most effectively when they are engaged in designing and creating projects that have personal meaning to them, rather than memorizing facts or learning isolated skills out of context. The Clubhouse fosters a learner-centered, informal educational approach that encourages participants to discover their interests and apply their own ideas.</p> <p>The Clubhouse educational approach is also based on research that shows the importance of interpersonal relationships and community in the learning process, particularly for adolescents. Peers as well as adults wield a great deal of influence on young people both inside and outside of school. In the Clubhouse, members interact with other young people and adults who are enthusiastic about learning and are interested and invested in their work and in being a part of the Clubhouse.</p> <p>The Clubhouse was founded in 1993 by The Computer Museum (now part of Boston's Museum of Science) in collaboration with the MIT Media Lab. Based on community interest, the Clubhouse has helped set up community-based Clubhouses at several community centers in inner-city communities in various cities. In February, 2000 a major partnership with the Intel Corporation and others was announced to help establish 100 Clubhouses across the country and around the world, using science and youth museums, community centers, libraries, and other community organizations as "hosts." Today, many Clubhouses are sponsored by Intel Corporation; others are funded by local foundations, corporations, government agencies, and individuals who believe in the Clubhouse mission.</p>
<ul style="list-style-type: none"> Brief History (when founded or launched) 	
<ul style="list-style-type: none"> Size or Magnitude of Program or Project 	
<ul style="list-style-type: none"> Number of People Served, Involved, Impacted 	<p>There have been more than 40,000 young people served worldwide in 110 Clubhouses (and growing).</p>

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<ul style="list-style-type: none"> ▪ Budget and Staff 	<p>Each Clubhouse costs roughly \$ 100,000 to start up and \$ 75,000 to maintain per year. The maintenance includes the Coordinator’s and an assistant’s/co-Coordinator’s salary, travel to mandatory network conferences, supplies, discretionary funds, etc.</p>
<ul style="list-style-type: none"> ▪ Funding Sources and Partners 	<p>Partners and sponsors include Intel, MIT Media Lab, Adobe, Autodesk, Haworth Furniture, SRI (research evaluators) and Corel</p>
<ul style="list-style-type: none"> ○ Results and Evidence of Success 	
<ul style="list-style-type: none"> • Metrics for Evaluation Progress 	<p>The leadership of the Intel Computer Clubhouse Network contracted with SRI International’s Center for Technology in Learning for assistance with evaluating the impact of the Computer Clubhouses on Members. SRI designed and administered a Youth Impact Survey, made available on the World Wide Web to all Clubhouses. The survey is an ongoing evaluation project that is currently being utilized regularly throughout the year. This survey solicits Member background information and information about their Clubhouse visiting patterns, and includes several attitude scales. The attitude measures are clustered into three major dimensions: technological (how competent Members feel with the use of technology); academic (Members’ beliefs regarding their academic progress); and social/emotional (how well Members relate to Clubhouse peers and adults).</p>
	<p>In addition to taking a snapshot of the Clubhouse Membership community, another purpose of this survey is to investigate relationships between Clubhouse utilization and Members’ beliefs and attitudes. Members are asked to take this survey at three times: February; May; and November of each year. Thus, the Clubhouse is able to track changes in individual Members’ attitudes over time and relate these changes to Members’ Clubhouse use.</p>
	<p>After the February and May surveys, brief interim reports are issued detailing the snapshot summaries of the Clubhouse Network as a whole. In addition, individually tailored summaries for each Clubhouse with five or more Members participating in the survey are issued.</p> <p>Results/Significant Finding from the SRI Assessing Youth Impact Of The Computer Clubhouse Network - 2005 Year-End Report:</p> <ul style="list-style-type: none"> ▪ Youth Impact Survey participation jumped significantly in November: 22 new Clubhouses participated for the first time. ▪ More than 85% of Members visit their Clubhouses at least once a week, and 50% visit every day. ▪ 81% of Members spend at least 1 hour each visit, and 32% spend at least 3 hours per visit. ▪ There were no substantial differences in Clubhouse use between boys and girls. ▪ The majority of Members—in some cases, the vast majority—indicate positive social/emotional, academic, and

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<ul style="list-style-type: none"> ▪ Change in Outcomes or Metrics Over Time (How long does it take to secure results?) 	<p>technological attitudes. Nonetheless, there are scales where a noticeable minority of Members score in the lowest ranges of the attitude scales.</p> <ul style="list-style-type: none"> ▪ Overall, scores on the attitude scales tend to correlate more strongly with the length of Clubhouse visits than with the frequency of visits. <p>There are a few notable gender differences in how attitude scores vary with Clubhouse use.</p>
<ul style="list-style-type: none"> • 	<p>Through the Clubhouse there has been an increase in self esteem among youth, members attending college, goal/career planning, collaborating/networking with others, technological fluency, an increase in problem solving and critical thinking skills, an increase in high school attendance, etc.</p>