EXECUTIVE SUMMARY

ICT is a right that surprisingly, many of our youth struggle to obtain. In a time known as the Information Age, the need for computer education must be addressed. Budget cuts in recent years have not only hurt California’s extracurricular activities in public schools, but have also prohibited ways in which ICT can be integrated within the classroom. CCHS Lab Project aims to educate students from an alternative high school about the benefits computers can have for their academic achievements and transition planning.

As the founder and representative of the project, I will aim to receive $1,000 on behalf of educating Santa Cruz County’s youth at Costanoa Continuation High School. The CCHS Lab Project is geared towards social justice and computer education for all, starting in local areas to ensure efficiency and success.
NEEDS STATEMENT

In 2012, the UN Human Rights Council ruled that access to the Internet is a human right, and should be guaranteed to all citizens. Yet despite the United Nation’s efforts to make computer access a privilege to all, there are still many communities who have trouble getting connected. “The explosive growth of the Internet is spreading unevenly, as a multidimensional phenomenon, and is itself in a process of transition. For this unevenness, the term ‘Digital Divide’ has been coined,” (Norris).

The digital divide does not pick out communities at random. Studies show that socioeconomic status and ICT access are directly correlated to one another. ICT, or information communication technologies, is a term used to represent computers and other technologies that enable users to access information. More sources of ICT access increases the chances of utilization of these technologies in daily life.

“As we progress further into the 21st Century and the information age, computer and Internet access becomes even more necessary...Internet use is becoming increasingly central to daily life as it provides information about social and health services, job opportunities, and the like. It is clearly important that young people incorporate computer and Internet usage into their daily lives,” (Morgan & VanLengen 4). However, students from more disadvantaged socioeconomic backgrounds have more difficulties adjusting to a school situation, creating an increased chance of failure. Students from more advantaged backgrounds, on the other hand, have the same cultural experience at home as they encounter at school. They are already acquainted with the general culture, linguistic skills, knowledge, and so on of the educational system (Tondeur, et al. 154). “One of the challenges currently facing schools is providing equal education opportunities to students from various cultural backgrounds, some of whom are not proficient in English,” (Llagas & Snyder 85). This is a major problem for Costanoa Continuation High.

Costanoa Continuation High School (CCHS), an alternative to Santa Cruz County’s primary high schools, provides education for students at a risk of dropping out. 70% of the students identify as minorities (Public Schools K12), and most of the students are emancipated, meaning they have no stable parental support. There are no courses offered at Costanoa that use ICT in the classroom, nor are there classes that teach ICT. Without parents, students are less likely to be exposed to the benefits of ICT. “At home there are less opportunities to experience new ICT technology and services directly without someone in the home making the choice to go out and bring them in” (ICTs Everyday Life 10) “ICT increases the flexibility of delivery of education so that learners can access knowledge anytime and from anywhere. It can influence the way students are taught and how they learn as now the processes are learner driven and not by teachers. This in turn would better prepare the learners for lifelong learning as well as to improve the quality of learning” (Noor-Ul-Amin 4).
I, Adie Negin Motamedi, will come together with the administration at the Costanoa Continuation High School and the Freedom Library in Watsonville to implement an extensive computer course for the senior year students at the high school called the CCHS Lab Project. The course is designed to help students develop and create their senior projects, a requirement of CCHS, through ICTs and computer applications. Furthermore, the computer classes will reach beyond the classroom and teach students how to utilize ICTs to make concrete future plans such as employment and higher education.

GOALS & OBJECTIVES

1. Increase awareness at Costanoa Continuation High School, and attract students to the idea of a computer course.
   a) Using my knowledge from GIIP Tech Labs, I will create flyers that will be handed out during school hours with the discretion of the administration.
   b) I will post information on bulletin boards and in classrooms.
   c) I will contact specific teachers to mention the lab during class times for seniors, and receive a rough estimate of how many students would be interested in committing to the course.

2. Help 15-20 students from the graduating class develop and execute a senior project of their choice with the use of at least one computer application.
   a) I will conduct an after-school, extracurricular course that introduces applications such as Microsoft Word and PowerPoint as tools to aid project development. Labs will be held at Watsonville’s Freedom Library, where computers will be accessible for free of charge to the students.
   b) I will create a class account on Piazza.com, a website made for instructors and students to communicate online about questions, clarifications and confirmations related to the class. This will give students a reason to get online and feel more comfortable using ICT.
   c) I will teach students how to research, and find valuable information for their topics using Google, Google Scholar, and iSeek.com.

3. Dedicate half of the course period to aiding students in post-high school plans through ICT. Maintaining students on the right track ensures graduation; utilizing the Internet to make future plans will keep students using IT consistently.
   a) I will teach skills such as resume building through MS Word, how to register for college, and how to find jobs as ways of getting students prepared. Students will be
encouraged to research and find credible websites in this portion of the lab.
b) I will check in with students one-on-one to track progression and encourage
them to make plans they can depend on.

4. Create a sustainable program that will serve future graduating classes at Costanoa Continuation High School.
   a) I will create a class blog online that will have various How To’s on materials discussed
      in class. I will also post detailed lesson plans. This can be used as a reference and also
      encourage students use computers consistently.
   b) I will keep in touch with my former students via email and social media to ensure their
      use of ICTs beyond the classroom. I aim to get in touch at least once a month.
   c) I will create a partnership between CCHS and GIIP to increase interests in
      ICT amongst fellows and students at the alternative high school.

**METHODOLOGY**

The CCHS Lab Project will be a 5-month long process, broken into three periods; preparation, execution, and documentation.

1. **Preparation:** (April - May)
   - Most of the preparation process for the lab will be encouraging students to want to learn ICT. I
     will be raising awareness within Costanoa Continuation High School about the benefits the
     computer lab can give. I will emphasize how ICT can assist students in executing meaningful
     projects. The major incentive for students to sign up will be the time dedicated to developing
     their senior projects beyond the classroom setting. “ICTs, especially computers and Internet
     technologies, enable new ways of teaching and learning rather than simply allow teachers and
     students to do what they have done before in a better way. ICT has an impact not only on what
     students should learn, but it also plays a major role on how the students should learn.”
     (Noor-Ul-Amin 6).
     - The flyers and brochures I will create using Adobe Photoshop and MS Word will be
       creative, colorful and intriguing. The pamphlets will be focused on what the students can
       do with ICT, and how versatile and helpful ICT skills can be. The focus is not very
       academic at this period of time; the students should not feel as if the lab is another
       responsibility, but as something (extracurricular). They will also provide contact
       information and ways to apply for the lab course. The brochures will be handed out by
       the administration to senior students during class within the first week of April.
     - In addition to brochures, I will post the same information on bulletin boards around
       campus. Students will be able to register for the class by filling out an application with
their name, contact information, and background information such as ethnic background, gender, and previous computer experiences. The information will be compiled for post-lab evaluations.

- I will be taking surveys of senior students before classes start in preparation for the lab. Their input is valuable to the CCHS Lab Project; we would like to teach what students would benefit from the most. Any high demands for a specific skill will be considered for the course. The surveys will also assist in overall course evaluation.

- In order to implement an efficient and effective lab, I will create a team of dedicated volunteers that believe in and are passionate about ICT education. Although I could single-handedly run a small classroom, the organization behind the lab needs a committed team.
  - Volunteers would include GIIP fellows and friends that are willing to engage students and are passionate about education. Several students in GIIP have education-based projects, and are interested in helping the lab run smoothly.
  - Volunteers would help prepare for the lab by sending informative emails to the students, confirming dates and assisting me in forming a syllabus. They would also provide secondary support, such as answering student questions and assisting in any unexpected complications we may run into.

- Towards the end of April, right before labs begin, I will cover basic logistics of the lab to ensure that all needs are met and there is no confusion amongst the team or students.
  - I will get in contact with registered students to confirm that everyone has means of getting to library; if not, I will arrange transportation or carpool with the students if necessary.
  - I will make sure to have the right equipment. I will bring materials that the library does not provide and strictly enforce one student per computer. I will also set up the library ahead of time so I get a full understanding of the best ways to incorporate the whole class. Peggy Healy Stearns, Ph.D. and an award-winning children’s software designer, claims to “set up one computer as a shared presentation/teacher workstation in the front of the room” and “use the rest of the computers as student workstations,” (Stearns).

2. **Execution:** (May - June)

- The labs will begin with Senior Project brainstorm and analysis. The first week will be a basic introduction to ICT and definitions. We will go over classroom logistics such as times and location at Watsonville’s Freedom Library on Tuesday/Thursdays from 5 pm to 7pm, 2 hours a lab, 2 labs a week. Although students are out of school 1:35, night classes would be beneficial to those who have after-school commitments. Once again, many of these students are emancipated and support themselves; the lab would work around the schedules of the majority.
Most of these children also have difficulty in school and classroom settings in general— that is why they are at the continuation school. The nature of the class would be to utilize ICT as learning enhancement and motivation to implement a constructive senior project. “Along with a shift of curricula from “content centered” to “competence based”, the mode of curricula delivery [in the lab] has now shifted from “teacher centered” forms of delivery to “student centered” forms of delivery,” (Noor-Ul-Amin 4). “Student-centered” lab courses would be the best practice; this strategy gives students the freedom to be creative and explore beyond cookbook setting classrooms. It motivates them to find passions and to pursue those passions even though it is a learning process.

○ Using online lesson plans from “The Computer Lab Teacher’s Survival Guide”, I will focus on mainly how to research for the first weeks of the lab. Students will learn how to efficiently use the Internet to locate valuable information on the topic of their choice. “The students will be using technology to locate information on a particular topic, process the information, and share their information with the class. This lesson is very important in the Information Age because students need to learn how to narrow their focus and locate viable and appropriate resources.” (Poteete 6).

○ Microsoft, the creator of applications such as Word and PowerPoint, has online how-to’s on all of their products. Many of these how-to’s will be used during lab to teach, but also for the students to use as reference. Product how-to’s are even categorized into classroom “scenarios” such as creativity, collaboration, critical thinking and organization. All of these categories will be incorporated within the classroom as a means of helping each student implement a professional senior project. For example, PowerPoint will be used to present senior projects as an assessment in the course (see Evaluations).

○ Each project will be an individual effort, however, collaboration will be a major part of the senior project labs. “Students sometimes work on the same activity, but other times you may want to designate a different role for each computer. One station can be a reading center with a collection of electronic books, another a writing center with a word processor and publishing tools. Add a math/science center, a social studies center, or a music and art center,” (Stearn). To stick to “student-centered” values, we will set up areas in the lab for different topics such as science and art. Students will be paired into groups based on interests to work with one another. The main objective of this idea is to make students feel comfortable using computers to research, and ensure that they are not alone in the process.

○ Senior project labs will be about four weeks long, starting from the beginning of May until the start of June, when the projects themselves are due. Each student will be required to fill out a “Senior Project Planning” form online. The form will give students a
path of progress to work with as it includes important dates and deadlines; they will be able to refer to their plans to stay on track. Updates will be required every week in class, formally and informally. Formal updates include one page reflections and progress checkpoints. Students will be required to present their projects in class before turning them into Costanoa High School for grades.

- The last four weeks of the lab will integrate ICT into the students’ post-high school plans, which will ensure routine use. Post high school planning will include using computers to find employment, seek postsecondary education, and build networks. Post high school planning labs will begin after senior projects, and will be held in the summer. Same lab times would apply to minimize confusion. The purpose of post high school planning is to not only give information, but to make computers a sustainable hub of information for the students. This portion of the lab goes beyond the classroom in the sense that it sustains ICT as a versatile skill. Knowing where to find information is valuable, and students who do not have parental support are rarely kept up to date with what they should do to create a future for themselves.
  - I will divide the students into two groups; those who wish to find employment, and those who want to continue with their education. Once again, there will be a cluster of students working on computers on one side of the room, and another cluster on the other side. For the sake of organization and collaboration, students will work with those on a similar path.
  - The students who are looking for jobs will be taught how to write effective resumes on MS Word. At this point in the lab, students will be fairly comfortable with using Microsoft applications. They will each be given a template to work with that will outline what a resume should include. Resume building may be discussed for up to two weeks; the goal is to create a professional document. Resumes will also go through a peer editing process that will be done completely online. Students will be free to look online for jobs such as Snagajob.com/teen-jobs, a youth-oriented website. Other websites will be given to students as well.
  - Students who wish to attend higher education institutions will spend more time gathering valuable information, but from a different perspective. Since the labs will be executed within the months of May and June, college applications will not be possible. Rather, students will be given the option of registering for community college. Continuation high school students are rarely ever prepared for college by their schools, but community college is an excellent alternative. I will encourage as many students as possible to continue their education through various ways. I will set a day that will be solely committed to the benefits of college through PowerPoint. I will even send students frequent links such as scholarships.com and reminders to deadlines such as financial aid
dates. I will guarantee those that would like to go to the community college of their choice get registered before the end of the lab.

3. Documentation: (July)

- By the end of the labs altogether, I will have had over 8 weeks of surveys and assessments from all 15-20 students. Surveys will be formatted in both short answer and multiple choice; they will be the main basis of lab evaluation. Assessments in class (such as PowerPoint presentations) will be more reflective and extensive responses of student performance. There will also be a series of tests given in class, that assess comprehension and overall understanding.
  - I will use survey questions to assess the lab as a teaching resource; the feedback from the students in the surveys will help the project grow and become even more effective. Learning about the students helps the lab teach the skills needed for success. Surveys will represent student criticisms and comments.
  - I will implement presentations and in-class projects to make an “assessment based on observation and judgement; we look at a performance or product and make a judgement as to its quality,”. Presentations, or “performance assessments have two parts: a performance task or exercise and a scoring guide...[the scoring guide] can take the form of a rubric, in which levels of quality are described.” (Assessment Methods 6). The purpose of performance assessments is to measure the quality of the lab, and how effective the course was in its objectives.
  - Tests that measure understanding will also measure for lab effectiveness. Projects and tests will be compiled to create official evaluations for GIIP’s records.

**TIMELINE**

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<tr>
<th>Preparation Period</th>
<th>Execution Period</th>
<th>Documentation Period</th>
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<tbody>
<tr>
<td>Apr</td>
<td>May</td>
<td>Jun</td>
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<td>03/28/2013 - 04/30/2013</td>
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**Preparation Period**

03/28/2013 - 04/30/2013

Focus will be around producing flyers, brochures, and posters for CCHS. Team building and networking begins, and basic logistics are prepped such as event times and student registration.
Execution Period
05/01/2013 - 06/30/2013
Execution period represents the duration of the entire lab course, which spans amongst 2 months. The first month will be dedicated to student senior projects, and the second month will focus on post high school planning utilizing ICTs.

Documentation Period
07/01/2013 - 07/31/2013
This period will be dedicated to the compilation of data retrieved from all throughout the lab. I will be focused on formatting data and measuring effectiveness of the labs. I will also be in touch with my students on a weekly to monthly basis via the Internet, on our online blog.

BUDGET

<table>
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<th>EXPENSES:</th>
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<tr>
<td>Recruitment</td>
<td>$288</td>
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<tr>
<td>Transportation (to and from Watsonville, about twice a week for 8 weeks)</td>
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</tr>
<tr>
<td>Printing supplies (paper, ink)</td>
<td>$150</td>
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<tr>
<td>Flyers and advertising</td>
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<table>
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<th>REVENUE:</th>
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<tbody>
<tr>
<td>In-kind Donation</td>
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<tr>
<td>Volunteer Services</td>
<td>$200</td>
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**TOTAL:** $1,268.00

Recruitment would include team members who do beyond what the volunteers do, and assist me in class. These team members will be about 2-3 people who would help me alternately in class to answer questions, help set up computers, and help fix a computer if we run into problems.

Transportation would include myself and students who are not able to make it to the library on their own. Printing supplies/advertising would be used for pamphlet and poster production, which will be our way of getting the word out about the lab. These supplies will also ensure awareness of the problem and could potentially interest people to volunteer.
EVALUATIONS

As mentioned before, the computer labs will be evaluated every week in various ways. Those who evaluate the course will include students and team members themselves, whose feedback would measure success and effectiveness of the lab. Evaluations will be critical in asking ourselves what we can do to make the course more efficient and useful.

The surveys that will be taken after every class, twice a week, will be done on SurveyMonkey.com, a website made for questionnaires. These weekly evaluations will serve as a way to pinpoint short-term measurements of what worked for the students and what did not. The following are sample survey questions from Week 1, that will be handed out after the first class:

- Do you have a computer at home?
- How often do you spend time on a computer?
- How are computers useful to you?
- What do you want to learn from this course?
- What topics interest you? Which ones would you like to learn more about?

Each day of lab will have its own personal survey to ensure that everything is tested.

In-class PowerPoint presentations will also serve as a form of evaluation. Students will be graded based on a rubric, which will determine different levels of proficiency in ICT implementation. The presentations will reflect individual understanding of the information and resources; they will be a measurement of research and how comfortable students get with the technologies. The senior projects and the grades themselves serve as a measurement of student engagement with the course.

Tests will be more accurate assessments of what the presentations can determine. They will be proctored roughly every week, and students will be unaware of the test prior to taking. In this way, the students can be assessed on their comfortability with ICT and how routinely they use it.

Alongside the several class assessments, I will keep a personal data journal that will record how many students show up to class, the consistency of attendance, and students who show great amounts of progress versus the ones that do not. Updates with my students also would mean that they are actively using ICTs. Success in the course would mean that all 15-20 students create and present concise senior projects to their high schools, something that they would be proud of. Success would also mean students continuing to engage in ICT once the lab has been completed.
QUALIFICATIONS

I, Negin Adie Motamedi, am a 2nd year student at UC Santa Cruz. I will be overseeing the project implemented by Computer Enrichment for Watsonville; my qualifications are as follows:

- 6 months experience with the Global Information Internship Program (GIIP).
- TA for a GIIP Tech Lab called Web Essentials.
  - Experience with HTML, WordPress, MS Office, QuickBooks, C++
- Event planner and member for the Persian Club at UCSC.
- 2 years experience in advertising and sales with customers.

Furthermore, I am an active participant in politics and have planned events such as rallies for human rights in countries such as North Korea. I have excellent skills in writing and have shown proficient work in Web Design and other technology related courses. I believe that my work thus far can help me prepare for a project of this magnitude and beyond.

WORKS CITED


