Yale University President's Public Service Fellowship

Summer 2021

Proposal for Fellow working remotely for organization

- Organization: Concepts for Adaptive Learning
- Full street address of organization: 5 Science Park, Suite 2C, New Haven, CT 06511
- Website: www.cfalct.org
- Name and title of person who will be the Fellow's direct supervisor*:* Jennifer Ricker, Executive Director
- Phone number and e-mail address of proposed direct supervisor:

  Direct Line: 203.691.1087; Mobile: 215.796.3218; Email: jricker@cfalct.org

- Placement dates:

  Monday, June 7th through Friday, August 13th

- Are placement dates flexible? Are you able to accommodate a Fellow working in a different time zone?

  Placement dates allow for CfAL to offer a 6-week virtual summer camp, empowering teens to share their passion through the creation of personal websites, videos, photo-edits, podcasts and coding projects. The schedule is flexible and the dates of camp can be altered if needed.

  The tentative schedule is as follows:

  - Preparation and training: Monday, June 7th though Thursday, July 1st
  - Oversee camp programming: Tuesday, July 5th through Friday, August 6th
  - Complete camp wrap-up: Monday, August 9 through Friday, August 13th

- Proposed 37.5 hour per week work schedule:

  The Public Service Candidate would be scheduled to work Monday through Friday, 9:00am to 4:30pm, with a 30-minute break. Below is overview of how time will be allocated during the Fellowship placement:

  Preparation and training: Monday, June 7th though Thursday, July 1st
  - Create fliers and social media posts, support recruitment of virtual camp participants and camp mentors
  - Support camp mentor training for safe use of providing virtual programming to teens

- Support development of camp programming, working collaboratively with School of Education professor to ensure programming supports participants' academic growth
- Support campers that request additional project support outside of camp hours through Virtual Computer Lab

Oversee camp programming: Monday, July 5th through Friday, August 6th

- Provide tracking of participants and mentors, recording attendance and feedback throughout the summer program
- Track development of lessons and curriculum
- Support the Virtual Computer Lab to ensure that teens have opportunity to extend learning beyond and outside of scheduled camp hours

Complete camp wrap-up: Monday, August 9 through Friday, August 13th

- Support completion of follow-up surveys with both participants and mentors
- Help develop program report noting impact, attendance record and survey results
- Identify room for growth and development based on feedback and program results
- Support tracking of camp prizes to campers and mentor gifts to be sent by mail
- Support teens who reserved one-on-one support in Virtual Computer Lab
- Help communicate with mentors and participants with program follow-up
- Develop social media posts

- Organization description*:*

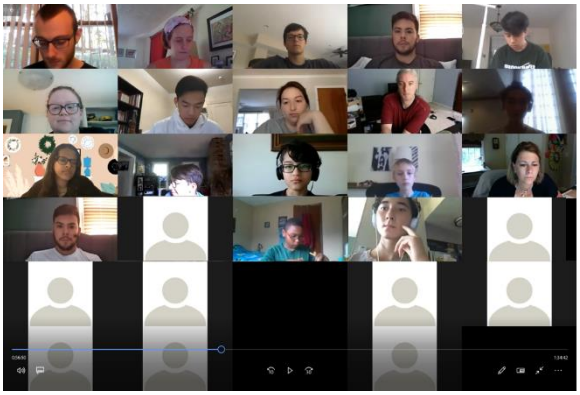
  In an effort to close the technology gap, Concepts for Adaptive Learning (CfAL) has been providing programs that offer free technology resources and training programs that empower communities, foster youth's education and support individuals to build job skills.

- **Write a 1-2 sentence <u>summary</u> of the work that the Fellow would be conducting:**

  The Yale Fellow will be supporting Concept for Adaptive Learning's newest program, Tech4Teens, empowering teens to share their passion through technology. In this role, the Yale Fellow will support outreach through implementation of the Tech4Teens summer camp program, focused on ensuring the program is accessible to New Haven public school students.

- Write a more complete description of the specific project you propose and list the duties/outcomes expected of the Fellow.

Tech4Teens Program Overview



CfAL's Tech4Teens program specifically empowers teens, ages 13 through 18, to share their passions through websites, video, podcasts and coding projects that they create. All teens are grouped with college mentors who voluntarily guide and support project development. The program curriculum is designed and overseen by Dr. Gregory McVerry, a professor at SCSU's School of Education. Dr. McVerry aligns the curriculum with common core requirements, further ensuring that the program will engage teens while fostering skills needed for academic success, and has been strongly supported by Yale students. In fact, last summer, Bella Xiong, a Yale student, partnered with Dr. McVerry to expand the Tech4Teens program to also teach coding. Tech4Teen's programs aligns with the common core, incorporating lessons and activities that directly support teens' academic success. (http://tech-4-teens.club/2020/08/04/tech4teens-passion-project-curriculum/)

CfAL's Tech4Teens program increases digital literacy and expands learning to New Haven youth. The success of the program is due in large part to allowing teens to self-select their pathway (i.e. website development, video editing, podcasting, photo editing and/or coding). Each teen develops a project that shares the individual's passion. For example, a teen may choose to create a website to inspire others or a podcast to share stories. Sample lessons that align with common core standards include:

- how to use a deliberate design process to generate ideas for a website,
- express curiosity about a topic of personal interest or curricular relevance while using collaborative technologies to publish a podcast, and
- engage in inquiry-based processes for personal growth through creating a movie.

Tech4Teens is successful in a virtual environment using Zoom, where participants and mentors use screen sharing to support the participants' project development and teach new skills, allowing participants to be observed and assess participants' ability to understand lessons taught. The program culminates with a camp showcase where each student prepared a two-minute exhibition to share their work and what they learned during this program.

Through a partnership with New Haven Housing Authority and New Haven Public Schools, focus is placed on recruiting students primarily residing in New Haven. Last summer, CfAL's Tech4Teens program served more than 30 youth, with a majority who are New Haven Public School students.

Meanwhile, our program recruits primarily college mentors attending Yale and Southern Connecticut State University (SCSU), and is open to additional college students. As the program is virtual, students residing outside of Connecticut are encouraged to join. Last summer, we had college mentors residing in 8 states: Illinois, Maryland, New York, Pennsylvania, California, Florida, Rhode Island, and Connecticut.

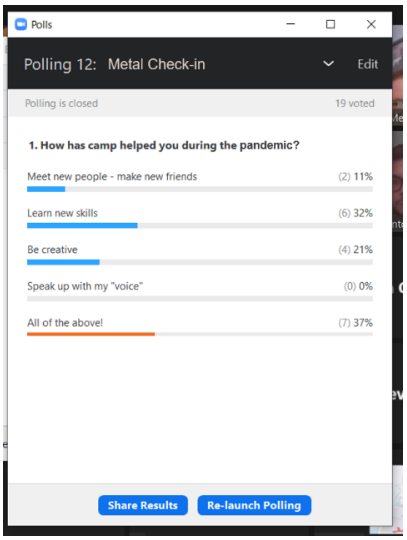
Yale Fellowship Duties & Expectations

The Yale Fellow will work with the Tech4Teens Program Manager to support and ensure Tech4Teens has a positive impact on New Haven youth. The Yale Fellow will act in a support role, ensuring that all administrative activities of the program are completed, including but not limited to supporting: community outreach and recruitment of program participants, training of camp mentors, camp programming while in-session, reporting and documentation efforts following completion of program.

Tech4Teens: Impact Driven

According to the National Center for Academic Statistics, Connecticut has the largest achievement gaps in the country. Across all subjects and grades, low-income students consistently perform nearly three grade levels behind non-low income peers. **As more schools embrace distance learning in light of the COVID -19 crisis, this gap will greatly increase as low-income families lack the means to access distance learning opportunities.**

Noting that school absenteeism was a challenge before COVID-19 for many disadvantaged students, many school districts reported that attendance for distance learning last Spring was even more challenging.[1] While New Haven Public Schools – like many districts nationwide - did not formally track attendance, they estimate that daily attendance hovered around 75% to 80%. **Last summer, CfAL's Tech4Teens program had a 90% attendance rate, with students attending for 2.5 hours, three days a week for six weeks during the summer.**



Most importantly, students are excited to continue learning. One student stated, "[Tech4Teens] taught me different things I never knew and I really thank them for all they have done for me and taught me to glitch, and make memes and make different games and videos." Another student shared that Tech4Teens "taught [him] how to design different games and be creative." (http://tech-4-teens.club/2020/08/13/179/#comments)

Student testimonials, stated on their Tech4Teens websites, also share that the Tech4Teens program has been extremely important to them throughout this summer. Many reported that they have made many friends and were able to build strong relationships during this program. One student commented that "Tech for Teens has helped me feel better about Covid 19… because [Tech4Teens] has been a distraction from all the bad things happening right now. It has been one of the few good things that has [come] from Covid 19." (http://tech-4-teens.club/2020/08/12/174/) While another student stated that Tech4Teen "helped [him] learn to code :). But it also kept [him] on [his] feet and moving when most people are getting mentally stagnant." [http://tech-4-teens.club/2020/08/12/174/#comments)

- List specific skills/experience required for this work:

  The ideal Yale Fellow will have the following skills and/or experience:

[1] Attendance Playbook, FutureED, June 2020.

- Previous experience engaging with youth in a tutoring, extracurricular, or out-of-school environment
- Proficient in using shared documents, preferably through Microsoft Teams
- Experience using Zoom, preferably with a strong understanding of using breakout rooms
- Interest in developing community outreach skills, such as using social media and fliers to engage a diverse audience
- Detail-oriented with excellent written communication skills
- Ability to manage multiple tasks simultaneously
- Project-driven with ability to work independently in a remote setting

- Equipment/resources you will provide to help Fellow conduct work:

  The Yale Fellow will be provided the same level of access to CfAL resources as current CfAL staff members, including a CfAL email account, access to Microsoft Teams and all shared files. The individual will also have access to CfAL's Zoom account, registration platform, customer database (i.e. Salesforce), social media accounts, and online learning platform. The Yale Fellow will receive training on all platforms. Should the Yale Fellow not have a working computer, the Yale Fellow will also be issued a CfAL laptop. Finally, CfAL will provide a Google phone number, accessible through a laptop, to ensure that a personal cellphone or phone number is not required.

- Briefly describe the work that Yale PPSF Fellows have done with your organization in the past and present. If you have not worked with Yale Fellows, describe any work that Yale students have done with your organization.

  Tech4Teens was originally designed to teach teens how to create websites, videos and podcasts. Last Spring, Bella Xiong, a Yale student approached CfAL and asked if the program could be expanded to also teach coding to teens. Bella was directly responsible for creating and implementing all coding lessons for the Tech4Teens summer camp.

  Bella also recruited classmates who joined the program as volunteer mentors, joining the program daily to mentor teens and support their project development. Through Bella, 5 additional Yale students volunteered last summer.

  Last summer, CfAL's Digital Literacy and Tech4Teens program was further supported by two Yale interns, Peter Huh and Michal Lewkowski.

  Peter supported the Digital Literacy program by creating reports to help track how well the program was helping low-income families expand learning to the home. Peter also created a special tutorial that teaches adults how to use a mouse, as we learned that slightly more than 50% of CfAL adult participants have never used a desktop computer.

  Michal supported the Tech4Teens program, creating teen website accounts, Pixlr accounts, and WeVideo accounts for all participants. Michal also provided support to teens through our Virtual Computer Lab to all teens requesting additional support outside of camp hours.

  Bella, Peter and Michal contributed greatly to the success of our programs.