CAPACITY BUILDING IN THE TECHNOLOGICAL AGE:

A COLLABORATIVE PROJECT AT HOMEBOY INDUSTRIES

A Project Report

Presented to

The Faculty of the Department of Anthropology

San Jose State University

In Partial Fulfillment

Of the Requirements for the Degree

Masters of Arts

By:

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May 2012

SAN JOSE STATE UNIVERSITY

The Undersigned Graduate Committee Approves the Project Report Titled

CAPACITY BUILDING IN THE TECHNOLOGICAL AGE:

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ABSTRACT

The goal of my project was to collaborate with Edgar Gonzalez, the Computer Resource Specialist at Homeboy Industries, to develop a computer course at the organization. My role in the collaboration involved applying an anthropological perspective in the development, implementation, and evaluation process of the course. I used anthropological methods, such as an exploratory questionnaire, participant observation, and a focus group, to create a computer basics course that fit the specific needs of the community at Homeboy Industries. In doing so, my hope is that "Computer Basics" will be sustainable at the organization. The other goal of my project, although an indirect one, was to help Curriculum Department staff appreciate what anthropology has to offer. By providing them with an anthropological perspective, my hope is that they will use it to improve curricula. Currently, Homeboy Industries offers "Computer Basics" to in-house clients and it is exploring the possibility of creating additional computer courses at the organization.

ACKNOWLEDGEMENTS

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INTRODUCTION:

This project report details the process of developing a computer course at Homeboy Industries. I collaborated with Edgar Gonzalez, the Computer Resource Specialist, to develop a computer course that fit the specific needs of in-house clients at the organization. Using an anthropological perspective and ethnographic methods, we developed and implemented "Computer Basics."

Structure of the Project Report

This project report is divided into four parts. Part One contains background information about gangs, gangs in Los Angeles, and Homeboy Industries. It provides context about the gang problem in Los Angeles and how Homeboy Industries helps address this problem.

Part Two examines anthropological theory. I explore Pierre Bourdieu's concept of multiple forms of capital and apply it to gangs and Homeboy Industries. I then briefly discuss Philippe Bourgois' ideas about macro-structural constraints and Jean Lave's concept of situated learning. I conclude Part Two by stating the goals of my project.

Part Three describes the process of creating a computer course at Homeboy Industries through my collaboration with Edgar. I first explain the development process of my project at the organization and then I detail what occurred in each of its four phases: (1) needs assessment, (2) creating the curriculum, (3) implementation, and (4) student evaluations. Finally, I describe my deliverable to Homeboy Industries which included a curriculum booklet for "Computer Basics" and several recommendations.

In Part Five, I reflect on the collaborative project. I explain how anthropology

informed the project and what applied anthropologist role I assumed in it. I then discuss

the lessons I learned while conducting the project such as how I needed to be flexible.

PART I:

BACKGROUND

Gangs are a controversial topic; one reason for the controversy involves the definition of a gang. The term *gang* has multiple definitions since there is a lack of consensus among law enforcement officials and social scientists about what constitutes a gang. The Office of Juvenile Justice and Delinquency Prevention[1] (OJJDP) reports that over time the definition of a gang has changed depending on the "perceptions and interests of the definer, academic fashions, and the changing social reality of the gang" (1994a:22). Some people have used the terms *gang* and *group* interchangeably, while others have referred to the term *street gang* as being the same as a *youth gang* or a *criminal street gang* (National Gang Center n.d.). The National Gang Center[2] (NGC) states that a widely accepted criteria among researchers for classifying a group as a gang is that:

> (1) The group has three or more members, generally aged 12-24; (2) members share an identity, typically linked to a name, and often other symbols; (3) members view themselves as a gang, and they are recognized by others as a gang; (4) the group has some permanence and a degree of organization; and (5) the group is involved in an elevated level of criminal activity. [n.d.]

Similarly, OJJDP has adopted a similar definition. It defines a youth gang, which it views as a segment of a street gang, to be "a group ranging in age from 12 to 24, of variable size and organization, engaged in violent behavior, and characterized by communal or symbolic and often economic considerations such as drug trafficking, burglary, robbery, and auto theft" (Office of Juvenile Justice and Delinquency Prevention 1994b:6-7).

Gangs in America

In 2011, the National Gang Intelligence Center[3] (NGIC) reported that approximately 1.4 million gang members, belonging to over 33 thousand different gangs, were criminally active in the United States (2011:9). The Center states that "gangs are responsible for an average of 48 percent of the violent crime in most jurisdictions and up to 90 percent in several others...Major cities and suburban areas experience the most gang-related violence" (2011:9). Typical gang-related crimes include murder, weapon trafficking, home invasions, robbery, and drug trafficking (National Gang Intelligence Center 2009:iii). While much gang-related criminal activity involves the latter, gangs are increasingly involved with alien trafficking. Gangs, therefore, pose a significant threat to public safety in the United States.

While gangs are a serious problem in larger cities such as New York and Los Angeles, over the years they have spread to suburban and rural areas as well. According to data collected from the National Drug Threat Survey[4] (NDTS) in 2008 by the National Drug Intelligence Center[5] (NDIC), "the percentage of law enforcement agencies in the United States reporting gang activity in their jurisdictions increased from 45 percent in 2004 to 58 percent in 2008" (2009:5). (See Figure 1 on page 5.) Gangs have spread from urban areas to suburban and rural communities for several reasons including both their desire to recruit new members and expand their drug distribution territories. Students in middle schools and high schools also reported that the presence of gangs at their schools have increased as well. According to the National Crime Victimization Survey[6] (NCVS) conducted by the Bureau of Justice Statistics[7] (BJS):
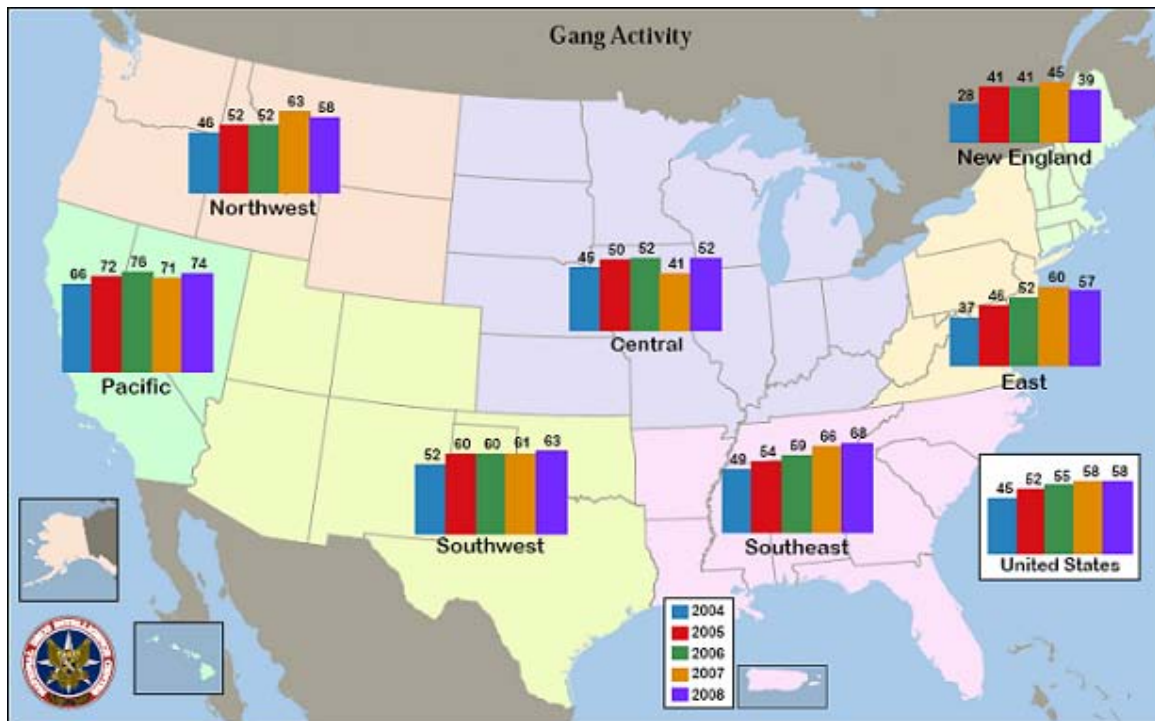
Figure 1: Percentage of State & Local Law Enforcement Agencies Reporting Gang
Activity, by Region (National Gang Intelligence Center 2009:4).

> The percentage of suburban students ages 12-18 who reported that gangs were
> present at school during the previous 6 months increased 17 percent from 2003 to
> 2005 … and the percentage of rural students reporting likewise increased 33
> percent from 2003 to 2005 … In comparison, percentages of both total students
> and urban students reporting gangs present at school increased steadily from 2001
> to 2005 (20% and 24%, respectively). [National Gang Intelligence Center 2009:6]
> (See Figure 2 on page 6.)

This data shows that gangs in America are expanding in size and continuously recruiting

more young people. Unfortunately, this move has negatively affected the safety of

American communities: "Suburban and rural communities are experiencing an increase

in gang-related crime and violence because of expanding gang influence" (2009:iii).

Gang Culture: What Motivates Young People to Join Gangs?

Due to the large and increasing number of gangs in the United States, it is
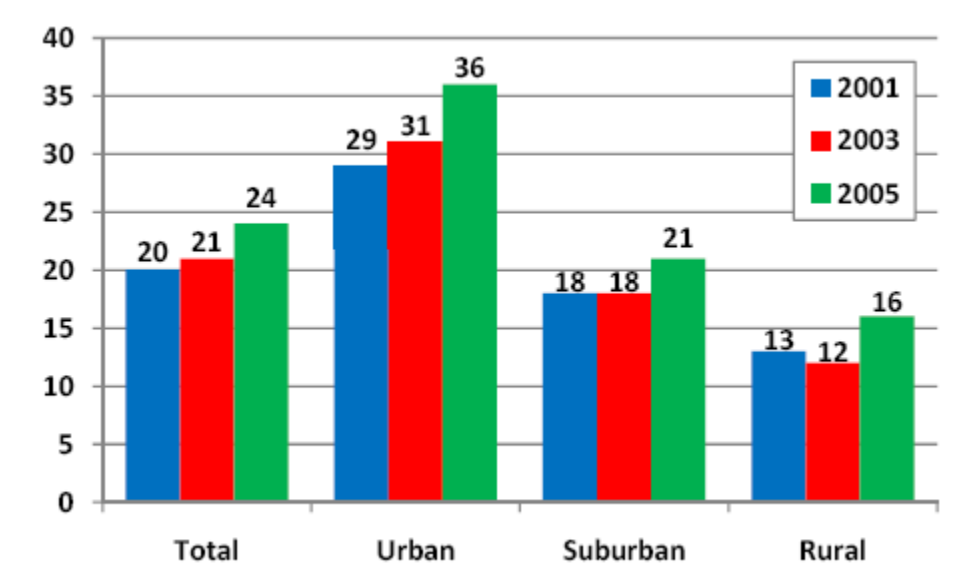
Figure 2. Percentage of Students Reporting Gang Activity at Schools (National Gang
Intelligence Center 2009:5).

important to understand gang culture and the reasons why young people join gangs. First, some young people join gangs for economic reasons. As Cummings and Monti explain, gang-involved youths often reject conventional jobs and the American achievement ideology that stresses the power of education as leading to social and economic advancement, and a successful and meaningful life (1993:178-179). Instead, many of them join gangs because they perceive gang membership as a business venture providing them with countless employment opportunities to easily earn money through narcotic activities (Los Angeles Police Department 2012a).

Second, according to bonding and control theory, "family processes and interactions play a particularly important role in developing social bonds that prevent young people from committing delinquent or criminal acts" (Kinnear 2009:7). Researchers found that families of delinquent children often do not spend time together;

they also found that delinquent children's parents rarely provide any supervision and affection for their children when compared to well-behaved youths. Additionally, delinquent children often do not pay attention or even attend school. Because of this, bonding and control theory argues that they "miss out on multiple opportunities to learn socially appropriate behavior" (Kinnear 2009:7). Thus, youths often join gangs because they lack a strong family support and have not learned socially acceptable behavior. Looking to form strong social bonds, they become gang members because gangs promise them companionship and a sense of community. As Jerry Brown, the former Attorney General of California and now Governor of California, reported:

> Once a child is lost to a gang, it is hard to get him or her back because the gang can literally become a surrogate family for that young person. The loyalties, love and dedication normally found in traditional nuclear families are transferred to the gang family. Members can develop these intense bonds with other members and feel a need to protect them. Many times, problems at home act as a cohesive factor for gang members. [Marcovitz 2010:38]

Taking a more emic perspective, Kershaun Scott[8] states in *LA Weekly*:

> For years, I had identified with what I saw in my community: the gang members, drug dealers, street hustlers and even the winos sitting in the alley.
>
> These were the people I saw on an everyday basis, and what they were doing became the norm. The streets and the people in it had a greater influence on my life than my mother, who was working two jobs trying to support six kids, or my father … My overwhelming need to belong to something is what drew me into the Crips. [2010:12]

Third, some young people join gangs in order to form an identity and gain recognition. They believe that becoming part of a gang will allow them to achieve a status level they feel is impossible outside the gang culture (Los Angeles Police Department 2012a). Specifically, they are drawn to the tough reputation that can be

gained from being a gang member, as well as the respect involved. Kershaun's brother, Kody, reveals in *LA Weekly* his main motivation for joining a gang: "There's a lot of talk about loyalty and mission and all that with the gang, and that's part of it. But my initial attraction to these guys I saw who were in the gang life was that these dudes were ghetto stars. And I wanted to be a ghetto star" (Marcovitz 2010:40).

Finally, many young people join gangs for protection. Many youths reside in low-income communities where the presence of gangs and gang violence is a normal part of life. As Shelden et al. explain, youths do not, "suddenly wake up on a Saturday morning in June and decide, 'Hey, I think I'll join a gang' but rather, they turn to gangs because they do not know of any other way to obtain physical protection" (2001:70). Furthermore, as a 14-year-old Latino stated, "It was either get your ass kicked every day or join a gang and get your ass kicked occasionally by rival gangs" (2001:70).

The History of Gangs in Los Angeles

Moving from a general perspective of gangs to a more micro level, it is important to investigate the history of gangs in Los Angeles. According to James Diego Vigil, in the 1920s, Mexican immigrants migrated to Southern California due to the economic boom. Many of them were poor and from the rural parts of Mexico. Their migration into Los Angeles led to the development of barrios[9] which were overcrowded, isolated, and lacked basic amenities. With the rise in Mexican immigration to Los Angeles, problems in the barrios worsened because of poverty and tremendous discrimination (Vigil 2002). Additionally, young people in the barrios had a lot of unsupervised time because their parents were busy working. Therefore, the burden of providing social control was shifted

to schools and law enforcement. Vigil explains, however, that these two institutions failed to exert a mitigating influence on youth (Vigil 2002:39). Facing discrimination and lacking a strong positive influence, young people in the barrios began closely identifying with a particular neighborhood and turned to gang membership (2002:37). Furthermore, the deportation of many Mexican immigrants in Southern California during the Depression and the Zoot Suit riots of 1943, "helped bring youths closer together and transformed many informal youth groupings or boy gangs into gangs (2002:37).

The origins of African-American gangs in Southern California are similar to that of the Chicano gangs in Los Angeles. African-Americans migrated to Southern California from the rural parts of America, specifically the rural south. The second-generation children of migrants faced many cultural pressures in Los Angeles much like the children of the Mexican immigrants in the 1920s. By the late 1960s, many African-American youths were living near downtown Los Angeles and San Fernando Valley and "found themselves alienated from the old rural values that had sustained their parents. They were racially locked out of the dominant Anglo culture and in most cases, economically locked out of the African-American middle class" (Shelden et al. 2004:10). In addition, the Watts riots of 1965 had the same effect on African-American youths as the Zoot Suit riots had on Chicano youths; as society and media began viewing African-Americans in a negative light, they also started seeing themselves differently and some began imitating the style of Mexican-American gangs (2004:11). Isolated from society and facing many conflicts and cultural changes, young African-Americans much like young Hispanics began forming informal youth groupings. These groups which later transformed into

gangs.[10]

Gangs in Los Angeles

Los Angeles has long been considered the epicenter of gang activity nationwide. The prevalence of gangs in Los Angeles is evident from "graffiti and quality of life problems to murder and extortion" caused by criminal street gangs (Los Angeles District Attorney's Office 2012). The Los Angeles Police Department (LAPD) reports that there are currently over 450 active gangs in Los Angeles with a combined membership of approximately 45,000 people (Los Angeles Police Department 2012b). It also reports that over the last three years, there have been approximately 16,398 verified violent gang crimes in the city consisting of homicides, felony assaults, rapes, and robberies (2012b). As LAPD stated on its website, "Gangs are no longer just the problem of those who live in the crime ridden neighborhoods where the gangs thrive, they are everyone's problem" (2010).

In Los Angeles, the most notorious gangs are the Bloods and the Crips, which are predominantly composed of African-American males. Another well-known gang in the area is Mara-Salvatrucha, also known as MS-13, whose members are Hispanic much like the members of Nuestra Familia, Los Surenos, White Fence, and 18th Street (National Gang Intelligence Center 2011). Clearly, there are demographic characteristics ascribed to American gang membership since gangs often form along ethnic and racial lines (Peterson et al. 2008:118).

Homeboy Industries

In 1984, Father Greg Boyle was assigned as the Pastor to Dolores Mission Church

in Boyle Heights (Boyle 2010:1). During this time, Boyle Heights experienced tremendous gang violence and was considered one of the toughest neighborhoods in Los Angeles. In an effort to address the increasing gang problem and unmet needs of gang-involved youth, Father Greg began developing alternatives to help gang members leave their dangerous lives on the streets (Homeboy Industries 2010a). He had the innovative idea of investing in gang members rather than in incarceration and began pursing gang intervention strategies (Boyle 2010:9). Thus in 1988, he created Jobs for a Future (JFF) which aimed to find legitimate employment for young people, specifically "the most challenging [and] difficult to place" (Homeboy Industries 2010b). Unfortunately, Father Greg's attempts to convince local businesses in Boyle Heights to employ former gang members were unsuccessful. To resolve this issue and in response to the growing gang violence in the city, he opened his own business in 1992, the Homeboy Bakery. His goal was "to create an environment that provided training, work experience, and above all, the opportunity for rival gang members to work side by side" (2010a).

In 2001, JFF became the independent non-profit organization known as Homeboy Industries, now one of the largest gang-intervention and re-entry programs in the country. Its mission is to "assist at-risk, recently released, and formerly gang involved youth to become contributing members of their communities through a continuum of services designed to meet their multiple needs" (Homeboy Industries 2010c). Currently, the Development Department at Homeboy Industries reports that the organization serves approximately 12,000 individuals each year with 85 percent of them on probation or

Figure 3. Homeboy Industries

parole (Development Department 2010). Based on a study conducted by UCLA researchers, the Department also reports a high success rate since two out of three people at the organization stay out of jail or prison (2010).

Along with the Homeboy Bakery, Homeboy Industries has opened five additional businesses: Homeboy Silkscreen & Embroidery, Homeboy Merchandise, Homegirl Café & Catering, Homeboy Diner, and Homeboy Farmer's Market. It is in these businesses that Homeboy Industries provides employment for at-risk, recently released, and formerly gang involved youth to help them leave their gang lives.[11] While employment is important because it offers clients[12] a legitimate source of income, these jobs are also

important because they give them the opportunity to look pass their racial, ethnic, and gang boundaries and work together as a community to successfully move towards a gang free lifestyle. The businesses of Homeboy Industries, therefore, exemplify the organization's two slogans: "Nothing stops a bullet like a job" and "Jobs not jails."

Homeboy Industries believes that "moving beyond gang life is a process" that requires multi-level solutions (Homeboy Industries 2010d). Therefore, it offers clients comprehensive support through a variety of programs and services: case management, curriculum/education, Homeboy Press[13], legal services, tattoo removal, mental health, job training, and employment services. Clients are encouraged to take advantage of these free services and programs, which aim to help them redirect all aspects of their lives. Additionally, in order to emphasize to clients that working on themselves is as important as legitimate employment, Homeboy Industries continues to pay clients hourly wages while they attend various classes and use the services offered at the organization such as counseling. Finally, while Homeboy Industries cannot employ every at-risk, recently released, and formerly gang involved youth who walks through its doors, they are encouraged to use the free programs and services offered by the organization.[14]

Case Management:

Once parolees or gang-involved youths are hired by Homeboy Industries, they are assigned a case manager, who is in charge of tailoring an action plan to fit client's individual needs. Case managers assess the needs of trainees and then develop short and long term personal plans for them by connecting them to appropriate programs and services at the organization. Case managers closely monitor a trainee's progress

throughout his or her stay at Homeboy Industries; thus, they play pivotal roles in trainees' lives (Homeboy Industries 2010e).

Curriculum/Education:

Homeboy Industries offers a variety of education and training opportunities. Classes at the organization are classified under six categories: (1) life skills, (2) academic, (3) substance, (4) extracurricular, (5) work readiness, and (6) support groups.[15] Life skills classes offered include "Leadership: Character Building" and "Parenting." Homeboy Industries also has a charter high school, which is classified under the academic category along with "G.E.D." class. Additionally, the organization provides many classes on substance abuse since a majority of its clients have experienced or are currently experiencing an addiction to drugs, alcohol, or both. Examples of substance abuse classes offered are "Substance Abuse: Phase I" and "Relapse Prevention." Extracurricular classes focus on music, writing, painting, drawing, and yoga. Clients can enroll in extracurricular classes such as "Exit Wounds Art Class," "Creative Writing," and "Dance to the Groove." Courses such as "Finding the Hidden Job Market" are classified under the work readiness category and they focus on teaching job related skills. Finally, Homeboy Industries offers numerous support groups like "Alcoholics Anonymous" and "Women to Women."

Along with a variety of classes, Homeboy Industries works with the Los Angeles Unified School District, specifically the East LA Skills Center, to provide clients training in solar power (Photovoltaic) installation. This intensive vocational training program is offered in two 10-week cycles, basic and advanced (2010e). Upon completion of the

training program, clients receive nationally-recognized certification and work with the Employment Services Department at Homeboy Industries to find jobs in this emerging field (Homeboy Industries 2010e).

Legal Services:

Homeboy Industries has a full time lawyer on site who provides workshops, guidance, support, and referrals for criminal and civil issues (2010e). The lawyer assists clients on a variety of legal issues such as clearing warrants and child custody issues. Legal services are important because legal problems are often major obstacles in clients' lives.

Mental Health:

Mental Health therapists provide individual, family, and group therapy. They also teach several classes such as "Relationship Building for Men," "Relationship Building for Women," and "Domestic Violence Intervention for Women." The Mental Health Department focuses on providing clients support in the following areas: substance abuse, domestic violence, and relapse prevention. By providing mental health services, Homeboy Industries aims to reduce the stigma attached to mental health support in the gang community while making the services more accessible (2010e).

Tattoo Removal:

Many gang members have visible tattoos hindering their ability to find legitimate employment. Homeboy Industries offers clients free laser tattoo removal in its "Ya 'Stuvo[16]" Tattoo Removal Program. With "two laser tattoo removal machines, and a team of volunteer physicians and a supervising medical director, the organization provides

over 4,000 treatments a year" (2010e). While tattoo removal is important because it can improve a person's ability to secure employment, it also is important because it indicates a person's readiness for change.

Job Training:

Homeboy Industries has six businesses that provide transitional employment to parolees and gang-involved youth. It is in these businesses that trainees learn concrete job skills and gain work experience. At the Homeboy Bakery, trainees learn how to bake breads and pastries and become bakers. Homeboy Silkscreen & Embroidery, the largest division within the organization, trains people on how to print logos on apparel and embroider. The Homegirl Café is mainly comprised of female trainees, and it is in this division that women and men are trained in restaurant service and culinary arts. At the Homeboy Merchandise Store, trainees sell casual wear, totes, et cetera decorated with the Homeboy logo and design, and gain retail experience. The Homeboy Diner is a business that recently opened. Located at Los Angeles City Hall, trainees sell sandwiches, salads, coffee, tea, and desserts made at the Homegirl Café and the Homeboy Bakery. Finally, Homeboy Industries sells its pastries and breads at twenty-three farmer's market locations. Trainees working under the Homeboy Farmer's Market division travel around Los Angeles not only to sell goods but to inform the public about Homeboy Industries' mission.

Homeboy Industries' administrative offices also provide job training opportunities. Trainees work alongside staff members and learn general administrative tasks. The office setting allows clients to develop attitudes and behaviors appropriate for

a professional setting; this is why trainees are often employed in the administrative offices before working in one of Homeboy Industries' businesses.

Employment Services:

Employees in the Employment Services Department are referred to as job developers and they are responsible for assisting clients with job placement. Job developers are important because they help trainees find outside employment once they are ready to transition out of Homeboy Industries. They do so by contacting companies and employers, explaining to them the advantages and challenges of hiring trainees. Job developers also help clients improve and develop their interview skills and resumes. (2010e).

PART II:

ANTHROPOLOGY

Anthropology involves the study of humans, both past and present (American Anthropological Association 2012). Incorporating four distinct subfields, archaeology, physical anthropology, linguistic anthropology, and sociocultural anthropology, anthropology focuses on studying the behavior, beliefs, and lifestyles of people in various cultures (McGee and Warms eds. 2007:1). Anthropology is thus highly empirical. While anthropology's subfields are distinct from each other, a central characteristic they share is a quest for holism; because of this, anthropologists use a variety of methods to study a particular problem, place, or phenomenon in detail.

Anthropologists heavily rely on ethnographic methods, such as participant-observation, focus groups, and semi-structured interviews, during their research. Participant observation is essential in ethnographic research since it allows anthropologists to become "insiders" within the culture they are studying. Participant observation involves "placing oneself in the research context for extended periods of time to gain a first-hand sense of how local knowledge is put to work in grappling with practical problems of everyday life" (American Anthropological Association 2012). This often requires anthropologists to develop close relationships with the people whose cultural patterns they wish to study.

Anthropological Theory

Anthropological theories are important because they help anthropologists give meaning to their data. Anthropologists use theories to guide their understanding of the

context in which an action occurs; in other words, theories help anthropologists "sort significant data from meaningless information" (McGee and Warms eds. 2007:1). Anthropological theory is also important because "it helps us think about who and what we are as human beings. It does this by forcing us to consider the ways in which we understand the 'other.'" (2007:2).

I found it beneficial to explore anthropological theories as they relate to gangs and Homeboy Industries. By looking at anthropological theories, context was given to my project and I was able to better position myself within the culture at Homeboy Industries.

Bourdieu's Multiple Forms of Capital

While Pierre Bourdieu was not an anthropologist but instead a sociologist and a philosopher, his theories are highly influential in anthropology. Specifically, his ideas regarding multiple forms of capital have greatly influenced globalization and power theory in anthropology. In his essay, "The Forms of Capital," he explains that capital exists in three fundamental forms: economic capital, cultural capital, and social capital. People are defined by their membership to a certain class, as well as by every form of capital they can obtain through social relations: "The social position and power of an actor depend on the volume and composition of capital (i.e. the relative relationship of the three forms of capital) that he owns and that he can mobilize, as well as the temporal changing of these two factors" (Bourdieu 1986:114; Fuchs 2008:72). Therefore, capital is a source and a form of wealth, which produces power (Ozturk 2004:147).

The first form of capital is economic capital, which is "immediately and directly convertible into money," such economic resources like assets (2004:147). The second

form is cultural capital, which can be converted into economic capital and exists in three forms: the embodied state, the objectified state, and the institutionalized state (Bourdieu 1986). Cultural capital can simply be defined as the qualifications, skills, education, and knowledge that an individual possesses. It refers to non-financial social assets that are either "educational or intellectual, which might promote social mobility beyond economic means" (Webb et al. 2002). Finally, social capital is defined as:

> The aggregate of the actual and potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition - or in other words, to membership in a group - which provides each of its members with the backing of the collectively owned capital, a "credential" which entitles them to credit, in the various sense of the word. [Bourdieu 1986:21]

Social capital refers to the social relationships, connections, or networks that individuals possess, which allow them to acquire certain resources based on their membership to a certain group. Therefore, "the volume of the social capital possessed by a given agent thus depends on the size of the network of connections he can effectively mobilize and on the volume of the capital (economic, cultural, or symbolic) possessed in his own right by each of those to whom he is connected" (1986:21). Social capital works under the premise that social networks have value and that whom individuals know are important ways for them to produce power for themselves. As Putnam stated, "Just as a screwdriver (physical capital) or a college education (human capital) can increase productivity (both individual and collective), so too social contacts affect the productivity of individuals and groups" (Putnam 2000:19).

Bourdieu's Concepts and Gangs

Using Bourdieu's concepts of economic, social, and cultural capital, one can

better understand theoretically what motivates young people to join gangs. The first factor stated that youths join gangs because of the economic incentive gangs provide. Therefore, young people are enticed by the amount of economic capital they can acquire by becoming gang members.

For many youths, the gang functions as an extension of a family. Gangs provide them with feelings of companionship and affection, which many times are absent in their own homes. Applying Bourdieu's concept of social capital, gangs create bonding social capital. Youths who join gangs often come from ethnic minority backgrounds and lack strong stable families. They are often discriminated against, struggle with poverty, and are disenfranchised by educational failure. To overcome these challenges, many young people join gangs to benefit from the social networks offered by gang life. Additionally, some individuals become gang members for physical protection. Many of them may believe that the social connections obtained from joining a gang will help prevent them from being attacked by members of a rival gang.

The last factor that motivated young people to participate in gang life is their desire to acquire both an identity and a reputation. According to Bourdieu's concept of cultural capital, educational knowledge and work skills allow people to obtain higher statuses in society, thus leading to more power. Youths who join gangs, however, are often marginalized and socially and structurally constrained from obtaining legitimate jobs and a good education. Therefore, many of them join gangs because gangs give them the opportunity to acquire an identity, as well as recognition and respect by the gang community.

Bourdieu's Concepts and Homeboy Industries

Using Bourdieu's concepts of multiple forms of capital, it is clear that Homeboy Industries provides gang-involved youth with economic, cultural, and social capital once provided to them by their gang.

In terms of economic capital, employment opportunities at the organization provide former gang members with a living wage. By providing them with legitimate employment, they no longer have to rely on criminal drug activities or other illegal activities to earn money. Some trainees at Homeboy Industries reported feeling a great sense of pride when they received their first paychecks because for the first time, they earned their money legitimately. Gabriel Flores, a former gang member and employee at Homeboy Industries stated, "When I got my first paycheck, damn, it made me feel good … I didn't go steal a car or sell drugs for money. I worked for it" (Iwata 2005).

Gang-involved youth often find it difficult to find legal employment due to their appearance, specifically tattoos, and criminal records. Most jobs require individuals to have prior work experience. However, many former gang members, who are either on probation or parole, are rarely hired and thus, they are unable to obtain the job skills required to be chosen for employment. Therefore, there is a feedback loop that prevents many gang members from leaving their gang lives. Homeboy Industries, on the other hand, only employs people who have criminal records or are involved with gangs. Approximately 85 percent of workers at the organization are on probation or parole from prison (Development Department 2012). Applying Bourdieu's concept of cultural capital, employment opportunities at the organization are important because they help clients

gain job skills and work experience, which they likely cannot get anywhere else. With the cultural capital gained through employment, clients have better opportunities of finding higher paying jobs. According to Bourdieu, cultural capital is important because it can help promote a person's social mobility.

Homeboy Industries allows former gang members to increase their social capital. Seeking to make positive changes in their lives, parolees and former gang members are empowered by the social relations they develop within the organization. Employment at Homeboy Industries allows for social cohesion, solidarity, and the bonding of social capital between individuals, which is often stated in gang literature as the primary reason why youths join gangs. The perceived notion that gangs could serve as an extended family entice many individuals to join gangs. Similarly at Homeboy Industries, Father Greg has created a space where former gang members feel like they have a family. Therefore, it is no surprise that he named his organization, "Homeboy Industries." When asked why he chose the term *homeboy*[17], he replied, "The idea is that community trumps gangs. If you can get a sense that we're all homeboys or homegirls, we're all in this together" (Kim 2010). Homeboy Industries offers clients a sense of belonging - kinship - and the feeling that they're part of a community. This is supported by the fact that once clients are hired, they are each assigned a team comprising of a case manager, a mental health counselor, a supervisor, as well as other staff members. Finally, the organization not only helps bond social capital between individuals, but it also bridges social capital as well. In all of its businesses, trainees are taught to look past ethnic boundaries and gang ties as they work alongside their past rivals.

Bourgois' Ideas about Macro-Structural Constraints

Philippe Bourgois examines social, historical, and economic contexts that shape certain behaviors such as substance abuse (1996). In his essay, "Office Work and the Crack Alternative Among Puerto Rican Drug Dealers in East Harlem," he explains the importance of recognizing the "fundamental structural economic facts of marginalization in America" (Bourgois 1996:430). He discusses why legitimate employment alone cannot deter marginalized people from self-destructive behavior. He argues that public policy must also address cultural and social barriers that many of them experience (Bourgois 1996). Bourgois' ideas about social structural constraints reveals why Homeboy Industries is successful. The organization not only provides former gang members with legitimate employment but it also offers a supportive environment, helping them address cultural and social conflicts they may face while working legally.

Anthropology Applied to Education

Anthropologists have long included education in their ethnographic cultural studies. They assume that individuals are capable of teaching and learning and have studied topics such as the acquisition of culture and different modes of education (Pelissier 1991:75). As Pelissier explained in "The Anthropology of Teaching and Learning," anthropology and education tends to treat education as a normative model where school-based teaching and learning is labeled as "formal" education and all other forms are referred to as "informal" (1991:87). Jean Lave, however, encourages anthropologists to move away from this dichotomy since it often focuses on the importance of teaching while neglecting the aspect of learning. She proposed the concept

of situated learning which emphasizes the importance of context in acquiring knowledge and skill (Lave and Wenger 1991). When applying this concept to Homeboy Industries, it is evident that the organization is a community of practice where clients learn and share information through practice and participation.

Despite the limitations of viewing education as "formal" and "informal," this dichotomy is useful in exploring why Homeboy Industries is successful at deterring clients from their gang lives. The organization provides former gang members with legitimate employment, which often takes the form of apprenticeships. It also offers a variety of classes developed by the Curriculum Department. My project focused on curriculum development and I applied an anthropological perspective to develop a computer course that fit into the context at Homeboy Industries.

Applied Anthropology and My Project

As Kedia and van Willigen state, "applied anthropology is conceived as the application of anthropological knowledge, methodology, and theoretical approaches to address societal problems and issues" (2005:1). The goal of my project, therefore, was to apply an anthropological perspective in the development of a computer basics class at Homeboy Industries. I used anthropological methods and approaches to create a computer class that fit the specific needs of in-house clients at the organization. By doing so, I hope to make Computer Basics sustainable at Homeboy Industries. The other goal of my project, although an indirect one, was to help Curriculum Department staff appreciate what anthropology has to offer. By providing them with an anthropological perspective, my hope was that they will use it to help improve curricula, specifically by incorporating

the opinions and needs of their clients into curricula.

PART III:

THE COLLABORATIVE PROJECT AT HOMEBOY INDUSTRIES

In April 2011, I learned about a program evaluation conducted at Homeboy Industries by UCLA researchers. After learning about my qualifications, the researchers invited me to join the research team as an intern and assist in the evaluation, which aimed to determine whether Homeboy Industries is truly successful, with whom and why.

In June, I began my internship. I conducted participant observation three days a week from June 2 to July 14 in a variety of classes offered by the Curriculum Department. The classes I observed were: "Anger Management;" "Baby N Me;" "Monday, Morning, Meditation;" "Becoming Fathers;" "Bridge to College;" "Healing Circle;" "Work Readiness Certificate Program;" "Substance Abuse: Phase 1;" "Exit Wounds;" "Life Planning;" "Sex Education;" "Creative Writing;" "Four Agreements;" "Leadership Character Building;" "Building Relationships for Women;" "Substance Abuse: Phase 2;" and "Circle of Life." Additionally, I observed an orientation meeting which was held to inform recent job applicants about the goals of the organization. Towards the middle of July, my role on the research team changed from participant observation to interviewing. From July 20 to July 26, I conducted four life-histories. These interviews were audio recorded and I later transcribed them so that they could be coded by another researcher.

During my internship, I built strong rapport with employees and clients at Homeboy Industries. I often assisted Curriculum Department staff with such tasks as answering phones, proofreading documents, photocopying, and typing up memos and

surveys when I had free time in between observing classes. While my contributions to the Department were minimal, I formed strong connections with the employees in the department during my internship, and I was later given the opportunity to create and teach my own class at Homeboy Industries by the Director of the Curriculum Department, Shirley Torres.

The Curriculum Department offers a variety classes to help people move beyond their gang or criminal lives. Based on the observations I made during my internship and the conversations I had with numerous "homies,[18]" I noticed the need for a web design course. Many clients expressed dismay that the artwork, poems, and stories they created in class were not shared and presented to the general public. When I spoke to several clients at the end of my internship in August, they showed tremendous interest in uploading their artwork and writing samples online. Therefore, I thought developing a web design course at Homeboy Industries was appropriate for two reasons: (1) It would give clients the opportunity to showcase their artistic and literary talents online to a wide public audience; and (2) It would provide them with technological skills that could be useful in their own personal lives and for future employment.

At the end of November, I discussed with Shirley the possibility of conducting my master's project at Homebody Industries. I proposed co-creating a web design course with clients. She was highly supportive of the idea so I began the research proposal for my project. Between November and the middle of January, however, the needs of the clients at Homeboy Industries quickly changed due to several organizational changes. By the end of December, Shirley asked me to modify my project.

One major organizational change that occurred at Homeboy Industries was the renovation of the computer lab. In September 2011, the computer lab went through a complete transformation with the help of the Youth Policy Institute (YPI).[19] YPI received a $5.6 million federal grant from the U.S. Department of Commerce's Broadband Technology Opportunities Program (BTOP) to open and operate eighty public computer centers in Los Angeles (Youth Policy Institute 2011b). Specifically, YPI wanted to open public computer centers in neighborhoods greatly affected by poverty (2011b). It decided to open a center at Homeboy Industries and donated fourteen Dell computers to the organization. Under a contract, the computers are to be managed by the Educational Technology Department at YPI for the first three years and afterwards, they will become properties of Homeboy Industries.

With the drastic changes in the computer lab, Curriculum Department staff slowly noticed a need for a course that taught clients basic computer skills. Therefore, at the end of December, Shirley told me that a computer basics course would be more beneficial to clients at that time than a web design course. She explained that she noticed that many clients lacked the basic computer skills needed to effectively take advantage of the newly donated computers. Thus, I postponed creating a web design course and instead focused on possibly developing a computer basics course.

In January 2012, Shirley notified me that Edgar Gonzalez had been put in charge of creating the curriculum for a computer basics course and that I should contact him. This change was attributed to an organizational change at Homeboy Industries that shifted power within the organization and caused several staff members (including

Edgar) to be moved to different positions. Edgar was moved from his position as the Executive Assistant to the Chief Operating Officer to the position of a Career Resource Specialist.[20] With these changes, I soon learned that the Computer Resource Center was no longer solely managed by the Curriculum Department. Instead, the Center is now jointly managed by both the Curriculum Department and the Employment Services Department.

Project Overview

At the beginning of February, I met with Edgar and he agreed that collaboration would be beneficial in creating a computer basics course. Edgar had insider knowledge of the organization and as an anthropologist, I could provide an etic perspective.[21] I also could potentially offer an emic perspective since I had strong relationships with clients.

During subsequent meetings, Edgar and I made several decisions. First, we decided that the computer curriculum would be developed by the end of the February so that the course could be taught in March. Second, we defined our roles in the process of developing the course. My role involved creating the curriculum using materials provided by YPI and incorporating the opinions and suggestions of potential participants into the curriculum. We also decided that I would be an instructor for the course although he would serve as the primary instructor. Third, we agreed that we would view the computer course as a pilot study due to the progressive nature of it.[22] Finally, we decided that there would be four phases in the development of a computer course: (1) needs assessment; (2) creating the curriculum; (3) implementation, and (4) student evaluations. These phases, however, would not follow a linear path but instead, they would be cyclical, sometimes

over-lapping one another. (See Figure 4 on page 32.) Edgar and I thought that carrying out the phases in an iterative manner was important because it allowed for flexibility and reflection. With these two characteristics, we would be able to make continuous improvements to the course, based on what we were learning throughout the process.

Participation

Initially, my project was designed to be a form of Participatory Action Research (PAR), where potential participants of the course would be involved throughout the entire research process, from the initial design of the project to data gathering and analysis to final conclusions and actions arising out of the research (White ed. 1991:7). PAR involves a high level of participation with the research community. Unfortunately, conducting PAR was no longer feasible due to time constraints.

Even though the project could no longer take the PAR approach, I still wanted potential participants of the course to be actively involved in developing the computer course. I wanted the project to be a participatory[23] project for several reasons. First, I thought that clients should be involved as agents of their own development. As an applied anthropologist, I thought that clients should be involved in the development of the course because they were direct stakeholders. Second, a participatory project would disperse power between clients, Edgar, and me. As Kesby et al. explain in "Participation as a Form of Power: Retheorising Empowerment and Spatialising Participatory Action Research," participation can be empowering (2008:19). By allowing clients to participate in developing the course, power would be shifted and the hierarchy between clients and me, as well as the hierarchy between clients and Edgar, would be slightly reduced.
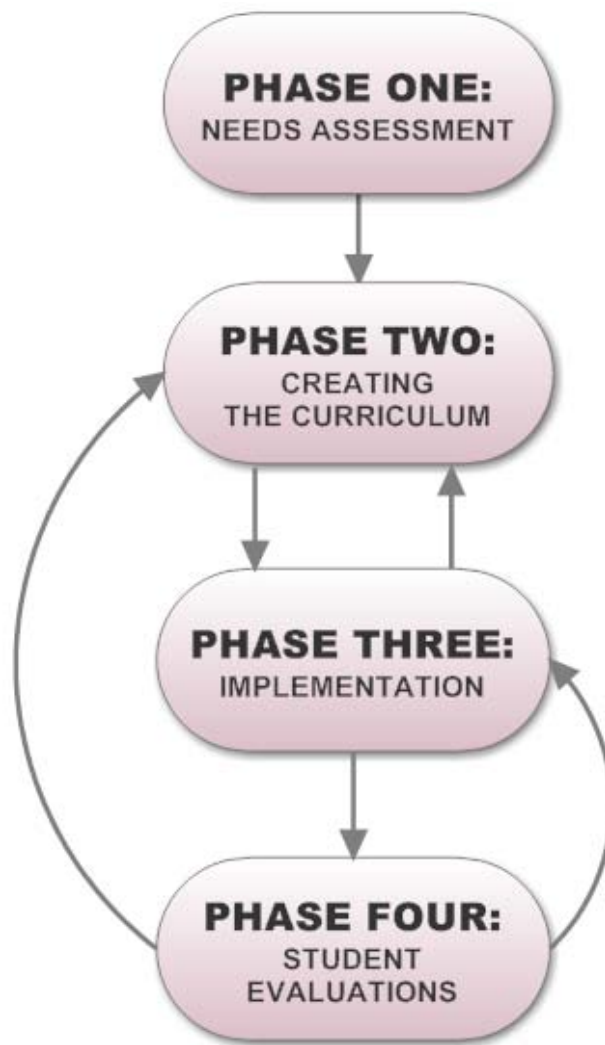
Figure 4. Phases of The Project

Additionally, participation would give clients a form of agency since they would have a voice in the process of developing the computer course. This is important because people are often more supportive of projects/programs and more invested in them if they are allowed to participate.

Phase One:

Needs Assessment

While the Curriculum Department staff informed me that there was a need for a computer basics course at the organization, I wanted to confirm their assumption by conducting a needs assessment. A needs assessment is a "systematic approach to studying the state of knowledge, ability, interest, or attitude of a defined audience or group involving a particular subject" (McCawley 2009:3). Conducting a need assessment would allow me to learn about important issues and problems faced by clients at Homeboy Industries. I could then use this information to design an effective educational course about computers.

After I explained to Edgar the value of a needs assessment and allowing clients to participate in the development of the course, he agreed that a needs assessment was highly beneficial. In particular, the results of the needs assessment would allow us to obtain the perspectives of potential participants of the course and gain a better understanding of their specific needs.[24] With a clearer understanding of their needs, we would be able to determine whether or not a computer basics course was the appropriate solution to meet their needs. Moreover, if a computer basics course was found to be an appropriate solution, the needs assessment would help determine the focus of the course and make it more useful to potential participants.

In summary, conducting a needs assessment was important because it would allow us to determine the problem(s) from clients' perspectives and not from a perspective we perceived them to have, it would also allow us to determine the

appropriate solution for meeting clients' needs. [25] Thus, a needs assessment would assure that we developed a relevant computer course for clients.

Methods

To conduct my needs assessment, I created an exploratory questionnaire. The questionnaire consisted of open-ended, scale, and multiple choice questions.[26] The goals of the questionnaire were to determine: (1) whether or not there was an actual need for a computer basics course; (2) the computer skill level of potential participants; (3) what computer skills potential participants thought they needed; and (4) how the computer basics course should be delivered.

I decided that the best method for administering the questionnaires was to conduct them face-to-face. I thought that this was the most appropriate method for several reasons. First, many clients lack confidence in their reading and writing abilities because of the significant amount of time they have spent in jail or prison. They are, however, highly confident in their speaking abilities because they often talk to their case managers about their individual needs and because many of them have given presentations. Second, face-to-face interviews are capable of dealing with "complex information and [they] have potentially the highest accuracy and response rate" (Ervin 2005: 200). In particular, conducting the questionnaires face-to-face would give me the opportunity to probe potential participants about several issues such as challenges that are currently preventing them from using computers.

Sample and Recruitment

While developing the questionnaire, Edgar and I discussed the target audience for

our computer course. We decided that trainees would be the intended participants for the course. We made this decision because out-house clients already had a computer course, "Computer Literacy: Overcoming Your Computer Fears." With our target audience identified, the next step was to obtain Shirley's approval. We scheduled a brief meeting with Shirley and discussed our decision to develop a computer course targeted only for in-house clients. Shirley was highly supportive of our decision and stated that in-house clients should be our first priority.

After determining the target audience, we discussed the sample size for the needs assessment. We decided that I would interview thirteen clients since the Computer Resource Center could house thirteen participants.[27] Afterwards, we discussed the process of finding participants for the needs assessment, as well as the computer course. We decided that one valuable recruiting method was to contact case managers. Case managers possess a lot of knowledge regarding which trainees might be interested in participating in a computer course since they are responsible for ensuring that trainees receive the services they want and need. Therefore, Edgar contacted Maria Flores, the head case manager, and obtained a list of five potential participants. To obtain additional participants, I talked to trainees and asked them if they knew of any in-house clients that would be interested in a computer course. Trainees would either identify themselves as potential participants or they would provide me with information about people they thought would be interested in the course. Furthermore, a Curriculum Department staff member identified four potential participants, all of whom are navigators[28] at Homeboy Industries.

In conclusion, I had a targeted population for the needs assessment which were in-house clients interested in computers. Interviewing a sample from this population was important because it allowed me to determine their specific needs and assess my intervention appropriately. I obtained my sample though cluster and snowball sampling.

Conducting the Needs Assessment

With thirteen potential participants identified, my next step was to inform potential participants about my project and ask them if they were willing to participate in it. Luckily, every potential participant identified was eager to participate in the needs assessment. Thus, I informed all thirteen participants of their roles and rights in the project and obtained written consent from them. I then administered the questionnaires at a location and time convenient for participants during the third and fourth week of February. The face-to-face interviews ranged in length from four and half minutes long to fifteen minutes long, and they were all audio-recorded using my IPhone. Subsequently, I produced summaries for the questionnaires after they were all administered.

Findings

I interpreted data from the questionnaire summaries by using the method of content analysis. In this method of analysis, frequency is "viewed as indirectly marking importance or salience" (Sankar and Luborsky 2003:3). Frequently mentioned or coded categories are deemed important. The content analysis technique confirmed the Curriculum Department staff's observation that there was a desperate need for a course in computer basics. Five participants stated that they did not use the computer on a daily basis while another three stated that they only use the computer less than fifteen minutes

a day. When these eight participants were questioned about why they spend such little time on the computer, each of them mentioned that he or she did not know how to use computers. In total, nine out of eleven participants[29] cited not knowing how to use computers as a reason why they spend such little time on the computer. Additionally, nine out of the thirteen participants expressed dissatisfaction with their current computer skills.[30] The questionnaires also revealed important information about the computer skill level of potential participants. (See Table 1 on page 38.)   Seven participants assessed their current computer skill level as being poor and three participants assessed it as being fair. In conclusion, all of the findings above supported the Curriculum Department staff's hypothesis that clients were not taking advantage of the computers in the Career Resource Center because they did not know how to effectively operate a computer. These findings confirmed that there was a significant need among in-house clients for a computer basics course.

The questionnaires also revealed beneficial information about how the computer basics course should be structured. First, a majority of participants stated that instructors should focus on teaching computer skills that would be useful in a job environment, such as typing, Microsoft Word, Microsoft Excel, and sending attachments via email. Specifically, eleven participants mentioned that using Microsoft Word would be the most beneficial computer skill to learn since it would allow them to create job resumes. They also mentioned that learning Microsoft Word was important because many companies require their employees to be knowledgeable in this program. Second, participants provided information regarding how computer activities should be structured. (See

Table 1. How Participants Rated Themselves When Asked About Their
Current Computer Skill Level

Computer Skill Level:	# of Participants:
Excellent	0
Good	1
Average	2
Fair	3
Poor	7

Table 2 on page 39.) When participants were given four choices regarding how they preferred completing computer assignments, seven participants preferred choice D.[31] Based on this finding, Edgar and I decided that we would create computer activities that participants completed individually, with a partner, and in a group.

Finally, the questionnaires revealed useful information about why many participants had such little experience with computers. Six participants stated that intimidation was a huge factor preventing them from gaining the computer skills they desired. As one participant expressed, "I am scared. I am scared of the computer. I don't know how to use it all so I feel lost on there. I don't know where to begin." Of the six participants that mentioned intimidation as a factor, one participant cited personal intimidation as a factor preventing her from gaining the computer skills she wants: "Not giving myself a chance. I'm thinking that I'm going to fail all the time. That's all I've done all my life. I've failed so many times that I think I'm just going to fail. I don't have confidence in myself that I'm going to do it right." To help overcome the intimidation

Table 2. Participants' Choices on How They Preferred Completing Computer Activities

Choices:	**# of Participants**
A. Individually	2
B. With a Partner	2
C. In a Group	2
D. Combination of A, B, and C	7

factor, participants suggested that Edgar and I make the course fun. When further questioned about this, they stated that we should create computer activities to engage students. By structuring the course this way, students would be more compelled to learn computer skills since the activities would encourage participation and make learning enjoyable. Students also suggested that we incorporate a reward system into the course as a motivational factor, encouraging them to complete the computer course.

Constraints and Limitations

There are several methods that anthropologists can use to conduct a needs assessment. While semi-structured interviews or a focus group would have produced a significant amount of qualitative information, constraints prevented me from using these methods. The biggest constraint I faced was time. First, clients at Homeboy Industries have different schedules so it would have been extremely difficult to arrange a focus group.[32] Second, many clients would have been working when I interviewed them. For me to ask clients to set aside 30 to 45 minutes of their time to talk to me while they were at work would have been tremendously disruptive. Therefore, conducting semi-structured

interviews was not an option because they take approximately thirty minutes, at a minimum, to conduct. Finally, my collaboration with Edgar greatly reduced the amount of time I had to collect information. In total, I only had three days to recruit participants and collect information.

Although information from the needs assessment was useful, there was a limitation in regards to my sample. Participants of the needs assessment tended to have the same degree of computer experience. Specifically, my sample contained more novice computer users. However, this sample was more suitable to the needs of the Curriculum Department.

Phase Two:

Along with YPI's donation of fourteen Dell computers, YPI provided computer training to employees in the Employment Services Department at Homeboy Industries. The training lasted two days and at the end, YPI provided Homeboy Industries with a computer curriculum that included the following topics: introductions to computers, Microsoft Word, Microsoft Excel, and the internet. I was instructed by Edgar to formulate the curriculum for the computer basics course based off of YPI's curriculum since they had provided Homeboy Industries with the computers.

Before developing the curriculum, Edgar and I had to make decisions regarding the duration and schedule of the course. We decided upon a four week course that could be extended to six weeks if during the implementation phase we discovered that participants needed additional class time. In addition, we determined the schedule for the course after reviewing the schedules of participants[33] and examining the curriculum

schedule for March. We decided that the course would be offered on Monday and Wednesdays from 1:00 to 2:30 and on Fridays from 1:00 to 2:00.[34] Classes would be held three days a week in order to help familiarize participants with the computer. We also thought that having class three days a week was important because repetition and practice play huge roles in helping people learn computer skills. After sending our proposed schedule to Shirley, she approved it and instructed the Curriculum Department staff to add the computer class to March's schedule under the title, "Computer Basics."[35]

Edgar and I designated Mondays and Wednesdays as lecture days and Fridays as lab days since classes on Friday were shorter by thirty minutes. Fridays were seen as activity days where participants could exercise the computer skills they learned that week. Also, since lectures were not planned for Fridays, this gave participants the opportunity to obtain one-on-one help from us.

Developing the Computer Basics Curriculum

Because several participants had never used a computer, the course had to begin with very basic skills and knowledge. Edgar and I decided that "Computer Basics" was aimed at first-time computers users or participants with limited experience with computers, who wanted a better understanding of how computers work and how to successfully operate them.

After determining the target audience for "Computer Basics," we created three goals for the course: (1) teach students the basic operations of a Windows Computer; (2) teach students the basics of Microsoft Word; and (3) help students become self-sufficient in using the internet. Based on these goals, I drafted a tentative schedule for "Computer

Basics" by reviewing YPI's curriculum and incorporating information from the needs assessment.[36] The schedule was developed to help us stay focused during the implementation phase (Phase Three) and it contained details on the topics that we would address in each of the sessions.

The first week of the course would focus on teaching participants how to operate the computer, such as how to use the mouse and how to open programs on the Desktop. The second and third week of the course would focus on Microsoft Word. Five sessions were dedicated to Microsoft Word since eleven participant mentioned during the needs assessment that learning how to use Microsoft Word was a skill they wish they possessed. During the needs assessment, several participants also stated that they were interested in learning how to create a resume. I reserved Session Seven to teach participants how to create a resume. During the third week, participants would also learn about the internet. The last week of the course was dedicated to email. In particular, participants would learn about attachments so that they could apply for jobs online and send their resumes through email.

Even though I developed an outline for each session of "Computer Basics," I did not create a lesson plan for each session. Instead, Edgar and I decided that I would create the lesson plans as the course was implemented. We made this decision for several reasons. First, neither Edgar nor I had prior teaching experience; because of this, we did not know if our schedule was too ambitious or not. While YPI's curriculum provided us with an idea on how to schedule our sessions, its curriculum was not developed specifically for the population at Homeboy Industries. Second, by creating the lesson

plans as the course was being implemented, participants had the opportunity to determine the pace and direction of the course. This was crucial because it allowed participants to have more involvement, and thus more power in the course. Third, creating each lesson plan during the implementation phase allowed me to build flexibility into the project. This was important because "Computer Basics" was developed as a progressive course and we could not predict how participants would respond to it. Flexibility was also important because programs and projects often fail when researchers implement them exactly as they planned without adapting to changes that occur in the process.

In conclusion, Phase Two and Three overlapped with one another because each lesson plan was created prior to each class, rather than in advance during Phase Two.

Phase Three:

Students in Computer Basics

All who participated in the needs assessment expressed interest in enrolling in "Computer Basics" if it was developed. In total, nine participants from Phase One enrolled in the course. Four participants did not sign up for the course since three of them had schedule conflicts, and the fourth participant was no longer working at Homeboy Industries since he found outside employment.[37] Additionally, another three clients[38] enrolled in the course, bringing the total number of students in "Computer Basics" to twelve.[39]

Implementation Approach

Edgar and I continually engaged in the process of planning, acting, and reflecting during Phase Three. Thus, we were involved in a spiral of self-reflective cycles. This was

important because it helped us improve the curriculum and the delivery of "Computer Basics" as it was being implemented. Figure 5 on page 45 illustrates the stages in our continuous cycle: "Plan" refers to the lesson plans I created for the course; "Act & Observe" refers to the implementation of the lesson plan and the observations I made during each class; "Reflect" refers to the reflection period between Edgar and me. I then used information from the reflection stage to formulate the next lesson plan, thus beginning the cycle all over again.

Methods

During the "Act & Observe" stage, I used the ethnographic method of participant observation. H. Russell Bernard explains that:

> Participant observation involves immersing yourself in a culture and learning to remove yourself everyday from that immersion so you can intellectualize what you've seen and heard, put it into perspective, and write about it convincingly. When it's done right, participant observation turns fieldworkers into instruments of data collection and data analysis. [Bernard 2006: 396]

As an instructor for "Computer Basics," I was involved in a full-scale form of participation since I was deeply and actively absorbed in the activities of the Computer Resource Center (Ervin 2005:161). Based on my participation and observations, I made field jottings in my notebook at the end of each "Computer Basics" session and used them to type descriptive field notes. I then used these field notes to engage in a reflection period with Edgar. During the "Reflect" stage, we discussed topics such as: (1) what our next lesson plan should be based on our observations from the previous session; (2) how we could improve our teaching style; (3) the participation level of students; and (4) students' feedback. The reflection process then led me to the "Plan" stage where I
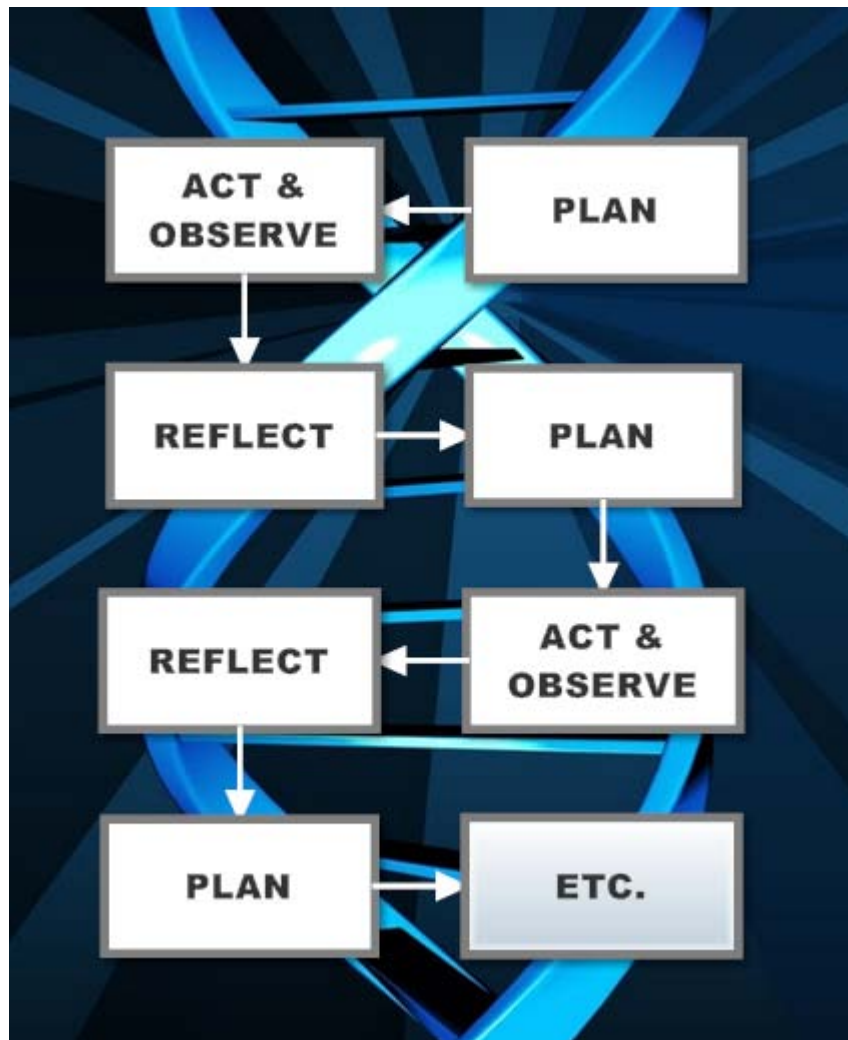
Figure 5. Spiral of Self-Reflective Cycles: Planning, Acting, and Reflecting

formulated specific lesson plans for "Computer Basic," thus beginning the self-reflective cycle all over again.

Curriculum

Based on the continuous cycle of planning, acting, and reflecting, I created a total of nine lesson plans. These plans included several computer activities since participants stated during the needs assessment that making the class fun would help them overcome

the intimidation factor. Some activities were short such as the "Bullets & Number" activity from Session Four, where participants created a grocery list using bullets. Other activities were longer such as the activities that occurred on Fridays. One successful Friday activity was the "RAND" exercise from Session Five.[40]

While there were thirteen "Computer Basics" sessions outlined for March, I only developed nine lesson plans for three reasons. First, when I created the tentative schedule during Phase Two, I was unaware that Homeboy Industries would be closed on March 9 and March 30. Second, we allowed students to determine the pace of the course. Therefore, we only progressed in the course when participants felt ready. During our session about Microsoft Word, participants requested that we slow down; because of this, we did not finish our lesson plan that day and had to continue it during our next class. Third, we used the last day of class to conduct student evaluations. Thus, no lesson plan was created for this day.

Implementation

Edgar and I used the projector in the Computer Resource Center to assist us in implementing the curriculum. We took turns teaching, based on the lesson plans I created. Typically, one of us would lecture in front of the class while the other assisted by used the instructor's computer.[41] For example, in Figure 6 on page 47, Edgar lectured students about Wikipedia and discussed hyperlinks while I used the computer to hover the mouse over a hyperlink.

Additionally, we developed a reward system since participants of the needs assessment mentioned that doing so would motivate and help them overcome the

Figure 6. Edgar Lectured in Front of the Class While I Assisted on the Computer

intimidation factor. One participant suggested that we create certificates for students who complete "Computer Basics." Accordingly, I worked with the Curriculum Department staff to create certificates. Upon successfully completing the course, participants were given a certificate, as well as a USB drive to encourage them to continue using the computer after the course ended.

Implementation Results

What occurred when Edgar and I implemented the course was often different from how we initially planned. First, we frequently deviated from the tentative schedule formulated in Phase Two. One example is that participants stated during the needs assessment that using Microsoft Word was an important skill they wanted to learn. Specifically, they mentioned that they wanted to learn how to create a resume on

Microsoft Word; because of this, on the tentative schedule, I devoted Session Seven to teaching participants how to create a resume. During the implementation phase, however, students were no longer interested in learning this, since they already had resumes and preferred doing another Microsoft Word exercise. Therefore, I created the "We Thank Thee" exercise for Session Seven instead.[42] Second, while Fridays were designated as activity days during Phase Two, we often used Fridays to lecture when we were behind schedule. Because of this, the time participants had to work on activities was reduced and sometimes we had to postpone an activity. Finally, based on the needs assessment, we decided that computer activities would be completed several ways: individually, with a partner, and in a group. During the implementation phase, however, we did not create any group activities.

While our plans often changed during the implementation phase, one of our plans remained the same. As planned, "Computer Basics," lasted only four weeks. We found that four weeks was sufficient time to teach participants basic computer skills. Thus, we saw no need to extend the course.

Findings

There were several useful and interesting findings during the implementation phase. In the beginning, Edgar and I provided students with handouts I created and YPI's handouts. As the course progressed, we stopped distributing YPI's handouts because we hardly used them. However, we continued to use the hand-outs I created because students appeared to respond positively to them.[43] For example, I observed several students using the Folders and Files hand-out to learn how to perform tasks such as how to create a new

folder on the desktop. Students also seemed to enjoy the handouts because we read some of them out loud, which gave them the opportunity to further participate in class.

Second, due to our implementation approach, the spiral of self-reflective cycles, we were able to test multiple teaching methods. We discovered that the best method was to instruct students to look at the projector while we performed a certain task (such as resizing a window) before allowing them to imitate our actions on their own computers. We found this teaching method to be the most useful since participants often got confused during other methods.

The third finding provided useful information regarding the implementation of curriculum. During "Computer Basics," we showed students multiple ways to perform a task. For example, in Session Three, we showed students three ways to rename a folder on the computer. We thought that it was important for students to learn multiple ways to perform a task so that they could decide which method was best for them. Unfortunately, showing students multiple ways often confused them. Therefore, we decided that the next time the course was offered, we would only show students two ways to perform a task: (1) the most complicated way and (2) the easiest way, which is usually the keyboard shortcut.

The fourth finding involved the problem of low attendance which Edgar and I did not anticipate.[44] During the needs assessment, participants suggested that we make the course fun by creating computer activities and that we incorporate a reward system into the course. They stated that doing so would motivate and help them overcome the intimidation factor. Despite incorporating participants' ideas, attendance was sporadic

and students often missed class. In particular, some students stated that they missed class because they forgot. I personally reminded students about class but this did not improve attendance. Therefore, Edgar and I decided that during Phase Four we would explore the attendance problem with students to obtain more information about it. However, I hypothesize that the reason why some students missed class is because they are not ready to commit to the course. When I questioned a participant during the needs assessment about ways to encourage student involvement in the computer course, he stated that there was nothing Edgar and I could do since it is up to clients to decide if they are willing to learn: "It's up to the individual and then it's up to myself how much bad I wanna do it. No matter what you put out there or how appealing you put stuff out there to me, at the end of the day it's my choice. Do I want? Yes or no?" I did not realize the value of his comment until after the implementation of the course. In brief, I think that the attendance problem is not specific to "Computer Basics," but involves a bigger issue that deals with some clients' orientation towards life.

The final finding was that many students appeared to be overcoming their fear of computers. One observation was that participants were eager to participate in activities. For example, during the "We Thank Thee" activity in Session Seven, Edgar and I called on students to use the instructor's computer and complete part of the activity. Students did not hesitate to participate and willingly used the instructor's computer to show other students how they completed the activity. Another observation to support my finding was that students were eager to help one another. When students expressed frustration or indicated that they needed help, other students would try to motivate them and offer

assistance. Sometimes, students would offer help even when no one asked for it.

Notable Classes

- **March 5, 2012***:* Despite all of our planning, session two was a fiasco because Edgar and I failed to determine the rules for our class. Because of this, there were several disruptions that occurred during class. For example, clients who were not enrolled in the course kept entering and exiting the Computer Resource Center to use the computers.[45] At the end of class, we discussed the disruptions and decided we would lock the door to the Center to prevent clients not enrolled in the course from entering. We also decided that we needed to be stricter towards students who caused distractions since they hindered the progress of other students. Therefore, we began prohibiting disruptive students from participating in the class.

  After the discussion, Shirley called us for an impromptu meeting. She first explained that it was brought to her attention that Edgar and I were too lenient towards students during class. Second, she declared that the Computer Resource Center was considered closed during computer classes. She stated that clients not enrolled in the computer course are prohibited from entering the Center when classes are taking place. Third, Shirley instructed Edgar to create a schedule for the Computer Resource Center so that clients would be informed on its hours of operation. In conclusion, the meeting with Shirley supported the decisions Edgar and I made prior to our meeting with her.

- **March 21, 2012**: On this day, three graduate students from USC's Primary Care Physician Assistant Program volunteered as assistants for "Computer Basics." Edgar

and I partnered each graduate student with a group of students enrolled in the course. We then instructed them to work together to complete a computer activity.

Cultural Mishaps

In anthropology, entering the fieldwork setting involves several things such as explaining one's presence and gaining a degree of trust with participants (Ervin 2005: 152). This stage of fieldwork often causes anthropologists anxiety since there are possibilities for unpleasant encounters. While most difficulties usually disappear during the initial stage of research, they can resurface later on in the field. In my case, I experienced a cultural mishap during Phase Three.

While a majority of my encounters at Homeboy Industries were friendly, I unfortunately had several tense encounters with one trainee. These encounters were incredibly stressful and confusing. Despite the stress, the encounters eventually led to valuable changes in the Computer Resource Center and at Homeboy Industries.

The Curriculum Department staff became aware of the conflict after three encounters between the trainee and me. This prompted Shirley to meet with us in an effort to resolve the problems. In the meeting, the trainee stated that she was upset that I failed to abide by and enforce the Computer Resource Center rules.[46] As the conversation continued, we learned that the client was not upset at me but that she was dissatisfied with how the Center was being managed. I agreed with the trainee's comments and provided information about what I had also observed in the Center. At the end of the meeting, Shirley decided that changes should be made to the Center.

After the meeting, Shirley held another meeting with Edgar and me to discuss the

Computer Resource Center. While I was not an employee of Homeboy Industries, Shirley invited me to the meeting because she believed that I could provide helpful insights since I spent a great deal of time in the Center. We made several important discoveries during our meeting. First, we discovered that Edgar's role in the Center was not fully defined. During his recent move to the Center as the Computer Resource Specialist, he was not fully informed about his responsibilities. Thus, he did not know whether or not he had the authority to manage the Computer Resource Center and enforce its rules.[47] Second, while the Center was a joint venture between the Employment Services Department and the Curriculum Department, it became evident that the directors of each department had not collaborated sufficiently about the Center. The third discovery we made was that Edgar could not manage the Center by himself. He had no way of knowing whether a trainee was granted permission by his or her case manager to use the computers in the Center or not. Thus, complete management of the Center would necessitate the collaboration of several departments at Homeboy Industries and a change in the organization's management system. The final discovery was that the noise level in the Center was attributed to two factors. First, headphones were not available so clients used the speakers, increasing the noise in the Center. Second, many trainees were using the Center for entertainment purposes and to "chill.[48]"

A meeting was held between Edgar, Shirley, Ramon Flores[49], and me. We once again discussed all of the problems occurring in the Computer Resource Center and several important decisions were made. First, we decided that Shirley needed to meet with the Director of the Employment Services Department to discuss the Center since it

was a joint venture between the two departments. Second, we decided that as the Computer Resource Specialist, Edgar should be responsible for managing the Center.[50] However, the Curriculum Department staff would assist him in managing it and provide him with support. Third, we decided that Edgar needed to contact YPI to find out if headphones were included in its computer donation to Homeboy Industries. Finally, the last decision we made was that a management system needed to be developed to help foster a comfortable and productive environment in the Center. Shirley suggested computer passes be created, in order to prevent trainees from entering the Center during work hours. Computer passes would greatly reduce the noise level in the Center. A computer pass system, however, would require the collaboration of several departments at Homeboy Industries such as staff members in the clock-in room[51], case managers, the Curriculum Department, and the Employment Services Department.

By the following week, Homeboy Industries had the Computer Resource Pass system in place. The Curriculum and Employment Services Department had worked together to inform case managers, staff members in the clock-room, and supervisors about the new system. They then posted flyers in the Computer Resource Center to inform clients about the new Computer Resource Pass system and began implementing it. (See Figure 7 on page 55.) Based on the new system, trainees were only allowed to use the Center if they obtained a computer pass from the clock-in room, which required prior approval from a trainee's case manager. (See Figure 8 on page 56.) Trainees had to present their passes to Edgar prior to using the computers and had to return the passes to the clock-in room after an hour. Computer passes, however, were only granted during
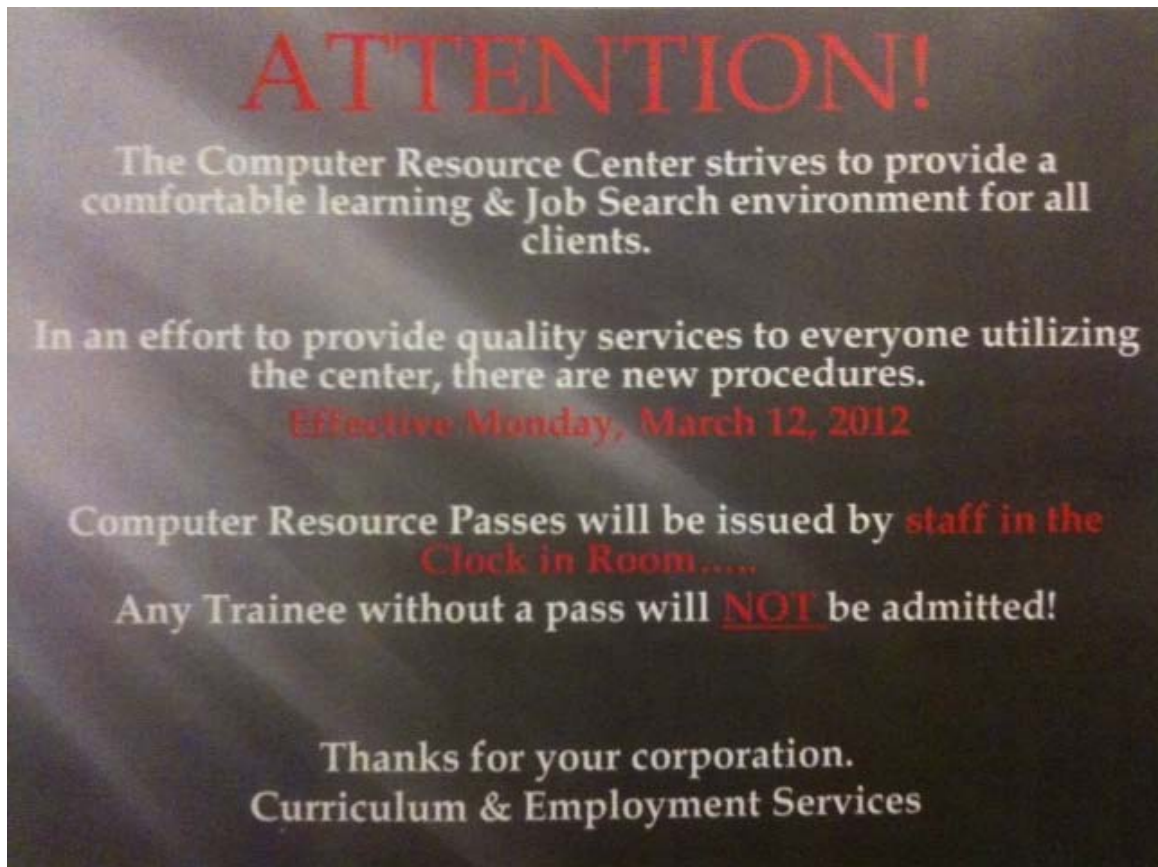
Figure 7. Flyer posted throughout the Computer Resource Center

lunch hours or when trainees needed a computer to complete work related activities such as creating a resume. If trainees failed to abide by the new rules, they were clocked-out on their time cards.

After the implementation of the computer pass system, Victor Bozeman, the Director of Employment Services, called me in for an impromptu meeting. He asked me about my master's project. After explaining it to him, he requested that I share with him what I had observed in the Computer Resource Center since I spent approximately 20 hours a week there. I took this opportunity to provide him with information regarding the implementation process of the Computer Resource Pass system. Victor said that my

Figure 8. Computer Passes for the Computer Resource Pass System

information was beneficial and that he would discuss with Edgar how they could run the system more efficiently and smoothly. I also informed Victor about how I noticed a need for an additional employee in the Center. I justified my recommendation based on several observations I made such as how several clients could not receive the help they needed because Edgar was busy attending to his other responsibilities. Three weeks after our meeting, Edgar informed me that Homeboy Industries hired an assistant to help him in the Center and this was partially due to my recommendations to Victor.

While the conflict between the trainee[52] and me was stressful, it led to several beneficial changes at the organization. The conflict shed light on several problems at

Homeboy Industries and it helped connect departments that were previously working independent from each other.

Phase Four:

Student Evaluations

The final phase of the project involved obtaining feedback from students and using it to improve "Computer Basics." While I spoke to students during Phase Three to gain feedback about the course, Edgar and I wanted to conduct student evaluations to explore their opinions and experiences in the course. YPI had provided Homeboy Industries with evaluation forms to accompany its computer curriculum but we decided to conduct a focus group instead.[53]

Edgar and I determined that the best method for conducting student evaluations was to hold a focus group with students. First, a focus group would provide participants with a high degree of participation and a sense of ownership of the information (Ervin 2005:176). Second, it would allow us to probe students about certain topics such as why they were or were not satisfied with the pace of the course. Third, a focus group, in comparison to an evaluation form would provide more in-depth information and a deeper understanding of certain issues. YPI's evaluation forms could help answer the "what" questions but not necessarily the "why" and "how" questions.[54]

Methods

To conduct the focus group, I drafted ten questions. Seven of those questions focused on three major areas of concern: (1) participants' experiences, (2) course lecture/material, and (3) structure of the course.[55] The last three questions were closing

questions that helped me bring the discussion to an end. After formulating the questions, I informed students in "Computer Basics" about the focus group. I then invited them to attend the discussion which was held on the final day of class.

Conducting the Focus Group

Five students participated in the focus group which was held in the Computer Resource Center.[56] I explained to students the goal and rules of the focus group and recorded the discussion using my IPhone. The discussion lasted approximately thirty minutes. While I hoped that the discussion would last longer, many participants were distracted by a crying baby in the Center.[57] Despite this distraction, I continued with the discussion and participants shared their experiences and opinions about the course. I later transcribed the discussion so that I could analyze it using the method of content analysis.

Findings

The focus group provided valuable information regarding several issues. First, it provided information about the structure of "Computer Basics." Due to the sporadic and low attendance rate, Edgar and I considered changing the schedule of the course from three times a week for a month to once a week for three months. When I questioned students about this new schedule they immediately expressed their disapproval. They stated that three months was too long to learn basic computer skills since they did not know how long they would be at Homeboy Industries. As one participant stated, "I don't think that's gonna work. We probably gonna get busted and stop coming." Additionally, students stated that they liked the progressive structure of "Computer Basics." They mentioned that this was a major strength of the course since every session contained a

different lesson and activity. They compared the course to "Excel 101," and stated that they wished the latter could be structured in a progressive manner as well.

Second, the focus group provided information about participants' expectations for the course. Four participants stated that overall the course effectively met their expectations. One participant, however, mentioned that he wished we had covered more advanced material in our course. When questioned further about what topics he would have liked Edgar and me to address, the participant realized that what he actually wanted was a "Computer Basics 2" course. He suggested that we develop one for students who are too advanced to enroll in "Computer Basics." Other participants liked his suggestion, stating that they were interested in enrolling in "Computer Basics 2" if it was developed.

Third, the discussion provided information about the implementation of the course. Students varied in their opinions about the pace of "Computer Basics." This is attributed to the fact that students had different computer skill levels when they began the course. Students with prior computer experience thought the pace of the course was too slow especially during the first week of class. Students with limited computer skills, on other hand, thought that the pace was just right. Additionally, students stated that the biggest weakness of the course was disruptions, which greatly hindered their ability to learn the materials. They suggested that Edgar and I be more selective in whom we allowed in the course.

Constraints and Limitations

There were several constraints and limitation in Phase Four. First, at the beginning of the discussion, participants were greatly distracted by a crying baby. Many

of them expressed their frustration about the noise and stated that they could not focus. Unfortunately, I had to no choice but to continue with the discussion since other rooms at Homeboy Industries were unavailable. Second, my participation in the focus group could have unintentionally skewed the data. As an instructor for the course, participants might have felt compelled to answer positively. Despite these constraints and limitations, the focus group provided useful information on how "Computer Basics" could be improved. The discussion also unintentionally provided beneficial information regarding "Excel 101."

Graduation

After "Computer Basics" ended in March, I worked with Curriculum Department staff to create certificates for students who completed the course. (See Figure 9 on page 61.) Originally, Edgar and I planned to present the certificates to students during the first day of "Computer Basics" in April. However, he suggested that we present the certificates during Homeboy's morning meeting.[58] I thought this was a great idea so on 4 April 2012, we presented five students with a "Computer Basics" certificate. We also presented them with a 2GB USB drive, in order to thank them for their participation and encourage them to use the computer skills they recently learned.

Deliverable to Homeboy Industries

After analyzing the focus group discussion and reflecting on the implementation process of "Computer Basics," I edited the schedule and lesson plans for the course. I then gave Edgar the revised curriculum booklet.[59] Additionally, I met with him and provided him with several recommendations, based on information I gathered throughout

Figure 9. Computer Basics Certificate

the course of the project.

First, I recommended that we be stricter during class since students stated that distractions negatively affected them. I mentioned that we should not allow clients, who are not enrolled in the course, to use the Computer Resource Center when class was in session. While we already decided to be stricter during the first week of the course, we did not follow through with our decision.

Second, I recommended that students be given the option to practice typing if they already possessed the computer skills being taught. I explained to Edgar that several students were dissatisfied with the pace of the course because they believed it was too

slow especially during the first week of class. Giving them the option to practice typing, however, would slightly mitigate the problem.

Third, I recommended that Edgar allow two students from March's class to serve as teaching assistants for "Computer Basics." These students wanted to help teach the next course. I thought that this was a good idea since I planned to stop teaching in April. Also, by allowing the students to be teaching assistants, they could potentially be instructors for "Computer Basics" in the future.

Fourth, I recommended that Edgar develop a typing class and invest in typing software. During the needs assessment many participants stated that typing was a skill they wanted to learn. Unfortunately, we did not incorporate it into the "Computer Basics'" curriculum since typing does not require assistance from an instructor. Clients could practice typing in the Computer Resource Center at any time. With the new Computer Resource Pass system, however, the only time clients could use the Center was during lunch. Therefore, I suggested that a course be offered in typing so that clients did not have to use their lunchtime to practice typing. I also suggested that Homeboy Industries invest in typing software because the typing programs on the computers were very limited. The organization uses a free online typing program which only offers fifteen typing lessons.

My fifth recommendation was for Edgar to contact case managers and discuss with them the attendance problem in the class. While I had explored this issue during the focus group, the students who participated in it were generally the students who always attended class. Therefore, I did not gather much information regarding the reason why

students were missing class.

My sixth recommendation concerned "Excel 101." I recommended that Edgar contact the instructor for "Excel 101" and suggest to her the idea of making her course progressive. Currently, the course is similar to a workshop. Clients can join the class at any time and because of this, the instructor must start her lesson from the beginning if a new student joins the class. During the focus group and needs assessment, clients explained to me that they use to attend "Excel 101," but stopped because they were frustrated that every class was the same. As one participant stated during the focus group, "She does the same shit over and over again." Clients, however, mentioned that they were interested in re-enrolling in "Excel 101" if it became a progressive course.

Finally the last suggestion I made to Edgar was about navigators and security personnel. Three navigators and one security staff member were enrolled in "Computer Basics," but often missed class. Several stated that their hectic schedules prevented them from attending many classes. One of the navigators then suggested that I to speak to his supervisor about the problem. I did and I discovered that unfortunately navigators had to miss classes when they were needed. Edgar and I did not realize until the implementation of the course that the course's schedule was unrealistic for navigators and security personnel. Additionally, three of them stated that they wanted to re-enroll in April's course but re-enrolling would not fix the schedule conflicts they encountered. Therefore, I recommended that Edgar provide private tutoring for navigators and security personnel, in order to teach them basic computer skills.

Throughout our meeting, Edgar provided me with important information. While

he supported several of my recommendations, such as the one concerning "Excel 101," he stated that Homeboy Industries could not currently implement some of them. For example, he informed me that typing software can be expensive since each computer must obtain its own license for the program. Homeboy Industries did not have the funds at the time to invest in typing software. Also, the hectic curriculum schedule made it difficult to develop and implement a typing class. Offering a typing class would necessitate the closing of the Computer Resource Center, which out-house clients used to look for employment. Furthermore, Edgar informed me that he was in the process of working with Shirley to develop a plan for navigators. They were discussing the possibility of having computers reserved only for navigators in the Center. Edgar also stated he was currently developing a training session for navigators since it was more feasible than offering private tutoring.

Conclusion

From the beginning, Edgar and I agreed that we would view "Computer Basics" as a pilot study since Homeboy Industries does not offer many progressive courses. While we experienced some problems when the course was implemented, we determined that "Computer Basics" was a success. We defined it as a success for two reasons. First, several students ended up with more computer skills than they originally had. During the needs assessment, I asked participants to evaluate their computer skill level on a scale from "Poor" to "Excellent." As stated earlier, nine of these participants also participated in the "Computer Basics" course. Of these nine, I was able to ask seven of them to re-evaluate their computer skill level.[60] Five of the seven participants reported an increase in

their computer skill level while two of them reported the same computer skill level. (See Table 3.) Second, it was a success because five students out of eleven graduated from the course.[61]

In conclusion, Edgar and I considered "Computer Basics" a success and decided to offer it again in April.

Table 3. Participants' Self Evaluation of Their Computer Skill Level

Participant:	Computer Skill Level Prior to Computer Basics Class:	Computer Skill Level After Computer Basics Class
1	Fair	Average
2	Fair	Average
3	Average	Excellent
4	Poor	Fair
5	Fair	Average
6	Good	Good
7	Fair	Fair

PART IV:

REFLECTIONS

As Kedia and van Willigen explained in *Applied Anthropology: Domains of Application*, anthropologists use their skills "to work in a variety of settings or domains to inform policy and to initiate action that alleviates some of the most pressing social, economic, health, and technological problems facing communities and organizations" (2005:1). In many instances, applied anthropologists use their anthropological skills to meaningfully contribute to the domain in which they are working (2005:3). Examples of common domains that applied anthropologists often find themselves employed in are design and architecture, education and schools, evaluation, community action, development policies and practices, training programs, and alcohol and drug use.

Applied Anthropology and the Collaborative Project

Applied anthropologists maintain anthropological constructs and use anthropological methods even though they often work in domains other than anthropology. While the collaborative project is classified under the education domain, several characteristics made it anthropological. First, I relied on anthropological methods during the project and obtained qualitative information. I used ethnographic methods such as participant observation, interviewing (face-to-face questionnaires), and a focus group in the project. These methods allowed me to obtain valuable information which helped me gain a better understanding of the "other." I then incorporated this information into the design process, which helped me produce a meaningful and relevant computer course for in-house clients at Homeboy Industries. Anthropological methods allowed me

to uncover useful information, such as how intimidation plays a huge role in preventing clients from obtaining the computer skills they desire.

Second, the iterative and participatory approach of the project is typical in many applied anthropological projects. The iterative nature of the project allowed me to continually engage in a reflection process with Edgar. This was important because we were able to make improvements to the "Computer Basics'" curriculum and the implementation of the course by constantly reflecting on our actions, as well as what was occurring in the process. Additionally, the collaborative project took a participatory approach. Clients of Homeboy Industries participated throughout the entire process of the project from design to implementation to evaluation. This was important because it helped us develop a relevant computer course for in-house clients.

Finally, I focused on obtaining an emic perspective in the project. I was able to acquire this perspective by using ethnographic methods such as participant observation. Having an insider perspective was important because it allowed me to participate in daily activities and form strong connections with clients at Homeboy Industries. While building strong rapport with the research community is not distinct to anthropology, it is an essential tenet of this field. In the project, building and maintaining relationships with the community at Homeboy Industries was important because it gave me the opportunity to collaborate with Edgar in the development of "Computer Basics."

Roles for Applied Anthropologists

Trotter and Schensul outlined five general areas of practice for applied anthropologists:

> (1) generate research to be used in policy development at the local, state, or federal level … (2) participate in project evaluation or monitoring … (3) develop culturally based, theory-driven" interventions … (4) pursue advocacy or action work that attacks inequities in power and resource allocation in both local and global settings ... or (5) undertake participatory action research (PAR). [Kedia and van Willigen eds. 2005:11]

In the project, I participated in two of these areas. First, the goal of my project was to develop a computer course that specifically met the needs of clients at Homeboy Industries. I wanted to create a computer course that was culturally relevant to clients. I tailored the curriculum and the implementation process of the course based on information clients provided me. Thus, it could be argued that I developed a culturally based, theory-driven intervention. Second, my project can be classified as advocacy work since I took on the role of cultural broker. Cultural brokering involves bridging "the gap that may exist between those in power and the people of a community" (2005:12). Ethnographic methods allowed me to obtain useful information such as how clients wanted the organization to restructure "Excel 101." After discovering this information, I made specific recommendations to Edgar. Therefore, I served as a liaison between the organization and the community at Homeboy Industries.

Lessons Learned

I experienced a lot of ups and downs during the course of the project. While many moments caused me great frustration and stress, I learned some valuable lessons along the way. First, the biggest lesson I learned was about being flexible. When I began formulating my project in August 2011, I had a specific research plan in mind. I quickly learned, however, that in the field things often don't go according to plan. As the project progressed, I slowly learned how to adapt to unexpected changes. While I cannot say that

I have mastered the skill of being flexible, I am now more open to change and have become more adaptable.

Second, I learned how to remain objective throughout the course of the project. Taking on a participant observer role, I was often completely immersed in clients' lives. I became good friends with several of them and sometimes found it hard to separate myself from the community. Like most anthropologists, I tried to find the balance between my role as a researcher and my role as a friend. My field notes, however, allowed me to reflect on the process and remain objective.

Finally, I learned that it can be difficult to decide when to leave the field. Each anthropologist must decide for himself or herself when is the appropriate time to leave. In my case, I have not left the field yet. I am still an instructor for "Computer Basics," and I communicate with Edgar on a daily basis. However, I do not teach as often and I am trying to take a less active role at the organization.

Goals of My Project

I had two goals for my project: (1) to use anthropological methods and approaches to develop a computer class that fit the specific needs of clients at Homeboy Industries and (2) to provide the Curriculum Department staff with an anthropological perspective, in hopes that they would use it to improve curricula. While I met my first goal, I was unable to accomplish my second goal. As the project progressed, it became difficult to maintain contact with the Curriculum Department. However, Edgar stated at the end of the project that he appreciated my findings and recommendations.

Conclusion

As Kedia and van Willigen state, applied anthropologists often play a "central role in developing programs and projects that have a lasting impact on the lives of individuals and communities" (2005:1). While I cannot proclaim that the course Edgar and I developed will have a lasting impact on clients' lives, I think that the course has positively affected them. It has allowed them to gain important computer skills and participate in the Technological Age, which is why I would classify the project as being a success. Additionally, as one participate expressed to me, "once you do something to improve education and knowledge, that helps not to go back into the streets[62] because you have more self-worth and you feel you have more self-value."

In conclusion, I think that the "Computer Basics" course we developed is important because it contributed to capacity building at Homeboy Industries. The collaborative project between Edgar and I has helped the organization better achieve its mission, which is to assist "at-risk and formerly gang involved youth to become positive and contributing members of society through job placement, training, and education" (Homeboy Industries 2010c).

NOTES

[1] OJJDP is located within the Office of Justice Programs of the U.S. Department of Justice. It "sponsors a broad array of research, program, and training initiatives to improve juvenile justice as a whole, as well as to benefit individual youth-serving agencies" (Office of Juvenile Justice and Delinquency Prevention 1994).

[2] NGC is operated by the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention and the Bureau of Justice Assistance. "NGC conducts research on street gangs, provides technical assistance and training to communities that are planning and implementing multistrategy approaches to their gang problem, and training for state, federal, and tribal criminal justice personnel engaged in gang suppression" (Institute for Intergovernmental Research 2012).

[3] NGIC is comprised of representatives from the Federal Bureau of Investigation (FBI), US Drug Enforcement Administration (DEA), US Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF), US Bureau of Prisons (BOP), United States Marshals Service (USMS), US Immigration and Customs Enforcement (ICE), US Department of Defense (DOD), National Drug Intelligence Center (NDIC), and US Customs and Board Protection (CBP). "This multi-agency fusion center integrates gang intelligence assets to serve as a central intelligence resource for gang information and analytic support" (National Gang Intelligence Center 2011).

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[4] NDTS is conducted annually by NDIC (see footnote 5). It "uses a representative sample of state and local law enforcement agencies to produce national, regional, and state estimates of various aspects of drug trafficking activities" (National Drug Intelligence Center 2011:1).

[5] NDIC is an independent component of the U.S. Department of Justice. It was established to "coordinate and consolidate drug intelligence from all national security and law enforcement agencies, and produce information regarding the structure, membership, finances, communications, and activities of drug trafficking organizations" (U.S. Department of Justice n.d.).

[6] NCVS "is the Nation's primary source of information on criminal victimization … The NCVS provides the largest national forum for victims to describe the impact of crime and characteristics of violent offenders" (Bureau of Justice Statistics 2011).

[7] BJS is a component of the Office of Justice Programs in the U.S. Department of Justice. Its mission is to "collect, analyze, publish, and disseminate information on crime, criminal offenders, victims of crime, and the operation of justice systems at all levels of the government" (Bureau of Justice Statistics n.d.).

[8] Kershaun Scott is former gang member who now speaks out against gangs and encourages young people to stay away from them.

[9] The term *barrio* refers to Mexican enclaves (Vigil 2002:33).

[10] It is important to note that many African-American groups first formed as a defensive response to the "racial wars" that were occurring in several Los Angeles high schools (Shelden et al. 2004:10). Thus, many African-American youths began forming groups for protection.

[11] At risk, recently released, and formerly gang involved youths employed by Homeboy Industries are known as in-house clients, and they are referred to as *junior employees* or *trainees* at the organization.

[12] Homeboy Industries uses the term *clients* to refer to at-risk, recently released, and formerly gang involved youth who use the free services and programs offered at the organization.

[13] The Homeboy Press was responsible for compiling poems and stories written by clients and publishing them in books. Currently, the Homeboy Press is not active.

[14] At-risk, recently released, and formerly gang involved youth who do not work at Homeboy Industries but use the free services and programs offered at the organization are referred to as out-house clients.

[15] Refer to Appendix A for an example of Homeboy Industries' curriculum schedule.

[16] The phrase *Ya 'Stuvo* means "That's enough, I'm done with that."

[17] In gang culture, the term *homeboy* refers to a fellow male member of a youth gang. However, the term is also used in every day speech by young people to refer to a male friend that can always be counted on.

[18] The term *homies* is an abbreviation for homeboys and is often is used interchangeable with the term *clients* at Homeboy Industries.

[19] YPI is a non-profit agency that provides education, training, and technology services to lift families out of poverty (Youth Policy Institute 2011a).

[20] Edgar's position as a Career Resource Specialist is classified under the Employment Services Department and his office is located in the Career Resource Center.

[21] An example of an etic perspective I provided was that I applied the processes of user-centered design to curriculum development, leveraging notions of situated learning.

[22] Nearly all of the classes offered at Homeboy Industries are not progressive. This

means that clients can attend any class at any time since classes do not build on previous classes.

[23] There are multiple ways to define the terms participation and participatory. Participation can be seen as a continuum since there are different levels of participation. I defined the collaborative project between Edgar and I as a participatory project since clients at Homeboy Industries were directly involved in the design, the implementation, and evaluation process of "Computer Basics."

[24] I defined the term *needs* as gaps between what currently exists and what should exist.

[25] The Curriculum Department staff believed that clients were not taking advantage of the Computer Resource Center because they lacked the necessary computers skills required to effectively use the computers. From their perspective, the problem was a lack of computer skills. This perspective, however, might not be the perspective of potential participants of the course which is why I conducted a needs assessment.

[26] Refer to Appendix B for the exploratory questionnaire.

[27] Our original plan was to interview twenty participants since a larger sample would increase the chances that the answers from the needs assessment would truly reflect the

population (i.e. in-house clients interested in computers at Homeboy Industries). However, time constraints greatly affected my ability to have a larger sample size since I only had three days to recruit participants and conduct my needs assessment.

[28] Navigators are responsible for guiding youths and preventing them from dropping-out of school and getting re-incarcerated. Their responsibilities include maintaining communication with trainee's teachers and probation officers, and plugging trainees into services at Homeboy Industries (i.e., counseling, life-skills classes, et cetera).

[29] Only participants who indicated that they used the computer less than 30 minutes a day were questioned about the reasons why they spend such little time on the computer.

[30] Participants were given three choices: satisfied, neither satisfied nor dissatisfied, or dissatisfied.

[31] I did not add Choice D until my fifth interview when a participant mentioned that he preferred a combination of the choices. I failed to recognize this as an option during the creation of the questionnaire.

[32] Additionally, no classrooms at Homeboy Industries were available for me to conduct a focus group.

[33] Specifically, we examined the schedule of participants that were involved in the

needs assessment.

[34] We could not have class until 2:30 on Fridays because there was another class taking place in the Computer Resource Center at 2:00.

[35] Refer to Appendix A for March's schedule.

[36] Refer to Appendix C for the tentative schedule.

[37] The three participants still working at Homeboy Industries stated that they would try to enroll in "Computer Basics" in April.

[38] One of the clients, however, did not enroll in the course until the second week of class.

[39] These participants were also informed about my project and subsequently signed consent forms, indicating their agreement to participate in my project.

[40] In this activity, participants practiced formatting a document in Microsoft Word. (See page 125-127`.)

[41] The instructor's computer was attached to the projector in front of class.

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[42] In this exercise, participants practiced formatting a document. It was created to allow participants to practice performing tasks such as bolding text. (See page 132-134.)

[43] Refer to Appendix D to see the handouts I created for "Computer Basics."

[44] One day there would be ten students in class while another day there would be only two.

[45] While I wanted to ask clients, who were not enrolled in the course to leave, I did not do so because I was unsure of whether or not their presence was prohibited.

[46] The trainee thought that because I was an instructor for "Computer Basics," I had the power to regulate the Computer Resource Center. In reality, however, I had no such power.

[47] The Computer Resource Center rules were created by YPI since it owned the computers.

[48] The term *chill* means hang out or relax.

[49] Ramon Flores is the supervisor of the trainee that had multiple tense encounters with me.

[50] While Edgar was given more responsibilities as the Computer Resource Specialist, his status at the organization remained the same throughout the course of our collaboration. However, he expressed to me that he was planning to only stay another year at Homeboy Industries.

[51] Staff members in the clock-in room are responsible for documenting the time trainees begin work, take their lunch, and leave work.

[52] Despite the tense encounters, the trainee and I are now friends and she is currently enrolled in "Computer Basics."

[53] YPI's evaluation form contained six scale and one open-ended question regarding what skills students learned throughout the course.

[54] For example, if a student stated on the form that he or she strongly disagreed with the following statement, "the Course met my training needs and expectations," then Edgar and I would know that the student was dissatisfied with the course. We, however, would not know the reasons why the student was dissatisfied nor would we know how the course can be improved to meet his or her needs and expectations.

[55] Refer to Appendix E for the focus group questions.

[56] I wanted to conduct the focus group in the Group Therapy Room, Classroom A, or

Classroom B at Homeboy Industries but these rooms were not available.

[57] The baby's mother was receiving help on her resume while I was holding the discussion with students.

[58] Every day at 8:45 a.m. the entire staff at the organization and out-house clients gather together in the lobby to hear the thought of the day, the schedule for the day, the soup of the day in the Homegirl Café, announcements, and the daily prayer.

[59] Refer to Appendix F for the revised curriculum booklet for "Computer Basics."

[60] Two participants were unavailable and I could not ask them to reevaluate their computer skill level.

[61] One student stopped attending "Computer Basics," after the second week of class. She stated that she would re-enroll in April's class when her schedule was less hectic.

[62] The phrase *back into the streets* means reverting back to gang life.

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APPENDIX A:

Homeboy Industries' Curriculum Schedule for March

Curriculum Schedule: March

HOMEBOY INDUSTRIES

Academic Classes — Support Groups
Life Skills Classes — Extracurricular
Substance Abuse — Work Readiness

Monday	Tuesday	Wednesday	Thursday	Friday
Class : B Monday, Morning, Meditation 9:00-10:00am	**Break room:** Exit Wounds Art Class 9:00-10:00am	**Class: B** Creative Writing 9:00-10:00am	**Class: A** New Realities Breaking Employment Barriers 9:00-10:00am	**Break Rm:** Solar Panel Testing 9:00-10:30am
Class: A Homeboy 101* 10:00-11:00am	**Class: A** Finding The Hidden Job Markets 9:00-10:00am	**Class: A** Homeboy 101* 10:00-11:00am	**Class: B** G.E.D Tutoring 9:30-12:00pm	**Class : A** Baby & Me 9:00-10:30am
Class: A Employment Services: Info session 11:00-11:30am	**Class: B** G.E.D Tutoring 9:30-12:00pm	**Class : A** Leadership: Character Building 11:00-12:00pm	**Class: A** NA 10:30-12:00pm	**Lab:** Criminals & Gang members Anonymous Group 10:00-11:00am
Lab: Excel 101 10:00-11:30am	**Class: A** Parenting 10:30-11:30am	**Class: B** A.V.P. Mini Session 10:00-11:00am	**Class: A** Homeboy 101 for Bakery 12:00-1:00pm	**Class: A** Employment Services: Info session 11:00-11:45am
Class : A AA / NA 11:30-12:30pm	**Class : A** Alcoholics Anonymous 11:30-12:30pm	**Field:** Basketball: Body Conditioning 11:00-12:30	**Class: B** Yoga 12:00-1:00pm	**Class : B** Healing Circle 11:00-12:30pm
Class : A Bridge To College 12:30-1:30pm	**Class: A** Substance Abuse Phase 2 1:30-2:30pm	**Group Therapy:** Tutoring-Ms June 1:00-3:00pm	**Class: A** Building Relationship for Women 1:00-2:15pm	**Lab:** Computer Basic* 1:00-2:00pm
Class : B DV Men's group 1:00-3:00pm	**Class A:** Anger Management* 2:30-3:30pm	**Lab:** Computer Basics* 1:00-2:30pm	**Class: B** $ Stretch Your Money $ 1:00-2:00pm	**Class: A** Relapse Prevention 1:00-2:00pm
Lab: Computer Basics* 1:00-2:30pm	**Class: B** Solar Panel Tutoring 3:30-5:00pm	**Class: A** Building + Relationships For Men 2:00-3:00pm	**Class: B** Parenting* 2:00-3:00pm	**Class: B** NA Women to Women 1:00-2:00pm
Class : A Substance Abuse Phase 1 1:30-2:30pm	**Field:** Physical Training 3:00-4:15pm	**Class: A** Substance Abuse Phase 1 3:00-3:45pm	**Class: A** Anger Management 2:30-3:30pm	**Class: B** Public Speaking 2:30-3:30pm
Group Therapy: Tutoring-Ms June 1:00-3:00pm		**Class: B** DV Intervention For Women 4:00-6:00pm	**Class: A** Four Agreements 3:30-4:30pm	**Class : A** Dancing Heals Dance To The Groove 3:30-4:30pm
Lab: Substance Abuse Phase 1 Bakery Trainees 3:00-4:00pm		**Class: A** Solar Panel Tutoring 3:45-5:00pm	**Class: B** Solar Panel Tutoring 3:30-5:00pm	**Lab:** Computer Literacy: Overcoming Computer Fears 2:30-4:30pm
Class: B Solar Panel Tutoring 3:30-5:00pm			**Field:** Physical Training 3:00-4:15pm	
Class: A USC Health Class 3:30-4:30pm			**Lab:** Driver Training Preparation 3:30-4:30pm	

APPENDIX B:

Needs Assessment: Exploratory Questionnaire

1. Imagine a typical day in your life. On a typical day, how much time do you spend on the computer, including the time you spend at Homeboy Industries?

    A. Zero
    B. Less than 15 minutes
    C. Between 15 min to 30 min
    D. Between 30 minutes to 1 hour
    E. Between 1 hours to 2 hours
    F. More than 2 hours

2A. **(If they do not spend any time on the computer):** You've stated that on a typical day, you do not use the computer. Can you tell me the reasons why you do not use the computer? *(Probes: Are there challenges that are preventing you from using the computer? If so, can you describe some of these challenges?)*

2B. **(If they spend less than 30 minutes a day on the computer):** You've stated that on a typical day, you only use the computer for less than 30 minutes. Can you tell me the reasons why you only spend less than 30 minutes everyday on the computer? *(Probes: Are there challenges that are preventing you from using the computer more often? If so, can you describe some of these challenges ?)*

3. Now imagine that you are sitting in front of a computer right now. Can you give me examples of how you would be using the computer? *(Probe: If you are using the internet, what websites would you be on?)*

4. My next few questions will be about your computer skills and how you obtained them. Can you tell me a story about a time where you learned a new computer skill? *(Probes: Did you encounter any difficulties or challenges when you were learning this new skill? If so, what were they?)*

5. Now I want you to think about all the computer skills that you possess. In your opinion, how would you rate the level of your computer skills?

    A. Excellent

    B. Good
    C. Average
    D. Fair
    E. Poor

6A**.** How satisfied are you with the level of your computer skills?

    A. Satisfied
    B. Neither satisfied or dissatisfied
    C. Dissatisfied

6B. **(If they are dissatisfied with their current computer skill level):** You have stated that you are dissatisfied with your computer skill level. What is preventing you from obtaining the computer skills you desire?

7. Now that you have reflected on your computer skills, I would like to ask you questions regarding a new Computer Technology class that Homeboy will offer next month. Imagine all the different computer skills that "homies" could learn in the class. What computer skills do you believe would be the most useful for the "homies" to learn? *(Probe: Why do you believe these skills would be useful for the "homies" to learn?)*

8. If you were enrolled in the Computer Technology class, what specific computer skills do you think would be the most useful for you to learn? *(Probe: Are there computer skills that you would like to improve on? What computer skills do you not have but you think you need?)*

9. If you were enrolled in a Computer Technology class, how would you prefer to complete your computer assignments?

    A. Individually
    B. With a Partner
    C. In a Group

10. If you were enrolled in the Computer Technology class, do you have any suggestions on how the teachers could increase your participation and interest in the class?

11. Do you have any additional comments you would like to make? Is there anything that you believe is important but we did not discuss yet?

APPENDIX C:

Tentative Schedule for Computer Basics

COMPUTER BASICS – SCHEDULE

- **INTRO CLASS**
    - Syllabus
    - Introduction to parts of the computer
    - "Computer"

- **SESSION 1**
    - 10 minute review
    - Turning on the computer and shutting it off
    - Mouse + mouse activity
    - Keyboard instruction + keyboard activity

- **SESSION 2**
    - 10 minute review
    - Desktop Overview
        - Start
        - Taskbar
    - Opening and closing programs
        - Opening from start menu
        - Opening from desktop
    - Maximize, minimize, and resize
    - BREAK
    - Introduction to folders
        - What is a folder?

- **SESSION 3**
    - Folders
        - Creating, renaming, and deleting
        - Folder exercise

- **SESSION 4**
    - 10 minute review
    - Folders
        - Copying and moving folders
    - Introduction to Microsoft Word
        - Icons on toolbar
        - 2 ways to format
            - (1) Choose a function and then type
            - (2) Type then select and choose a function
                - How to select text

- **SESSION 5**

- o 10 minute review
- o Paragraph alignment
- o Copy/cut/paste
- o RAND exercise
- o Printing
    - Print preview
    - Print

- **SESSION 6**
    - o Spell Check
    - o Thesaurus
    - o USB
        - Save
    - o Student exercise on Word = typing a handout onto Word

- **SESSION 7**
    - o Resume on Word

- **SESSION 8**
    - o Internet safety
    - o Introduction to different browsers
        - Firefox, Internet Explorer, Google Chrome
    - o Buttons on Firefox
        - Home, back etc.
    - o Address bar
        - Exercise
    - o Google search bar
    - o Opening new tabs
    - o Major search engines
        - Google, Bing, Yahoo
    - o Precise searching

- **SESSION 9**
    - o Student exercise = searching topics students want to learn more about on the internet OR word exercise

- **SESSION 10**
    - o Email
    - o Composing email
        - To
        - Subject
        - CC
        - BCC
    - o Receiving Email

- Instructor sent an email
  - Replying Email
    - Reply versus reply to all
    - Email exercise
      - Compose email to partner or instructor

- **SESSION 11**
  - Email
    - Attachments
  - Email attachment exercise
  - Wikipedia
  - Google maps

- **SESSION 12**
  - CELEBRATION :]
  - Student Evaluations

APPENDIX D:

Handouts I Created for "Computer Basics"

COMPUTER PARTS
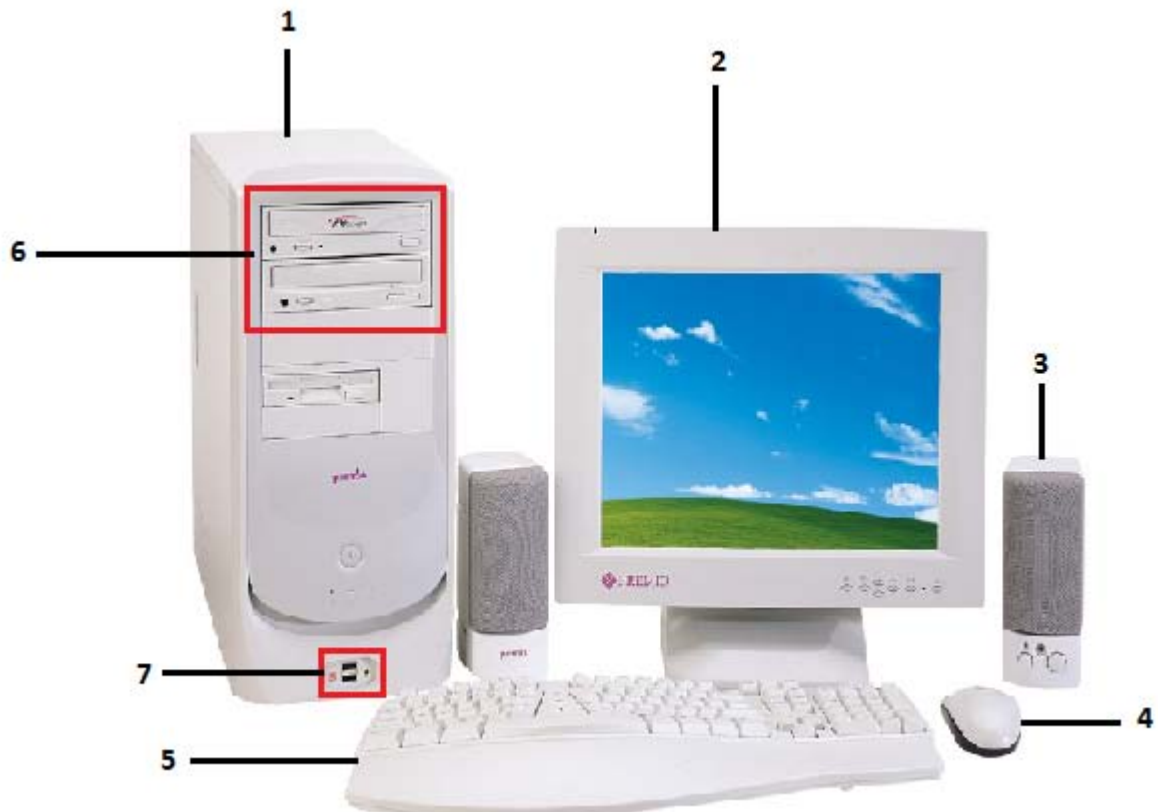
1. **Tower Computer Case -** the brain of the computer and where the information is stored

2. **Monitor -** houses the screen where the information is viewed

3. **Speakers -** used to play sound

4. **Mouse -** device to move the pointer on the screen

5. **Keyboard -** used to type information into the computer

6. **D: drive -** the place to insert CDs or DVDs

7. **USB Port -** where cords that connect different computer parts are plugged in

MOUSE ICONS
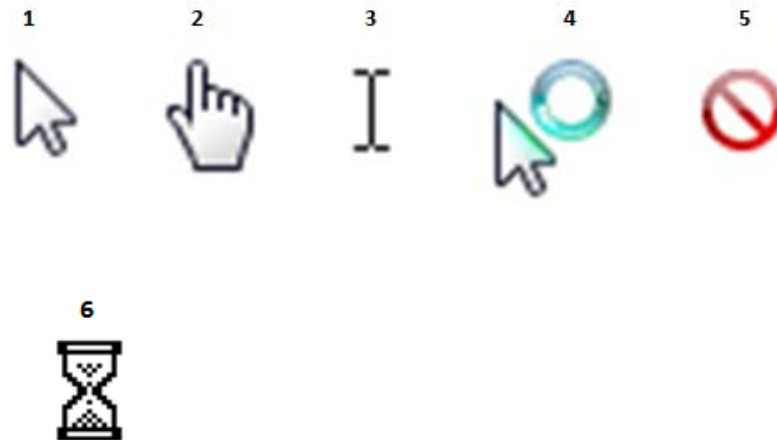
1. This is the most common look for the mouse arrow. In this form it tells the computer where to take an action. When you move the mouse arrow, you need to be sure that the point of the arrow is on whatever you want to click on.

2. A hand with the index finger pointing indicates that if you press the mouse button, more information will become available. It is the *finger* of the hand that must be on the item desired – just as it is the point of the arrow.

3. When you move the mouse arrow into a text area, it changes into an I-beam. This shape can be positioned easily between letters or numbers to mark where you want to make editing changes.

4. The circle indicates that the computer is busy performing a task. You shouldn't use the keyboard or the mouse until the circle changes back to an arrow.

5. A "don't" icon indicates that you're not allowed to take any action at this time. You're either in an area where you're prohibited from taking an action, or the computer is busy and will let you know when you can resume.

6. The hourglass indicates that the computer is busy performing a task. You shouldn't use the keyboard or the mouse until the circle changes back to an arrow.

MINIMIZE, MAXIMIZE, MOVE, and RESIZE
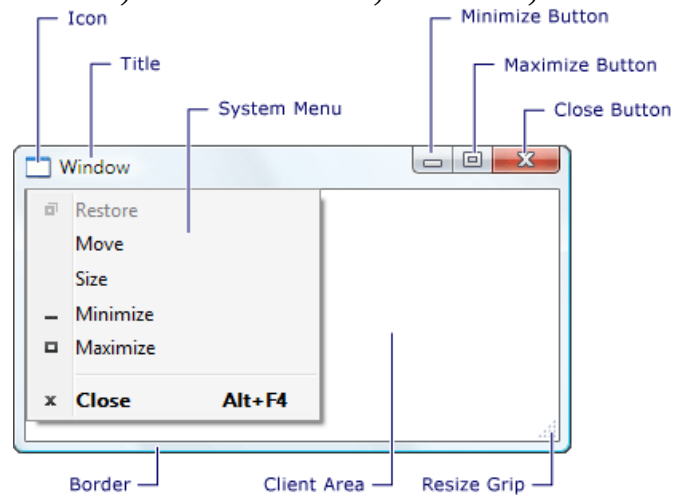
- **Maximize**

  o Left click on maximize button on upper right hand corner

- **Minimize**

  o Left click on minimize button on upper right hand corner

- **Move**

  o Left click on title → hold → move mouse

- **Resize**

  o **Horizontal Resize**

    ▪ Move mouse to right or left border of window until an arrow appears → left click → hold → move mouse left or right

  o **Vertical Resize**

    ▪ Move mouse to title or bottom border of the window until an arrow appears → left click → hold → move mouse up or down

  o **Diagonal Resize**

    ▪ Move mouse to resize grip → left click → hold → move mouse diagonally

`

FILE NAME EXTENSIONS

 .doc or .docx = Micosoft Word document

 .xls or .xlsx = Microsoft Excel spreadsheet

 .pdf = Adobe Acrobat portable document file

 .ppt = Microsoft Powert Point Presentation

 .mov = Quickime movie

 .wav = sound file
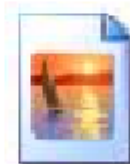
 .jpg = a graphic or image
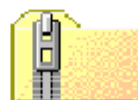
 .zip = compressed data

- **File**
  - A file can be a word-processing document, a photograph, a video clip, or a Power Point slide show.

- **Folder**
  - A folder organizes your files
  - A folder is where you store our files

FOLDERS & FILES

File   →   Folder   Folder   →   Folder
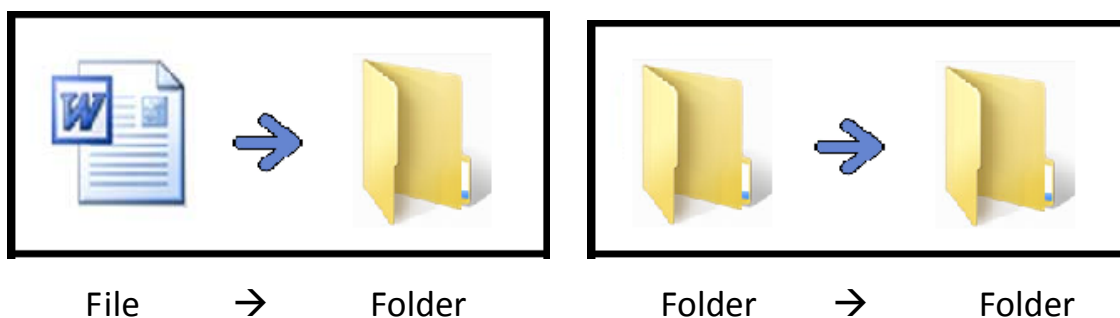
Creating a Folder

1. Desktop

   - Right click on Desktop → "New" → "Folder"

2. Documents Library

   - Click "New Folder" at the top

Renaming a Folder or a File

1. Put the mouse cursor on the folder or file icon → Right click → "Rename" → Type in a new name → Press enter

2. Put the mouse cursor on the folder or file icon → Left click → Wait 3 seconds → Left click again → Type in a new name → Press enter

3. Keyboard Shortcut

   - Left click on the folder or file icon → Press F2 → Type in a new name → Press enter

Deleting a Folder or a File

1. Left click the folder or file icon → Hold → Drag the folder or file into the "Recycle Bin" on the desktop

2. Put the mouse cursor on the folder or file icon → Right click → "Delete" → "Yes"

3. Keyboard Shortcut

- Left click on the folder or file icon → Press "Delete" on keyboard → "Yes"

Undeleting a Folder or a File

1. Go to the "Recycle Bin" on the Desktop → Locate the folder or file you wish to undelete → Right click → "Restore"
2. Go to the "Recycle Bin" on the Desktop → Locate the folder or file you wish to undelete → Left click → Hold → Drag the folder or file to the Desktop or Documents

Copying a Folder or a File

1. Put the mouse cursor on the folder or file icon → Right click → "Copy" → Go to the location where you wish to move the folder or file → Right click → "Paste"
2. Keyboard Shortcut
   - Right click on the folder or file icon → CTRL + C → Go to the location where you wish to move the folder or file → CTRL + V

Moving a Folder or a File

1. Put mouse cursor on the folder or file icon → Right click → "Cut" → Go to the location where you wish to move the folder → Right click → "Paste"
2. Keyboard Shortcut
   - Right click on the folder or file icon → CTRL + X → Go to the location where you wish to move the folder or file → CTRL + V

CHEAT SHEET

KEYBOARD SHORTCUTS:

- New document = CTRL + N
- Copy = CTRL + C
- Paste = CTRL + V
- Cut = CTRL + X
- Select = Shift + Left or Right Keyboard Arrow
- Select All = CTRL + A
- Save = CTRL + S
- Spelling and Grammar Check = F7
- Print = CTRL + P
- Bold = CTRL + B
- Italicize = CTRL + I
- Underline = CTRL + U

SAVING

- Save
  - "File" tab → "Save → Type in name → Press Enter
- Save as
  - When to use:
    1. To save a copy of the document under a new name
    2. To save the document under another format

PAGE LAYOUT - ORIENTATION:
- Portrait: Vertical
- Landscape: Horizontal

APPENDIX E:

Focus Group Questions

Course Lecture/Material

- Think back to our first class. What were your expectations for the course?

  - *Probe*: Did the course meet your expectations? Why or why not?

  - *Probe*: Were there topics or areas that Edgar and I did not cover in Computer Basics that you have liked to learn about? What were they?

- My next question deals with the speed of the course. Based on your experiences in the course, how would you describe the pace of the course?

  - *Probe*: You've stated that the pace of the course was too slow/fast. Why was the pace too slow/fast for you?

Structure of the Course

- Unlike other classes at HBI, Computer Basics was a progressive course. Reflecting on the course, what are your thoughts about the progressive structure of the course?

  - *Probe*: Did structuring the course this way help you learn the materials? Why or why not?

- Take a moment and think about the Computer Basics schedule. How would you describe it?

  - *Probe*: Edgar and I were considering changing the schedule of the course. Rather than having class three times a week for a month we were thinking about having class only once a week for a total of three months. Would you prefer this new schedule? What are the reasons why you prefer/dislike this new schedule?

Participant's Experiences

- Edgar and I noticed that the attendance rate in our class was very unsteady. Did anything prevent you or make it difficult for you to attend class?

    - *Probe*: What were the reasons why you were not able to attend all of the classes?

- Reflecting on the course, what were the strengths of the course?

    - *Probe*: What specific elements of the class helped you learn?

- What were the weaknesses of the course?

    - *Probes*: Curriculum? Implementation?

    - *Probe*: Was there anything that prevented you from learning the materials in class?

Other - (Closing Questions)

- What advice would you give to a trainee who is enrolled in the next month's Computer Basics course?

- What specific changes can be made to improve the course?

- Is there anything you would like to discuss that we have not yet talked about?

APPENDIX F:

Curriculum Booklet for "Computer Basics"

COMPUTER BASICS – APRIL 2012

Instructors: Edgar Gonzalez & Josephine Nguyen

Meeting Days & Time:
- Monday (1:00-2:30)

- Wednesday (1:00-2:30)

- Friday (1:00-2:00)

Expectation of Students:

- ATTENDANCE

    o Due to the fact that Computer Basics is a progressive class, it is important that you attend all of the classes. If for some reason you cannot attend class, please make arrangements with Edgar so that you can make up the materials.

- Please follow the Computer Resource Center rules

- Respect classmates and instructors

- Have fun ☺

Course Description:

   This course is aimed at first-time computer users or participants with limited experience with computers who want a better understanding of how computers work and how to successfully operate them. This course is designed to provide participants with the basic skills and knowledge required to use computers effectively.

Goals of the Class:

- Teach students the basic operations of a Windows Computer

- Teach students the basics of Microsoft Word

- Help students become self-sufficient in using the internet

Helpful Tips

1. Don't try to memorize everything!! Eventually it will become second nature – time and repetition will help you learn.

2. Don't try to understand everything. You don't have to understand exactly how the computer works to use the computer. (Ex: Telephone)

3. If you get frustrated, stop and take a break. Take a few deep breaths and then try again.

Schedule of Class:

- Intro Class

- Session 1:
    - Computer parts
    - Turning the computer on and shutting it off
    - Mouse and Keyboard

- Session 2:
    - Desktop Overview
    - Opening and closing programs
    - Minimize, maximize, move, and resize
    - Introduction to folders
        - Creating, renaming, and deleting folders

- Session 3:
    - Folder exercise

- Session 4:
    - Folders
        - Copying and moving folders
    - What is Microsoft Word?
    - Microsoft Word ribbon
    - Microsoft Word – Backstage View

- ▪ Formatting Microsoft Word documents
    - Font
- ▪ Formatting Microsoft Word documents
    - Paragraph
- Session 5:
    - ▪ Formatting Microsoft Word continued
    - ▪ Copying, pasting, select, and select all
    - ▪ Document Views (e.g. Full Screen)
    - ▪ Page Layout
    - ▪ Saving documents
- Session 6:
    - ▪ RAND exercise
    - ▪ Printing
- Session 7:
    - ▪ Microsoft Word spell check + grammar check
    - ▪ Microsoft Word review
    - ▪ Introduction to the internet
        - Internet safety
    - ▪ Different web browsers
    - ▪ Mozilla Firefox buttons
- Session 8:
    - ▪ Window versus tabs
    - ▪ Bookmarks
    - ▪ Optimizing your search
    - ▪ Introduction to email

- Session 9:
    - "We Thank Thee" exercise

- Session 10:
    - Using email - inbox
    - Composing an email
        - CC versus BCC
    - Replying and forwarding
    - Attachments
    - Spam
    - Email etiquette

- Session 11:
    - Wikipedia
    - Google Maps
    - WebMD
    - Yelp
    - Craigslist
    - Wikipedia Exercise

SESSION 1

- Introduction to Parts of the Computer

    - Two types of computers = Mac and PC

    - Parts of the computer

        - **Monitor**: houses the screen where the information is viewed

        - **Mouse**: device to move the pointer on the screen

            - Cursor: appears on the screen and moves according to the manipulation of the mouse

        - **Keyboard**: used to type information into the computer

        - **Tower Computer Case**: the brain of the computer and where the information is stored

        - **D drive**: the place to insert CDs or DVDs

        - **USB port**: where cords that connect different computer parts are plugged in

- Turning On, Shutting Down, and Restarting

    o Turning On

        - Press the power button on the tower

    o Shutting Down

    o Restart

- Mouse

    o Mouse operation

        - Left click – used to select objects and perform actions

        - Right click – used to bring up a selection list

        - Scroll button – used to move up and down a page

    o Mouse cursors

        - Arrow shape

        - Pointing finger

- I-beam

- Blinking vertical line

- Hour glass

- Spinning Circle

- o Mouse Activity

  - Mouseprogram.com

  - http://www.bbc.co.uk/webwise/courses/computer-basics/lessons/clicky-mouse-game

- Keyboard

  - o Keys

    - Esc

    - Function

    - Tab

    - Caps Lock

    - Shift

    - Windows Icon

    - Spacebar

    - Symbols

    - Backspace

    - Enter

    - Delete

    - Arrows

- Keyboard Activity

  - o Microsoft Word

    - Type name

    - Type name in capital letters

- Type alphabet

- Type numbers

- Type symbols

- *(If students know how to efficiently use the mouse and also know all the keys on the keyboard, have them practice their typing.)*

  o http://sense-lang.org/

SESSION 2

- Review

- **Desktop** – the name for the main screen display on the computer and from this screen you can access everything that your computer has to offer

  - o Desktop icons

    - Click on the icons to access different programs and parts of the computer

  - o Start button

    - Click the Start button to display the Start menu. The Start menu provides access to programs installed on your computer.

  - o Taskbar

    - This makes switching among all your open programs easy.

- Introduction to important programs on computer

  - o Microsoft Word, Microsoft PowerPoint, Microsoft Excel, Recycle Bin, Internet Explorer, and Mozilla Firefox

- Opening Programs

  1. Start menu

     - Start menu → all programs → locate folder → click on folder → click on program

  2. Shortcut on desktop

     - Desktop → locate program → click on program

- Closing Programs

  1. Press red X on top right

  2. Taskbar

     - Locate icon on taskbar → right click → press close window

  3. Program Icon

     - Program icon → close

- Opening and Closing Student Exercise

    1. Open a program from Start menu

    2. Close the program with X

    3. Open a program from Desktop

    4. Close the program from the taskbar

- Minimize, Maximize, Move, and Resize

    o Minimize

        ▪ Right click on minimize button on upper right hand corner

    o Maximize

        ▪ Right click on maximize button on upper right hand corner

    o Move

        ▪ Right click on title → hold → move mouse

    o Resize

        ▪ Horizontal Resize

            o Move mouse to right or left border of window until an arrow appears → right click → hold → move mouse left or right

        ▪ Vertical Resize

            o Move mouse to title or bottom border of the window until an arrow appears → right click → hold → move mouse up or down

        ▪ Diagonal Resize

            o Move mouse to resize grip → right click → hold → move mouse diagonally

- Introduction to folders

    o File versus folder

        ▪ File: A file can be a word-processing document, a digital or scanned photograph, a video clip, or a PowerPoint slide show.

        ▪ Folder: Used to organize your files; where you store your files

- File Name Extensions

    - **.doc** or **.doc x** – Microsoft Word

    - **.xls** or **.xlsx** – Microsoft Excel

    - **.pdf** – Adobe Acrobat portable document file

    - **.ppt** – Microsoft PowerPoint

    - **.mov** – QuickTime movie

    - **.wav** – sound file

    - **.jpg** – a graphic or image

    - **.zip** – compressed file

- Creating Folders

    - Desktop

        - Right Click → New → Folder

    - Documents Library

        - Click "New Folder"

- Renaming Folders

    - Right click on the folder → Rename → Type in new name

    - Left click on folder → Wait 3 seconds → Left click the folder name → Type in new name

    - Keyboard Shortcut

        - Left click on the folder → Press F2 → Type in a new name → Press enter

- Deleting Folders

    - Left click on the folder → Hold → Drag into "Recycle Bin"

    - Right click the folder → Delete → "Yes"

    - Keyboard Shortcut

        - Left click on the folder or the file icon → Press "Delete" on the keyboard → "Yes"

SESSION 3

- Folder Exercise

    1. Create a folder with your name

    2. Create 4 folders within that folder with the following names

        ▪ Winter

        ▪ Spring

        ▪ Summer

        ▪ Fall

    3. In the Winter folder, create 2 more folders with the following names:

        ▪ December

        ▪ January

    4. In the Spring folder, create 2 more folders with the following names:

        ▪ March

        ▪ April

    5. In the Summer folder, create 2 more folders with the following names:

        ▪ June

        ▪ July

    6. In the Fall folder, create 2 more folders with the following names:

        ▪ October

        ▪ November

    7. Rename the folder with your name to "Seasons"

SESSION 4

- Review
- Folders
    - Copying a Folder or a File
        - Put the mouse cursor on the folder or file icon → Right click → "Copy" → Go to the location where you wish to move the folder or file → Right click → "Paste"
    - Moving a Folder or a File
        - Put mouse cursor on the folder or file icon → Right click → "Cut" → Go to the location where you wish to move the folder or file → Right click → "Paste"
        - Right click on the folder or file icon → Hold → Drag the folder or file to the new location

- Introduction to Microsoft Word
    - What is it?
        - A word processing software that's essential for creating various types of documents.
    - When do you use it?
        - School - essays
        - Work - resume
        - Personal - flyers and letters

- Opening and Closing Microsoft Word

- Familiarizing yourself with Microsoft Word's environment
    - Usually everything you need can be found on the Ribbon
        - Ribbon = the collection of tools at the top and it's divided into tabs to help you find the commands you need quickly and easily
    - Minimize and Maximize the Ribbon
        - Small arrow in upper right corner
    - Backstage View (File Tab)
        - Save - more details later on
        - Open
        - Recent - recent documents will appear here
        - New - from here, you can create a new, blank document or you can choose from a variety of templates
            - Student Activity: Open up a new, blank document
        - Print
        - Save + Send - different save options like saving as a PDF

- Formatting Microsoft Word Documents
    - (TIP: Hover over the icons and they will tell you what they mean)

- o (Home button)
- o Font
  - Font Style
  - Font Size
  - Font Color
  - Bold
  - Italicize
  - Underline
- o Paragraph
  - Alignment
    - o Align Left
    - o Center
    - o Align Right
    - o Justified
  - Indent
    - o Decrease Indent
    - o Increase Indent

- How to Format
  1. Choose a function and then type your text
  2. Type your text, then select the text, and choose a function

SESSION 5

- Review
- Ruler
    - Click "View Ruler" icon on the right side of the screen, above the scroll bar, and the ruler will appear
- Microsoft Word Formatting continued →
    - Bullets and Numbering
        - What is it used for?
        - How to change the number or bullet type
        - Tab or Increase Indent for another bullet type
- Student Activity
    - Have students make a grocery list using bullets or numbering
- Saving a Document
    - Save
        - File → Save → Type in a name for the document → Click Save
        - Keyboard Shortcut:
            - CTRL + S
    - Save as
        - When to use:
            - o To save a copy of the document under a new name
            - o To save the document under another format
    - 2 Documents - Happy and sad story
        - Student Activity
            1. Type your name
            1. Save the file
            2. Close Microsoft Word
            3. Open Microsoft Word
            4. Open your document
            5. Type the date
            6. Save the file under another name
            7. Go to "Documents" and see both files
- Copying
    1. Ribbon
        - Select the text you want to copy → Click "Copy" on the Ribbon
    2. Context Menu
        - Select the text you want to copy → Hover over the text → Right click → Copy
    3. Keyboard Shortcut
        - CTRL + C
    - Pasting
        - (TIP: Make sure the I-beam is exactly where you would like to paste your text)

1. Ribbon
2. Context Menu
3. Keyboard Shortcut
   - CTRL + V

- Select
  - Mouse
    - Place your cursor at the beginning of the text → Left click → Hold → Move mouse to the end of the text → Release left click
  - Keyboard
    - Shift + Left or Right Keyboard Arrow

- Select All
  - Ribbon
    - Select All
  - Keyboard
    - CTRL + A

- Document Views
  - Print Layout - Shows the document as it will look when it's printed
  - Full Screen Reading
  - Web Layout - Shows the document as it would appear in an internet browser like Internet Explorer or Mozilla Firefox
  - Outline - Displays the document in outline form
  - Draft - Most frequently used and you use this view to edit your document

- Page Layout
  - Portrait vs. Landscape
    - Ribbon → Page layout → Click desired layout
  - Margins
    - Ribbon → Page layout → Click desired margin option

SESSION 6

- RAND exercise

- Print
    1. Ribbon
        - File → Print → Select the options you want → Print
    2. Keyboard Shortcut
        - CTRL + P
- Have them print out the RAND exercise

On the Insert tab, the galleries include items that are designed to coordinate with the overall look of *your document. You can use these galleries to insert tables, headers, footers, lists, cover pages, and* <u>other document building blocks. When you create pictures, charts, or diagrams, they also coordinate</u> ***with your current document look.***

You can easily change the formatting of selected text in the document text by choosing a look for the selected text from the Quick Styles gallery on the Home tab. You can also format text directly by using *the other controls on the Home tab. Most controls offer a choice of using* the look from the current theme or using a format ~~that you specify directly.~~

- To change the overall look of your document, choose new Theme elements on the Page Layout tab.

  - To change the looks available in the Quick Style gallery, use the Change Current Quick Style Set command. Both the Themes gallery and the Quick Styles gallery provide reset commands so that you can always restore the look of your document to the original contained in your current template.

I drink H_2O every day.

$a^2 - b^2 = (a+b)(a-b)$

RAND HINTS:

- Line 1: bold

- Line 2: italics

- Line 3: underline

- Line 4: bold, italics, and underlined

- Line 5: white font and black highlighter

- Line 6: red font

- Line 7: Lucida Handwriting Font

- Line 8: Font Size – 22

- Line 9: strikethrough

- Line 10-11: bullets

- Line 12-15: increase indent (bullets)

- Line 16: subscript

- Line 17: superscript

SESSION 7

- Review
  - Copy, Cut, and Paste
    - How to do it using the mouse
    - How to do it using the keyboard

- Page Layout
  - Portrait vs. Landscape
    - Ribbon → Page layout → Click desired layout

- Spell Check
  - If a word is spelled incorrect, Microsoft Word will underline the word in red
    - Some words, however, are not in Microsoft Word's Dictionary
  - Ways to do spell check
    - Left click on the underlined word → Right click → A list of words will appear → Choose the correct word
    - Ribbon
      - Review tab → Proofing group → Click "Spelling & Grammar"
    - Press F7
      - Microsoft will review all the words that it believes is misspelled in the document
        - Ignore Once: Ignores the word once
        - Ignore All: Ignores the word throughout the entire document
        - Change: Uses the suggested word in the Suggestion Box
        - Change all: Uses the suggested word in the Suggestion Box to change all instances of the word
        - Explain: See an explanation for the suggested change
        - Add word to the Dictionary

- Grammar Check
  - If Microsoft Word thinks that you are using bad grammar, it will underline the words/phrases in green
    - Sometimes Microsoft Word will tell you how to fix the sentence and other times it will just give you an example of good grammar and an example of bad grammar so that you can use it to rewrite your sentence

- Internet safety

- Fake advertisements
- Emails
    - Viruses
        - Don't open emails from people you don't know because it may contain viruses
        - Emails are the most common way that viruses are spread
    - Phishing
        - Receive emails from a bank that asks you to click on a link and provide personal information. This is an internet scam called "phishing"
    - Money scams
        - Email about how they need your help to access money and if you help them, you get a percentage of the funds.
        - Emails about how you have won a lot of money
- Public computers
    - Make sure to log off from all your accounts before you leave
- Password safety

- Introduction to different browsers
    - Internet Explorer, Mozilla Firefox, Google Chrome

- Mozilla Firefox: Buttons
    - Home Button
        - Home Page: 1st page that appears when you open your browser
        - When you press the Home Button, you will go to the home page
        - Computers at HBI Home Page = Google
    - Back button
        - Returns to the previous page
    - Stop button
        - Stops the page from loading
    - Refresh
        - Reloads the page
    - Bars
        - Website Address Bar
            - Student Activity
                - Tell the students to go to www.wikipedia.com
        - Search Bar
            - Shortcut = Instead of going to the Website, you can type your topic in this bar and search
            - Different search engines: Yahoo, Google, Bing, Wikipedia, etc
            - Student Activity
                - Tell the students to type "Homeboy Industries" in the search bar

SESSION 8

- Review
- Tabs versus Windows
  - Window: Opens up the link on another browser
  - Tab: Opens up the link on the same window
  - Student Activity
    1. Open up Mozilla Firefox → Right Click on the link and click on "Open Link in a New Window"
    2. Open up three tabs on Mozilla Firefox
       - Google
       - Wikipedia
       - Youtube

- Optimizing your searches
  - Botanical Gardens
    - Google search = 17 million results
  - Ways to optimize your search
    1. Try to be more specific
       - Botanical Gardens in Los Angeles
    2. Trying different search engines
       - Google, Yahoo, Bing, etc.
    3. Use different phrases or keywords

- Student Activity
  - Do a search on Google about Dell Computers
    - Advertisements at the top in the light beige colored box
    - Left:
      - Images, Maps, Videos, New, Shopping, More
    - Go to next page to see more results

- Introduction to Email
  - "Email" = electronic email
  - What is email?
    - Email is a way to send and receive digital messages and content over the internet
  - Mail versus Email
    - Both are sent to a specific address
      - Home/Apt/Business address and email address
    - Time
      - Mail = takes between 2 days to 3 weeks depending on the location
      - Email = instant delivery
    - Cost

- Mail = $ for postage
- Free with internet connection

- What's it used for?
  - Personal - to keep in contact with relatives and friends
  - Business - sending your resume to a company, company memos, etc.

- Different email service providers
  - Hotmail, Gmail, Yahoo, AOL, etc.
  - Which email service provider you use depends on your personal preference
    - Sometimes people get an email address that is hosted by a company, school, or organization such as Homeboy Industries

- Email addresses
  - Always written in a standard from that includes a username, the @ sign, and the email provider's domain
  - Example: egonzalez@homeboyindustries.org
  - Choose a professional username

- Information management software
  - Many companies and organizations use information management software like Microsoft Outlook for managing their email

- Email advantages
  - Cheap - free to create an account
  - Access to web services
    - To sign up for accounts like Facebook or Amazon, you need an email address
  - Communication
    - Send an email to multiple people at once
    - Can also be used for Instant Messaging
  - Accessibility
    - Can access your email from any computer or mobile device that gets an internet connection
  - Productivity Features
    - Calendar
    - Address book
    - Public profile = think of it as an online business card or directory listing

NOTE: MAKE SURE THAT ALL OF THE STUDENTS HAVE EMAIL ADDRESSES!

SESSION 9:
- "We Thank Thee" exercise

    o Have the students do the exercise on their own

    o If they have questions, they can ask their partner

    o 20 minutes before class ends, have each of the students format the exercise on the instructor's computer

- Print out the exercise

"We Thank Thee"

By: Ralph Waldo Emerson

For **flowers** that bloom about our feet,
For tender *grass* so fresh and sweet,
For the song of bird and hum of bee,
For all things fair we hear or see,

Father in heaven, we thank Thee.

For ***blue*** of stream and blue of sky,
For pleasant shade of branches high,
For fragrant air and cooling breeze,
*For **beauty** of the blooming trees,*
Father in heaven we thank Thee.

For this new morning with its light,
For rest and *shelter* of the night,
For health and food, for **love** and friends,
For everything Thy goodness sends,

Father in heaven, we thank Thee

HINTS for "We Thank Thee":

- **Line 1**
  - Font = papyrus
  - Font size = 26
- **Line 2**
  - Font = calibri (body)
  - Bold
- **Line 3**
  - "flowers" = bold and purple font
- **Line 4**
  - "grass" = bold, italics, and green font
- **Line 5**
  - White font
  - Pink highlighter
- **Line 6**
  - Underline
- **Line 7**
  - Font size = 18
- **Line 8**
  - "blue" = bold, italics, underline, and blue font
- **Line 9**
  - Font = century gothic
- **Line 10**
  - Strikethrough
- **Line 11**
  - Italics
  - "beauty" = bold and red font
- **Line 12**
  - Bold
- **Line 13**
  - Bold and orange font
- **Line 14**
  - "shelter" italics
- **Line 15**
  - "love" = bold
- **Line 16**
  - Bold, underline, and purple font
- **Line 17**
  - Font = old english
  - Font size = 18

SESSION 10

- Using Email
    - Email window
        - When using email, you will see several windows like the Inbox window and the Compose Message window. Depending on the email provider, these windows may look a little different but the way they function is the same.
    - Show students Google, Homeboy, Yahoo, or Hotmail email window
        - Discuss the Menu options on the Left
            - Contacts
                - Address book
            - Inbox, Drafts, Sent, Spam, Trash, etc.
                - Brief summary of what each one is
        - Inbox = shows you all the incoming mail that you have received
            - Shows you who sent the email, the subject of the email, and the date it was sent
            - Unread emails usually appear in bold text
            - Starred email = puts a star next to a specific email
                - Use this as a visual reminder of important emails or emails that you need to reply to

- Compose message
    - Use it to send a new email to someone
    - Show students how to compose an email
        - To:
        - Subject:
        - Difference between CC and BCC:
            - CC = stands for carbon copy
                - Email addresses listed in the CC section will receive a copy of the email
            - BCC = stands for blind carbon copy
                - Similar to CC except the email addresses listed in this field will not appear (i.e. receivers of the email will not know who the email was bcc to)
            - Example: School sends an email to all students. But to protect the privacy of the students, they list the email address in the BCC section so that other students will not be able to see the email address of everyone that received the email
                - Attachments
                    - We will learn more about this during our next class
                - Message box
                    - Type your message in the message box
                    - Email has some of the same font and alignment

options as Microsoft Word
- Bold, italics, bullets, etc.
- Check spelling
- Send
  - Push send button to send the email
- Save Now
  - Save the email as a draft
- Discard
- STUDENT ACTIVITY:
  - Ask students to write an email to another student in the class, Edgar, or Josephine (JLNGUYEN1022@gmail.com)
- How to read an email
  - Click on the email
  - "Show details"
    - Click on this to see the date, subject, to
- How to reply to an email
  - Click on "Reply" at the bottom
  - Difference between "Reply" and "Reply All"
    - "Reply" = use it to reply to the sender
    - "Reply all" = use it to reply too all recipients of the email
      - BE CAREFUL!! You might accidentally click "Reply All" and everyone who received the original message will receive your email
      - Double-check the "TO" box before you send an email to make sure that your message is being delivered to the right recipients
- How to forward a message
  - Click on "Forward"
  - When to use this option = Use it to share an email message that you have received with another person
    - Example = chain emails
- Reply and Forward
  - By default, the original message(s) will be included in the message box
- Spam
  - Show students how to put junk email or spam into Spam folder
- Make Folders or Labels
  - Use folders or labels to organize your emails
  - How to create a folder or label
    - Differs depending on which email service provider you have chosen

- Email Etiquette
    - Etiquette is a set of rules or guidelines that people use to communication better. Use email etiquette to help you get your point across and show that you are considerate of the person that you are talking to
    - Email Dos:
        - Keep emails clear and concise
        - Use a relevant subject line
        - Do add a greeting and close line to your email
        - Be aware of the tone you use in your email
        - Check over your email before you send it (i.e. spelling and grammar)
        - Check your recipients
    - Email Donts:
        - Don't use cap locks
            - Using caps is equivalent to shouting and the recipient of your email might think that you are angry
            - Hard to read emails written in all caps
        - Don't use hard-to-read fonts or colors
        - Don't forward chain emails
    - Email etiquette for business
        - Make sure your email address is appropriate
        - Use a polite, professional tone,
        - Be aware that the company may read your email
- Email safety
    - Review about internet safety
        - Spam/Junk Email
        - Viruses
        - Phishing

SESSION 11:

- Useful websites

    o Wikipedia:

        ▪ It's similar to an encyclopedia but it's written by volunteers around the world. Because of this, information on the website is not 100% accurate. However, the website serves as a useful starting point for information.

        ▪ Wikipedia Home Page

            • Choose from a variety of languages

        ▪ English – Wikipedia

            • Shows → Today's featured article, In the news, Did you know, On this day, Today's featured list, and Today's featured picture

        ▪ Search

            • Search box on Home Page

            • Search box on upper right

        ▪ Searching

            • Search is too general = a list of pages will appear that involve your topic

    o Google Maps:

        ▪ It's a map service that allows you to find directions for traveling by car, public transportation, foot, or bike.

        ▪ Searching

            • If you type in the address or name of the company, restaurant, etc. it will show you where it is located

        ▪ Directions

            • Click on Get Directions

                o Type in your starting address or your intersection

                o Type in the address or intersection of your destination

- o Choose a selection at the top: car, public transportation, walking, or biking

- o Will show you multiple ways to go

  - Click on one of the suggested routes to see it highlighted on the map

- o Info Window

  - When you click on a marker, an information window will appear that displays additional information about the place

- o Zooming in and zooming out

- o North, South, East, West

- o Street view

  - Click and drag the Yellow Person Icon to a location

  - Can move up and down the street

- More than 1 destination

  - o Click on Add destination

- Options

  - o Avoid highways and Avoid tolls

- Widgets

  - Traffic, Weather, etc.

- Views

  - Maps, Satellite, and Earth

- Printing

  - Icon on left near Get Directions and My Places

- My places

  - Create your own personalized custom maps

- o Yelp

- A website that allows you to search for a type of business in a specific area

    - Gives you details like business address, hours, parking, etc.

- Web MD

    - A website that contains information regarding health and health care such as drugs information, symptom checklist, etc.