

CENIC One Gigabit or Bust™ Initiative
Minutes of the Latino Issues Task Force Meeting on March 17, 2004

Chair: Alex Ramirez

Alex Ramirez:

1. Overview of *Latino Education Issues Task Force Workshop Report*.

- Possible major impacts: \$376 billion to gross state product and 2 million new jobs – however, Latinos are underrepresented in policy makers
- Latinos are the emerging majority at 33% of the population
- Digital Divide – needs to be overcome to get the greatest impact.
 - Access to IT and the integration of IT into the Latino cultural dynamic are lynch-pins of Latino educational, economic and political empowerment.
- Benefits to Latinos:
 - Communications – everyone is a information user and an information provider. This means more information will be available in Spanish and other languages. It also helps the literacy issue – use of video and human speech.
 - Community – neighborhood enhancement: building community, safety and security. Broaden horizons to region, state, national, and even international. Environmental benefits of less traffic and less pollution – can work at home.
 - Education – tremendous benefits. K-16 on-line courses and student support services. K-16 tutoring and mentoring and lifelong learning.
 - Employment – job portals on steroids – regional, state and possibly international bringing together of employees and employers. Online multimedia resumes and portfolios, online resume writing and interviewing
 - Quality of life – healthcare and telemedicine, ease of shopping, business opportunities – especially small businesses (boutique, specialty shops)
 - Technology – Gigabit network emits a fire hydrant stream of information technology and communications opportunities and enables dramatic increases for both appliances and applications.
- Barriers:
 - Why gigabit connectivity rather than basic needs and daily survival.
 - Overcome negative perceptions of technology (nerds and anti-family preconceptions)

- Educate the community to overcome misperceptions of cost, complexity of use and relevance to daily life.
- Recommendations
 - Seek out and engage Latino leaders
 - Appeal to women and mothers
 - Synchronized deployment of human and technical infrastructure – they must be together otherwise you risk the technical part not being used.
 - Develop customized devices and applications
 - Handheld devices
 - Relevant business models, e.g. prepaid services
 - Educate the community to overcome misperceptions of cost, complexity and relevance to daily life
 - Create community hubs
 - Work with FCC and California PUC to make this universally available.

Garrett McKay (EMUHSD)

2. Presentation on El Monte Union High School District

High School District in El Monte (9-12, 10,000 students and 35,000 student adult ed program)

Started with a simple network – community “broadband” access is very weak. Transition from an ISDN model to a gigabit model (working with SBC). Want to use the content that is out there with this gigabit link to offer new opportunities to their students. Concern is that students never break out of the community that they are raised in. They need a broader experience. They don’t have the resources as the other communities. The high speed network is going to be used to give these students a broader experience.

They also want to extend their network into the community – for free. 100 students in trailer park – in wireless range – most of these families don’t have phones (or cable). Toshiba gave a grant of computers that they will put in these homes. They will access the school’s internet from their homes. They are working on getting additional funds from SBC to get some additional laptops.

The goal is to give these students more options in life.

District is 85% Latino – there are 35 languages spoken.

Teacher training is behind the network implementation. They need training and it is the next step.

They are offering themselves as a test bed.

Cal Poly Ponomo wants to partner. (Stephanie) – She is in credential program. She teaches her teachers at the El Monte Boys and Girls Club. This is how she gets them to know the community. The Boys and Girls Club feeds 100 children each night. Her program brings kids over to Cal Poly.

Alex: This partnership will also benefit the future teachers – it will improve the educational opportunity for Latino students.

3. Ed Johansen (museum education) – example on how this can be used by High School and community at large.

Visited El Monte and proposed a project (Oct 2004) – internet 2/Cenic Day at El Monte. They are going to receive pictures of the visible human from the National Library of Medicine. Lecture from National Museum of Anthropology in Mexico – on Aztec Art. Take teachers and administrators to UCLA to see visualization portal to see what is possible.

CISCO – has a learning community with ability to translate material to 14 languages.

This day will also deal with the politics – invite politicians, decision makers, etc.

(Currently El Monte is connected a gigabit but not connected to the outside world. They are working on connecting at a Gigabit to the world.)

Museums of the world – Egyptian museum in Cairo, has digitized their collection.

Richard: Might want to consider inviting Leon P. It is good to work from where these communities are and things that are familiar to them to the unknown.

University of Pennsylvania museum of Archeology also wants to participate. Want to get museums (and their educational departments) involved

Comment: Has their been any focus groups of teachers, students, and the community to see what their needs are and what issues are meaningful to their lives. (relevance)

Comment: Need to include teachers. The event should not just be a one-time show. If the demos are focused on part of the curriculum –then the teachers will see the relevance to their classroom teaching and will use it after the event is over.

Comment: You have to bring this to where the audience is at. It needs to be aimed at the interest of the audience and not just the people putting on the event. How about including Senor Fox (virtually)?

Alex: We also need to include connections for these students and show role models and what they need to have careers in the fields presented.

Ed: Task Force meeting in Oct. One person was involved in UCLA television and film archive. They want to send their material out for educational purpose. Their collection includes a large amount of newsreel. We need to show the teachers what is possible and what is out there and they will discover how to use it.

Alex: want to also involve area colleges (universities and community colleges) so that students can see what the next step is and that they can go on to college. AP – El Monte is short of teachers – network could bring in courses from colleges.

Tom: Can networking help El Monte with the 15% of students who leave at Thanksgiving and don't return until February. Can they continue their studies on-line so that they don't miss a semester?

Alex: We need to find out what community in Mexico that they are going to. Are they localized such that networking could be provided?
Need to have some activities that require a gigabyte. Other things can be less bandwidth intensive.

Cal State LA is producing the teachers and they are not getting the experience they need.

Summarize:

Need from El Monte – how to arrange a focus group to see their preferences on what is seen at the Internet2 day. Also find out what part of Mexico the students are from (and if indeed it is Mexico.)

Need to involve Cal States, UCLA and USC.