



EVERETT PROGRAM

2016

Annual Report

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Fellows

Amelia Curry
Oakes College
Graduating Spring 2019

Kimberly Balmorz
Porter College
Graduating Spring 2018

Yesenia Torres
Stevenson College
Graduating Fall 2017

Dominique Mayden
Oakes College
Graduating Winter 2017

Anna Vandergriff
Stevenson College
Graduating Fall 2018

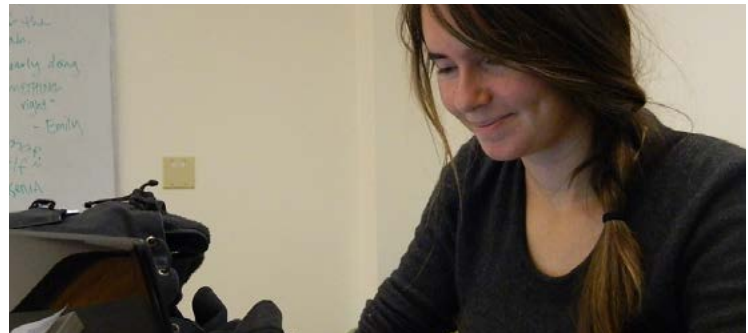
Mike Needle
Merrill College
Graduating Spring 2017

Amber Holguin
Merrill College
Graduating Spring 2018



Monica Gutierrez
Cowell College
Graduating Spring 2017

Maya Contreras
Kresge College
Graduating Spring 2017



Annarose Leff
Oakes College
Graduating Spring 2018

Sheila Riley
Kresge College
Graduating Spring 2017



Janie Flores
Rachel Carson College
Graduating Spring 2017



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Matthews Asia

Dana Priest, Co-Chair

University of Maryland Knight Chair in Public
Affairs Journalism, Washington Post
Investigative reporter and Two-Time Pulitzer
Prize-winner

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Co-Founder of the Everett Program and Senior
Research Professor, Johns Hopkins University

Alicia Dwyer

Documentary Filmmaker, Veracity Productions

Allen Gunn

Executive Director, Aspiration

Carmen Rojas

CEO, The Workers Lab

Elijah Sparrow

Founding Programmer, Riseup.net

Jacob Martinez

Founder and Executive Director, Digital NEST

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Development UCSC

Kyle Eischen

Assistant Dean for Programs and Planning,
Division of Social Sciences UCSC

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Cooperation

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Professor, UC Berkeley

Rebecca Wage

Digital Government Advisor, Socrata

Rehan Iftikhar

Senior Product Manager, Oracle

Rhys Thom

Design Lead, IDEO

Staff

Chris Benner

Executive Director

Katie Roper

Managing Director

Thomas Gelder

Executive Fellow

Gabriela Giusta

Research Specialist

Christine Ongjoco

Executive Fellow

Letter from the Director

“We rely on the strength and passion of our students to develop projects that protect the rights of the most vulnerable.”



For 18 years, The Everett Program has worked diligently through student leadership and partnerships to find thoughtful and creative technological solutions to pressing social and environmental challenges. We rely on the strength and passion

of our students to develop projects that protect the rights of the most vulnerable. From villages in South Africa to our local community here in Santa Cruz, our projects have directly delivered trainings and products in areas from tech literacy to women’s empowerment, human rights, sustainability and advocacy, with direct and indirect impacts reaching thousands. This year marks my first full year as the Executive Director of the Everett Program, and I am proud and pleased to share that we have had an extraordinary year full of accomplishments, memorable events, and life changing experiences.

Eighteen years ago our students asked us how they could transform the lessons learned in the classroom into real-life solutions. Over the years, we learned that the answer to that question was rooted in a participatory and systems thinking approach. This led us to create a peer-to-peer learning model that breaks down barriers to technology education and equips students with the pragmatic skills needed to tackle the issues they so deeply care

about. To contextualize our work, we collaborate with local and global partners already on the ground to help promote their mission and reach, and through interdisciplinary research, we help advance the knowledge base that informs social justice work. Eighteen years later, we are thrilled to see that our inclusive participatory approach continues to be a success in bringing students from all walks of life, enabling them to thrive as active socially-minded technology leaders.

Many new exciting things are happening this year at the Everett Program from the introduction of *Impactathons* into our curriculum to research work in developing countries. We are in the process of taking these initiatives to scale and hope to continue to harness the passions and ideas of our students. Your funding and participation is imperative to our work, and we are optimistic that you will continue to support our efforts in the coming year. Thank you in advance for your commitment and for being part of the solution.

Warm Regards,

A handwritten signature in black ink that reads "Chris Benner". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Chris Benner
Executive Director, Everett Program
Dorothy E. Everett Chair in Global Information and Social Entrepreneurship
Professor, Environmental Studies and Sociology

Class Series



SCALING UP OUR COURSE SERIES

Most students at UCSC are first exposed to the Everett Program through our year-long course series open to students of all majors and years. This year, our introductory course grew to admit 70 students. By expanding this course, we support more campus changemakers committed to social change, sustainability, and/or technology and have a larger pool of students for our rigorous project development courses in winter and spring.

THREE KEYS TO CREATING CHANGEMAKERS

We believe there are three main characteristics of an effective changemaker: the head (strategy), hands (practice), and heart (values). Our course is designed to offer space for students to develop each of these concurrently.

Minds for Change



A political and economic analysis of systems and best practices used by social entrepreneurs and activists.

General Tech provides a general understanding of various information and communication technologies for good. General Tech provides students a bird's eye view of technology for appropriate tech planning in projects.

Hands on tech



Applied technical skill-building happens inside and outside of the lab. Students develop skills through tech labs (pg 6), Impactathons (pg 7), tech workshops, and online courses.

Hearts for justice



Transformational Leadership focuses on helping students identify their passions, values, and vision in small supportive groups led by Fellows. This element builds more collaboration and support into the class. Our goal is developing empathetic leaders with the collaboration skills to effectively execute impactful projects.

Tech Pedagogy



DEMISTIFYING TECHNOLOGY THROUGH PEER-TO-PEER LEARNING

This Fall quarter sees the pilot of a new style of teaching the use of a diverse set of technologies. In the past, The Everett Program has divided the class into theory and project design on Tuesdays and tech labs on Thursdays. At the end of the last school year, the Fellows involved with tech labs began to question this model. Were we splitting the class thus because it was the best way to teach? Or were we doing it because sitting in a classroom was what we were conditioned to expect?

THE TECH LAB MODEL

The previous school year saw an explosion of tech labs, boundary pushing, and Everett Fellow leadership. As many as four Thursday tech labs would run concurrently each quarter, which, while a true achievement, was quite draining on the Fellows and left them for little time to pursue their own projects. At the close of the year, the Fellows decided that we should try something different. Hence, this Fall quarter sees our most ambitious experiment in the way that we teach ICT. In lieu of weekly tech labs, students have a number of “tech credits” they must earn through various means of their choice. Independent or time-constrained students may complete online coding courses. Those who thrive with personal instruction attend 90 minute tech workshops or participate in one of the Impactathons. This model means students spend more time collaborating and learn a greater variety of tech. Fellows are free to pursue other responsibilities in addition to teaching occasional tech workshops. Overall the system is more dynamic. We will continue to refine this new format and challenge the established conventions.

LABS OFFERED LAST SCHOOL YEAR:



Web Design



Graphic Design



Community Mapping



Raspberry Pi



Tech Essentials



Python



Social Media Strategy



Video Editing

Impactathons

FOSTERING SOCIALLY-MINDED TECHNOLOGY LEADERS THROUGH HANDS-ON TECH EXPERIENCE

To channel our students' passion for change and demystify fears of tech, we've fully embraced the learning-by-doing teaching style with our Impactathons. At these events, students and community partners collaborate over the span of 1-2 intense workdays, producing a deliverable - like a video, graphic, or even a mobile app - to make an immediate impact on a social justice issue that both the students and our partners care deeply about. This is a way for students to not only get hands-on tech experience but to also work on issues they're passionate about. At the same time, we are building deeper connections with our partners by working on a need specific to their organization.



OUR TWIST ON A HACKATHON

The impactathon model is focused on a dual outcome, rooted in sustainability and our desire to bridge the digital divide. In addition to producing tangible products, we also incorporate trainings, where the technical skills needed to execute a project are taught while working and collaborating with our partners. This ensures that our partners have sufficient internal capacity to maintain and further develop the work on their own, and that our students have the skills and confidence to continue using that same tool for their own projects.



Impactathons

NO PLACE LIKE HOME



Infographics for the Housing Crisis in Santa Cruz, CA

The No Place Like Home project is focused on creating affordable housing in Santa Cruz by doing community-engaged research on impacts of the excessive housing burden many Santa Cruz residents face. To help amplify that research, Everett students spent a full work day learning how to create infographics highlighting rent burden, overcrowding, forced moves and other major housing issues in Santa Cruz. The graphics were used the day of the launch event and on the [No Place Like Home](#) website.

SCHOOLS NOT PRISONS

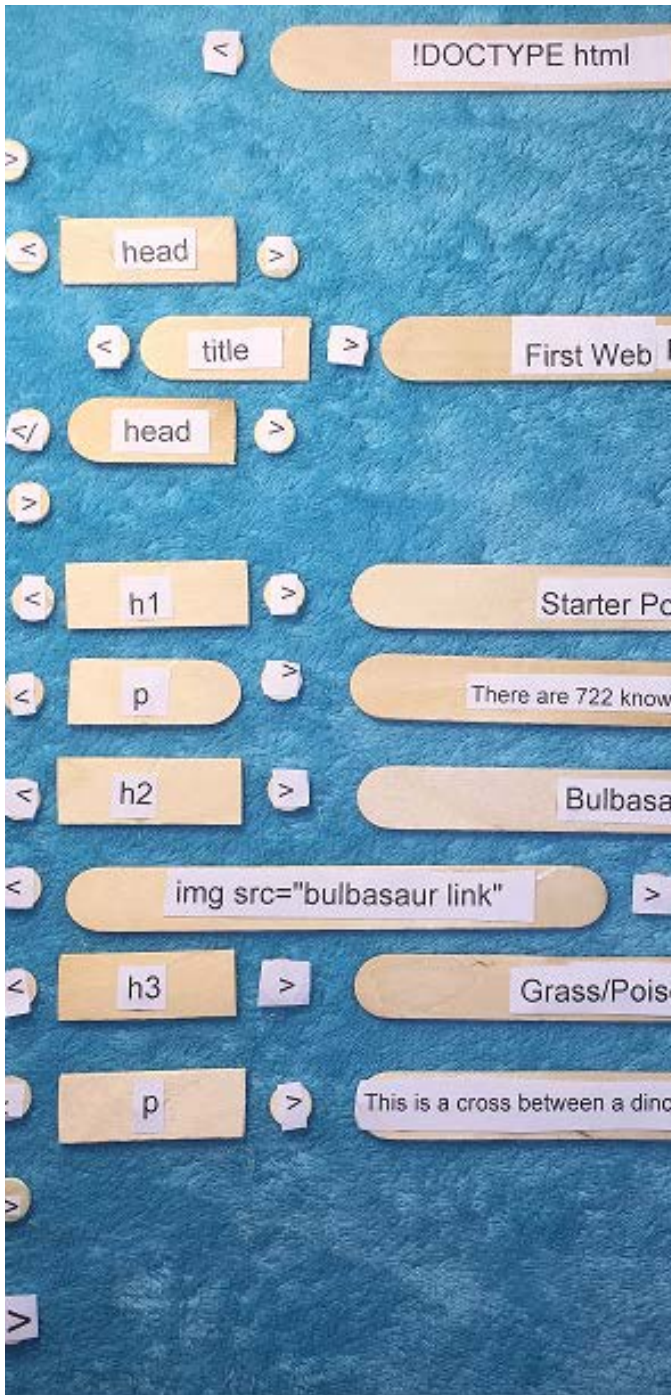
Graphic materials for MILPA's Schools Not Prisons Campaign in Salinas, CA

Youth and staff from the MILPA Collective spent 2 days collaborating with Everett students to create a set of infographics, posters, and even door hangers to raise awareness about who California sends to prison, what the cost is to taxpayers, and how that affects investments in education, health and other community needs. The graphics were used for MILPA's Schools Not Prisons campaign to fight the school-to-prison pipeline in Salinas.



Featured Student Projects

I HAVE A TECH DREAM



AMBER HOULGIN

LOS ANGELES, CA

Students in impoverished communities often lack the resources and opportunities that are necessary to graduate on time. According to the California Department of Education Database, the Los Angeles Unified School District (LAUSD) alone accounts for 12% of California's total high school dropouts, the total number of state dropouts being 7,699 students. We collaborated with the staff of the **I Have A Dream Foundation** in Los Angeles (IHADLA). IHADLA is tackling the roots of poverty by providing underprivileged students with the holistic and qualitative educational support that they need to graduate. Together we identified specific areas of technology that could be most beneficial to promoting the organization's proficiency.

Three workshops were taught:



Social Media



HTML/Web Design



Graphic Design

We had thirteen people attend our three-day workshops. By helping expand IHADLA's technological capacities, we gave them tools to more effectively reach potential funders and further promote their cause, in addition to helping them make more valuable networking connections.

Featured Student Projects

YOUTH EMPOWERMENT INSTITUTE



ANNA VANDERGRIF,
KIMBERLY BALMOREZ
& MIKE NEEDLE
SANTA CRUZ, CA

The Youth Empowerment Institute (YEI) is a summer camp for middle school to high school girls from the Watsonville and Santa Cruz area. YEI demystifies computer programming and college access by introducing girls to computer science, while relaying the pertinent information needed to attend college. At the end of the week-long summer camp, the girls of YEI work together to co-create and share a mobile app on information surrounding higher education for their fellow peers. The focus is on technology in the hopes of getting girls interested in working in the field of tech, which is often so male dominated. However, the purpose of the program is also to build their confidence and prove to them that they can tackle difficult subjects which may not seem very approachable. This year's YEI camp was a success bringing in a total of 10 girls from various backgrounds. We all learned a lot from this experience and were able to build strong connections with the girls. We hope to continue to foster these relationships moving forward as well as support new students that work with YEI in the coming year.

Download the College Mentor App on [Google Play](#)

Featured Student Projects

SURVIVING POLLUTION IN SOUTH AFRICA



DOMINIQUE MAYDEN

*JOHANNESBURG,
SOUTH AFRICA*

Black African low income communities in the rural areas of South Africa are increasingly being affected by mining corporations. The impact on these communities is numerous including health deterioration of villagers due to high levels of pollution, increased loss of agriculture and ecosystem services which are critical to their survival, as well as direct negative impacts to their heritage and culture. This kind of environmental racism has been predominant in the area for years, and government protection and intervention has been minimal. During a 3 month period, I documented the stories of the people directly affected by illegal mining and the activists fighting to hold these corporations accountable. As an African American woman having experienced racism, oppression and the effects of colonialism and slavery on my community, these stories hit close to home. My project was carried out in collaboration with community members and organizations in Johannesburg. This was a Participatory Action Research project that used digital storytelling as the main technological tool. Community members and activists gained filming skills and learned the production side of digital storytelling. The final film is currently being used by one of the leading activists to bring awareness about their situation as well as develop similar initiatives throughout the southern rural areas of South Africa.

Watch Dominique's video [here](#).



Research Projects

EXPANDING THE KNOWLEDGE BASE ON SOCIAL JUSTICE AND SUSTAINABILITY THROUGH PARTICIPATORY INTERDISCIPLINARY RESEARCH

Working in collaboration with the University and field leaders, this year was marked by a deep commitment to strengthen and expand our research capabilities in inclusive and sustainable development.

This spring, with support of the Rockefeller Foundation and in collaboration with the Program for Environmental and Regional Equity at USC, we developed an indicator framework for measuring progress towards inclusive economies around the globe. The 57 indicators recommended in the study are intended to guide monitoring processes, inform policy and help advance conversations amongst stakeholders about promoting equitable, participatory, growing, sustainable and stable economies. We are currently in the process of extending our grant to further our research in the context of developing countries.

During the summer we also had the pleasant opportunity to inaugurate our Community Engaged Research Institute (CERI) in collaboration with the Center for Collaborative Research for an Equitable California (CCREC), the Center for Labor Studies, and the Blum Center at UCSC. During four intensive days participants were exposed to the foundations, ethics, research methods and democratic aspects of community-based collaborative research. The institute was a tremendous success bringing in over 30 graduate students, early career scholars, and community members to our seminars and workshops.

Going into 2017, our research team and students will also be spearheading a series of interdisciplinary research projects. Early in the year we expect to release a report with Working Partnerships USA, which explores the dynamics of labor in the new information economy. We will also conduct a study with partners in the Make It Fair coalition to highlight the economic, land use, public finance and distributional impacts of reforming commercial property tax. In addition, if our funding is approved, we anticipate to collaborate with researchers at UCSC, UT Austin and the Community Agroecology Network in studying the influence of ecological and social networks associated with urban gardens in provisioning ecosystem services, community well-being, and broader urban sustainability.

Integrated Framework

5 BROAD CHARACTERISTICS, 15 SUB-CATEGORIES, 57 INDICATORS

Inclusive economies expand opportunities for more broadly shared prosperity, especially for those facing the greatest barriers to advancing their well-being.

The five broad characteristics should be understood as an integrated whole, rather than independent dimensions. Patterns of inclusiveness or exclusion in one dimension can reinforce or undermine inclusiveness in another dimension. For example, equitable economies can contribute to more participatory economies that generating virtuous cycles while on the contrary, virtuous cycles can also emerge when inequalities and injustices promote socioeconomic instability. Thus, though specific indicators are rooted within particular dimensions and sub-categories, they should be seen as being inter-related and catalysts of dynamic cycles amongst the dimensions.

GROWING

- G** Increasing good job and work opportunity
- H** Improving material well-being
- I** Economic transformation for the betterment of all

An economy is increasingly producing enough goods and services to enable broad growth, using the greater opportunity, open job and work opportunities are growing, and incomes are increasing, especially for the poor. Economic systems are transitioning for the betterment of all, including and especially poor and excluded communities. Economic growth and transformation is not only captured by aggregate economic output measures (such as GDP), but must include and be measured by other outcomes that capture overall well-being.

SUSTAINABLE

- J** Social and economic well-being is increasingly sustained over time
- K** Greater investments in environmental health and reduced natural resource usage
- L** Decision-making processes incorporate long term costs

Flourishing and social goals are increasingly sustained over time. Decision-making should incorporate long term costs, not just short-term gains. Greater investments in planetary health and reduced natural resource usage help create inter-generational economic prosperity and security for the future.

EQUITABLE

- A** Upward mobility for all
- B** Reduction of inequality
- C** Equal access to public goods & ecosystem services

More opportunities are available to enable upward mobility for more people. All segments of society, especially the poor or socially disadvantaged groups, are able to take advantage of these opportunities, inequality is declining, rather than increasing. People have equal access to a more solid economic foundation, including equal access to adequate public goods, services, and infrastructure, such as public space, education, clean air and water.

PARTICIPATORY

- D** People are able to access and participate in markets as workers, consumers, and business owners
- E** Market transparency and information symmetry
- F** Widespread technology infrastructure for the betterment of all

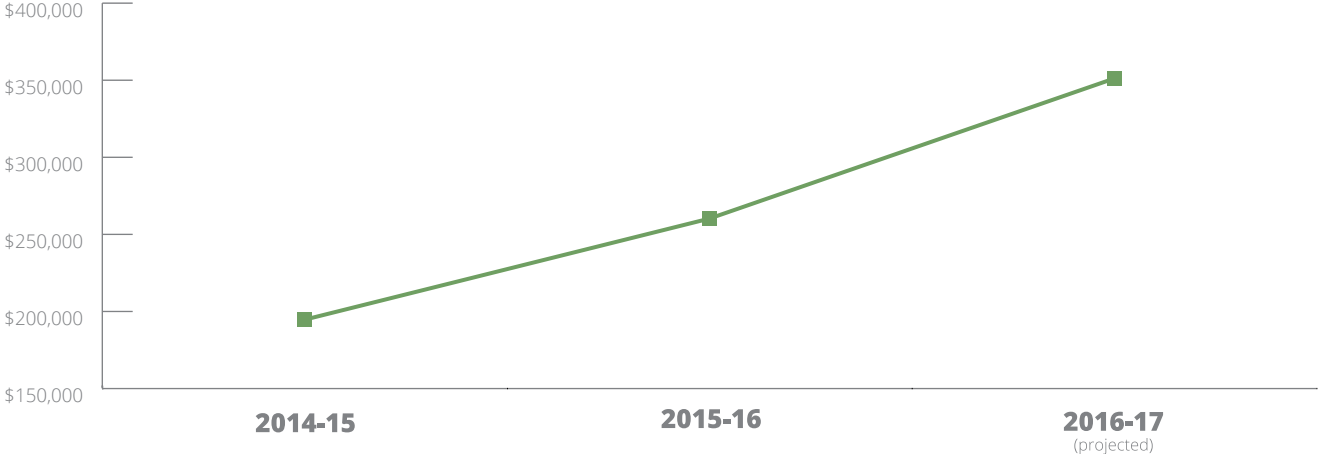
STABLE

- M** Public and private confidence in the future and ability to predict outcome of economic decisions
- N** Members of society are able to invest in their future
- O** Economic resilience to shocks and stresses

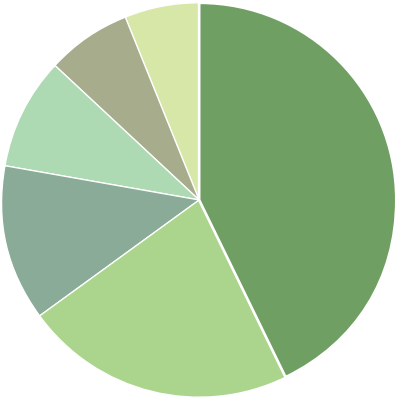
Access the full report and other research projects [here](#).

Financials

2014-17 PROGRAM REVENUE

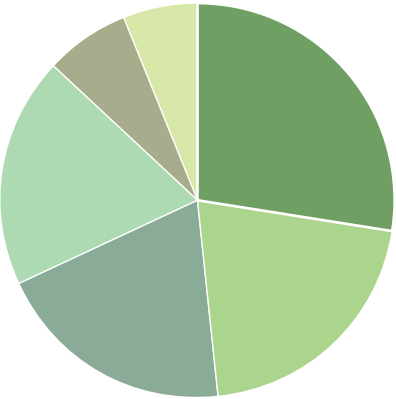


2016-17 PROJECTED REVENUE



- 43% Foundation Support
- 22% Private Donations
- 13% Student Fees
- 9% University Support
- 7% Endowment Proceeds
- 6% Program Revenue

2016-17 PROJECTED EXPENSES



- 28% Direct Student Project Support
- 22% Applied Research
- 20% Tech Lab Instruction and Leadership Development
- 10% Strategic Project Development and Implementation
- 6% Community Engaged Research Institute
- 6% Program Administration and Office Expenses

Thank You to Our Financial Supporters!

Mark Headley and Christina Pehl • Ronnie Lipshutz and Mary Wieland • Harriet Bao Dang • Seraph Sahaya Han 'ing • Friends and Alumni of GIIP/Everett Program • Program for Environmental and Regional Equity, USC • Association of Chamber of Commerce Executives • Newman's Own Foudation • Rockefeller Foundation • California Wellness Foundation • UC Berkeley Labor Center • The Workers Lab • Center for Collaborative Research for an Equitable California • UC Santa Cruz Division of Social Sciences • UC Santa Cruz Chancellor and Executive Vice Chancellor's Of/ ce • UC Santa Cruz Of/ ce of Campus Provost



With your help, we will accomplish these goals:

- Expand funding for community-engaged student projects worldwide
- Develop focused project hubs in Africa, Latin America, and South Asia
- Build ties between Silicon Valley leaders and Everett Program faculty and students
- Develop an incubator for social enterprises founded by Everett students and alumni

everettprogram.org/support

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