Bridging the Digital Divide: Evaluating the Efficacy of Cell Phone Training in the Nonprofit Sector as a Method to Reduce Institutional Employment Inequalities in Los Angeles's Latino Community

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Abstract: Latino workers in the United States often face poorer employment outcomes than their white counterparts. An analysis of the literature suggests that there exist inequalities in the hiring process itself, which organizations attempt to address through professional development services. While ample work has been done to assist Latino workers with processes such as job interviews and resume creation, it is relatively unclear how gaps in technological skills–ever more relevant in the 21st century–can be effectively allayed, keeping demographic considerations in mind. As such, I relate my volunteer experience with Chrysalis Center, an LA-based nonprofit, where I not only worked directly with community members but also collaborated with two peers to create a 45-minute long video module in Spanish which details the basic use of cell phones in professional environments. Though initial feedback was positive, I found it necessary to observe the use of the module and to inquire about its effectiveness directly with members of its intended audience. To this end, I helped to direct a technological literacy workshop in which the video was shown and surveyed community members. Results are forthcoming, though an initial analysis indicates that while the video was well-received, a proper attempt to empower Latino workers to effectively make use of their mobile phones will require a sustained effort that cannot be encapsulated in one module. I make some recommendations for Chrysalis in its future endeavors.
Keywords: non-profits, Spanish service learning, community engagement, Latinos, digital literacy

Resumen: Los trabajadores latinos en Estados Unidos suelen enfrentar mayores desafíos en el ámbito laboral que sus homólogos blancos. Al analizar las publicaciones acerca de este tema, se insinúa que existen determinadas desigualdades dentro del proceso de contratación que son abordadas por organizaciones sin fines de lucro mediante servicios de desarrollo profesional. Aunque se ha trabajado mucho en apoyar a los trabajadores latinos a navegar por trámites como las entrevistas y la creación de currículos, no se sabe con exactitud cómo reducir la carencia en competencias tecnológicas–cada vez más relevantes en el siglo XXI–en este grupo. Por ello, relato mi experiencia de voluntariado con Chrysalis Center, organización que tiene su sede en Los Ángeles donde trabajé no solo con miembros de la comunidad sino también con dos colegas que colaboraron conmigo para crear un módulo de video 45 minutos de duración en español que detalla la utilización básica de los teléfonos celulares en el ámbito laboral. Aunque los primeros comentarios fueron positivos, me pareció necesario observar el uso del módulo e indagar sobre su eficacia directamente con los miembros del público al que iba dirigido. Para ello, ayudé a dirigir un taller de alfabetización tecnológica en el que se proyectó el video y encuesté a los miembros de la comunidad. Los resultados están por llegar, pero un análisis inicial indica que, pese a la reacción positiva al video, un intento adecuado de capacitar a los trabajadores latinos para que hagan un uso eficaz de sus teléfonos móviles requerirá de un esfuerzo sostenido que no puede abarcarse en un sólo módulo. Hago algunas recomendaciones para Chrysalis en sus futuros esfuerzos.
Palabras clave: organizaciones, aprendizaje a través del servicio en español, compromiso comunitario, latinos en Estados Unidos, alfabetización digital.

I.   Latinos and Employment Barriers

It is a well-cited fact that Latino households in the United States have significantly lower incomes than their white counterparts (U.S. Census Bureau, 2022). As with many race-based disparities, this discrepancy has been investigated in the literature of a wide variety of academic disciplines including, but not limited to, anthropology, economics, and sociology. The causes, though ultimately deriving from a perpetuated system of discrimination, manifest themselves in nearly every aspect of economic life, owing to the vast number of institutions in which Latino residents participate on a daily basis. Though studies have identified the lack of home ownership (Retsinas, 2022), low rates of university degree attainment, and strained access to capital as key culprits slowing the social mobility of Latinos (Center for Global Policy Solutions), the challenges that they face in the labor market are not as well-documented, not just in the workplace, but also in the job-searching process itself. Indeed, to aspire to higher-income positions necessitates certain resources directly related to *seeking* employment that, as has been demonstrated, this demographic lacks independently of the other societal roadblocks that bar Latinos from entering well-paying jobs at the same rate as white or Asian workers.

A simple statistical analysis reveals that labor demand is not adequately meeting supply at the national level. The <u>unemployment rate</u> of Latinos, for instance, is 1.1 percentage points higher than the national average and 1.44 times that of White Americans (BLS, 2023). Furthermore, nearly one in two Latinos say they are unsatisfied with their current amount of work, indicating that a significant portion of Hispanic employees suffer from <u>underemployment</u> (Zamarripa, 2020). In comparison, only 26.5% of non-Hispanic white workers report such dissatisfaction, leading to the conclusion that this discrepancy between the desired and actual employment is once again set along racial/ethnic lines. Thus, there must exist serious obstacles that disproportionately affect Latinos insofar as the hiring process is concerned.

Existing studies on **ethnicity-based job-seeking patterns** bring to light certain structural impediments to vocational success. It has been demonstrated that, in Boston, Latinos are more likely to rely on friends and family for employment referrals than any other group (Falcon, 1995). A subsequent study which utilized data from Los Angeles found that 72.4% of Latinos procured employment after speaking to a friend or relative, while this rate was only 47.9% for white workers (Green, Tigges, and Diaz, 1999). Curiously, more than 70% of members of both groups did, at some point, speak to these connections while searching for jobs, indicating that

while contacts are an important component of the job-search process for all demographics, there are other tools that are underutilized by Latino workers. Indeed, Hispanic respondents in the same study were half as likely as white ones to send in resumes or call employers. Furthermore, while Latinos were actually more likely to walk into businesses and submit applications, the high rates of employment through informal connections suggest that success in these avenues is modest. Thus, with a broad analysis of racial-ethnic data, one may infer that Latinos are less able to enter into positions that require more formal application steps, such as resumes and interviews.

It is important, however, to not be too hasty in this conclusion. The sheer diversity of Latinos in the United States compels us to consider further factors that may affect this ever-increasing demographic. Second or third-generation Hispanic Americans born in the United States, for instance, may have far different outcomes from those who have recently left South America. A more detailed review of the literature yields precisely such results. Data once again partly from Los Angeles indicates that less than 20% of recent Latino immigrants obtained employment through formal channels (Elliot, 2001), and those with no knowledge of English whatsoever were five times more likely to work in ethnically homogeneous environments–where being hired pivots on finding coworkers through which communication is possible–. For such groups, this linguistic barrier severely limits the ability to not only pick a job that meets their interests or needs, but also to navigate the hiring process found in many businesses.

In recent years, however, there has emerged another barrier which acutely disadvantages Latino workers: the digital divide. Though computers and emails have become ubiquitous in 21st-century American office life, a rough glance of the vocational profile of Latinos in the United States indicates that the occupations of this demographic may not tend to require their use (BLS, 2015). As computer skills have become essential in many firms, the impacts of such a disparity are three-fold: firstly, some Latinos may not acquire such skills since their work does not demand them. Secondly, the lack of such training may bar this group from accessing employment opportunities–I conjecture that this is especially true for immigrant and older populations who have not received much exposure to information technology in schools–. Finally, and most crucially, the increasingly online nature of job searching makes the employment process disproportionately challenging for Latino workers.

Numerical data support such hypotheses. Hispanic-Americans in 2012 had a digital illiteracy rate of 35%--the highest out of any racial or ethnic group (National Center for

Education Statistics). When it comes to distance learning, for instance, 76% of Latino parents requested more tech support for school-related topics, and half of all such parents reported there not being enough access to hardware in the home (Abriendo Puertas, 2020). Indeed, there is an unequal distribution of information technology across demographic lines. Hispanics, for instance, own computers at only 84% the rate at which Whites do (Atske and Perrin, 2021), and crucially, 25% access the internet *only* through cell phones (Perrin, 2021). Furthermore, it has been observed that cell phone owners with lower educational attainment are more likely to use these devices for job-related items such as writing resumes or cover letters (Smith, 2015), but at the same time, *unemployed* Americans say they feel less confident executing such tasks. Thus, in an age where approximately 70% of positions are found online (Carnevale, Jarasundera, and Repnikov 2014) , the most marginalized of Hispanic workers may not be able to seek employment through ever-present technological platforms.

II.   Chrysalis Center

It is in the above context that the non-profit organization *Chrysalis Center* (henceforth "Chrysalis") operates as a resource for professional development for low-income individuals in the Greater Los Angeles area. According to its mission statement, "Chrysalis serves people navigating barriers to the workforce by offering a job-readiness program, individualized supportive services, and paid transitional employment." While the organization offers a slew of services, the general structure of the program that a community member will undergo upon arriving at one of five Chrysalis centers is as follows: the individual will meet with a coordinator known as the *employment specialist* who will be their point of contact. Then, they will attend a class on job readiness, followed by three further appointments usually with volunteers: a resume-creation session, a practice job interview, and assistance with online job applications. At this point, the client[1] may graduate from the program or, if they wish, can be transferred to transitional employment, temporarily working in street cleaning, road maintenance, or staffing. Chrysalis offers other services, such as free professional attire and nutritional assistance, and clients are welcome to repeat any of the workshop steps as much as they would like.

Chrysalis's clientele, however, is just as diverse as its work. Though all who receive help have low incomes, many face other challenges connected to poverty. 81%[2] of clients are

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[1] Internally, Chrysalis refers to those seeking employment assistance as *clients*.
[2] These data were provided to me in a training module that I am not allowed to share.

unstably housed, and 60% have been involved with the justice system. The organization is keen to address these possibilities in its activities. For example, practice job interviews address convictions. There is, however, another consideration inextricably linked to the profile of Chrysalis's clients: ethnicity. Internal data report that 35% of clients identify as Hispanic or Latino, which would indicate underrepresentation of this group when compared to Los Angeles County as a whole. Though the proportion of Hispanic clients at Chrysalis's Downtown and Santa Monica offices is rather low, nearly two-thirds of those receiving assistance at the Pacoima center, in the heart of the San Fernando Valley, belong to this demographic. To account for the needs of the Latino community in Los Angeles, Chrysalis also provides its services in Spanish.

As such, **Spanish-speaking volunteers are in high demand** at the organization to meet its operational needs. Having met many colleagues with disadvantaged financial backgrounds, I felt compelled to choose a non-profit which specialized in social mobility when initiating my service learning. Though I had several options, I figured that the positive effects of professional development–the possibility of accessing better employment opportunities–could have compounding effects over time, which is why I landed on Chrysalis. Furthermore, the fact that I had mainly developed my Spanish skills in an academic setting would provide me with an advantage in an environment that aims to be professional. Even so, when I had made my decision in January of 2023, I had little understanding of what my involvement would entail, nor did I have a solid grasp of the challenges faced by Latinos in this context. However, I was set on investigating how immigration status and language barriers negatively impact employment opportunities for Hispanic workers, given that I had studied these effects previously. Additionally, I wanted to analyze how my perspective on ideas like resumes and interviews–which I had been socialized to accept–would differ from that of a Chrysalis client.

IIIa. Resume Workshops

Following a few online training modules and shadowing sessions, I was tasked with conducting **resume creation workshops and practice interviews in Spanish**. The nature of these services allowed me to complete my service learning virtually. Starting with the former, upon signing up for a resume appointment, clients provide information about their job history, career interests, and background to their employment specialist who, in turn, leaves some notes regarding these on a document for the volunteer. At the indicated time, the volunteer calls the client for an hour and discusses and records the aforementioned topics in further detail, the

majority of that time being devoted to clarifying job responsibilities. Once the call concludes, the volunteer organizes the collected information into a professional, one-page resume in English[3].

The clash between the profiles of Chrysalis clients and traditional resume creation practices disadvantages the employment opportunities of those with whom I worked. In a typical resume (known as a *chronological resume*), an individual provides a list of their work experiences with short descriptions of their responsibilities under each one. Such a format has, at times, been difficult to use. For instance, I spoke with a woman who has spent the past 10 years working for temp agencies in the manufacturing sector and thus has only spent a few weeks at most with any given employer. Thus, it would have been unwise to attempt to list all of these experiences as separate jobs, even if the client had kept a record of them. On other occasions, clients have frequently switched industries, increasing the difficulty of building a cohesive resume. A client I served had worked in areas as diverse as housekeeping, food service, and elderly care–positions that require radically different skills. In both cases, there is a subversion of the norms associated with resume creation, which generally follow the pattern of an employee developing a specialized career at a few organizations–such opportunities are often not afforded to Chrysalis's clients. On calls, clients tended to express their urgency to find work rather than to build a focused career, a trend exacerbated by sharp underemployment rates and the often informal job sources for Latino workers. Upon considering the restricted selection of positions available to such workers, the cause of erratic work history trends become clearer: unstable economic conditions and barriers to entry often result in labor experiences that do not align with the expectations inherent to traditional resumes.

Nevertheless, advancement into professional, often higher-paying positions precisely requires such documents in the application process. To address this difficulty, Chrysalis possesses a simple yet powerful tool: the *chrono functional resume*[4]. Unknown to me previously, this format emphasizes an individual's skills and responsibilities, while their work history is relegated to a small section at the bottom of the page with only the most essential information[5]. In this way, clients can organize their disjunct experiences in a concise manner independently of their work history, allowing them to align their background with hiring expectations. Indeed, the main deviation from the chronological resume is visual: the details highlighted in regards to job

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[3] On rare occasions, clients will request a copy in Spanish
[4] See Appendix I, Item 2 for a sample resume.
[5] Name of the position and company, number of years worked, location

responsibilities are more or less identical in either format–but the potential impacts of the presentation of the resume reveal the importance of first impressions in the selection process.

The resume format can be the deciding factor in an employer's decision to hire an applicant, regardless of their skillset. This consideration arises when applying the chrono functional format to account for potential employment challenges: experiences gained while working in prison, for example, lose much of their negative stigma when the incarceration is presented as an afterthought[6] rather than the first relevant detail as on a chronological resume. Similarly, unpaid work, such as caring for a relative, can impressively stand out upon describing it as a crucial experience. In fact, Latinos are disproportionately affected by the aforementioned conditions, which also acquire a gendered component: Hispanic men, for instance, are overrepresented in state prisons (Abeyta, 2022), and cramped living conditions combined with traditional expectations often place the responsibility of raising children on women (U.S. Census Bureau, 2022), (Brown, 2009). The weaknesses of both sorts of experiences manifest themselves in the prevailing chronological resume: at best, they may be gaps in one's work history, and at worst, they reduce the apparent professionalism of the client, a bias against the working-class origins of the overwhelming majority of Chrysalis clients. For all the above reasons, **my classmates and I have made many more chrono functional resumes than chronological ones** during my time at Chrysalis: out of the 33 resumes that we created in total, 24–nearly 73%–were chrono functional.

IIIb.   Practice Interviews

The practice interview, however, offers a much greater opportunity to analyze the perspective that clients hold towards the hiring process as the format of the appointment requires them to share their experiences and motivations. Unlike with the resume creation session, the PIs, as they are often abbreviated, follow a more rigid structure. Upon calling the client, the volunteer reads a script which covers how to properly answer interview questions, how to address convictions, and other difficult topics via a pair of mnemonics called the STAR and CAP Methods. Once this preliminary section is completed, the interviewer asks a series of at least seven commonly asked questions[7] in a mock interview tailored to an industry of their choice.

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[6] Though Chrysalis's policy is always to label the employer as the State of California or the federal government in such cases

[7] See Appendix I for a complete list

Afterwards, the volunteer discusses the client's responses, giving feedback and clarifying any doubts. All of this information is then paraphrased onto a document for the client to access.

Commonly heard confusions about the interview process reveal the ways in which **linguistic and demographic barriers disadvantage Latino workers**. For instance, one woman I interviewed found the idea of a job interview to be completely foreign, which I only discovered after we had proceeded to the final practice question: "Why should I hire *you*?" To her, this question seemed strange as the cleaning jobs that she had held had a hands-off hiring process: supervisors would distribute tasks to employees who were hired through some sort of staffing mechanism, and as a result, there were few considerations given to individual applicants. It is understandable that someone in this position would have been perplexed as to why the volunteer had asked so many questions regarding personal skills, let alone hireability. Jobs that filter based on individual talents tend to be higher-paying, but they require a familiarity with interviews that is cumbersome for those who have been excluded from such positions.

Such an impediment also manifests itself linguistically in the wording of the sample questions. The pair that I had the most difficulty explaining was, *"¿Cuáles son sus tres puntos fuertes?"* and *"¿Cuál es una de sus debilidades?"*[8] About half of the clients requested clarification regarding their meaning, and, furthermore, no clients answered the questions in the recommended manner. There may be several reasons as to why. Firstly, as the wording in our translated materials is vague, I chose to ask them with more context after a few sessions: *"¿Cuáles son tres de sus puntos fuertes/destrezas como empleado/a?"*, and, likewise, *"¿Cuál es una de sus debilidades[9] como empleado/a?"* While I observed some improvement in understanding, there was still a significant number of clients who were confused. This may be due to cultural differences: I was told that the ways in which employers inquire information is different in Latin America compared to the United States. One client, for instance, informed me that interviewees may be expected to discuss interests and hobbies during interviews in Mexico. Likewise, the process which dictates how they reflect upon strengths and weaknesses may differ. Some employees may not be used to abstractly conceptualizing themselves due to a lack of exposure to these ideas; the term *punto fuerte* indeed translates to *strength*, but it may not be present in the vocabularies of all clients, a possibility that I was not prepared to address.

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[8] What are your three strong points? What is one of your weaknesses?
[9] Some clients would hear this as "habilidades" (skills), so it was important to enunciate this correctly.

On several occasions, some clients interrupted me to ask questions while I read the script, an astute decision, but they all had several traits in common: more than a decade of experience and a history of interviewing. Those with little traditional employment, however, tended to stay silent, probably due to an unfamiliarity with the process. One way to remedy this trend would be to allow volunteers to have personalized conversation *about* job interviews with clients before the practice session while using our current script as a guideline rather than reading it verbatim. Though all clients attend a job-preparedness class which addresses how to approach interviews[10], they could further benefit with an individualized verification of their understanding of the process. As a result, clients would be able to conceptualize the interview from the employer's perspective which is crucial given the relative exclusion of Chrysalis's clients from such spaces.

IV.   Cell Phone Module

Throughout my service at Chrysalis, my obligation to call clients by phone and through the application Google Voice while editing online documents added a technological character to my work. Yet, as noted previously, Latino workers with little education and employment are often barred from accessing such tools. It is in this context that my supervisor, Jessica Marin, tasked me and two classmates with the creation of a **video module in Spanish** which would, in under an hour, **teach the basics of cell phone use with a focus on workplace communication**. Barring these general requirements, my teammates and I were essentially given free rein over the project. As we met together to brainstorm, we collectively decided to create a slideshow presentation with a voiceover that could be shown at a workshop, and thus, each of us was to design and rehearse a separate section of the module[11]. While the other members addressed topics such as the differences between Apple and Android devices or the basics of texting, I was to give a tutorial on the use of emails and a brief overview of calendar and notes applications.

During the creation of the project, I recognized two important considerations: firstly, the tutorial had to be oriented towards an audience that had never interacted with an email, or even any device that could send one. Thus, I ensured that all terminology that I introduced was properly defined and that each step was accompanied with ample visuals so as not to disorient the viewer. Secondly, it was paramount that the presentation detailed the applications of emails that Chrysalis clients would be most likely to encounter: hiring and interviews. To this end, I

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[10] I shadowed one of these to understand what it is that Chrysalis clients are exposed to *before* moving onto the resume and PI sessions.

[11] See Appendix II for a rough outline of the project contents.

took inspiration from a computer tutorial found in a pamphlet that Chrysalis had commissioned some years ago and decided to make fake email accounts with which I created a plausible scenario[12]. The sections of the presentation devoted to the cell phone's internal calendar and notes application, in turn, would address the scheduling of an interview. It was imperative that this remained the focus of the presentation; as the digital gap hampers the hiring process for many Latino workers, any attempt at mending it should directly address this critical outcome.

   The **creation of the Cell Phone Project**–as it came to be known–lasted slightly more than a month, from early February to mid March. After an initial outlining, the first task was the creation of a script for the slideshow voiceover. Here we decided to adopt a professional but straightforward tone. It was important to avoid colloquialisms as Chrysalis's clients hail from many different regions of Latin America, but we also feared that an overly rigid style of speaking would possibly intimidate clients, given that the module was meant for those with little experience with cell phones. Thus, we strove for a comfortable middle ground. I decided to first introduce the concept of *what* emails are, the purpose they serve, and how they differ from traditional mail and text messaging. This was a crucial step since, without a good conceptual understanding of emails, any practical explanation of their use could be confusing[13]. I then aimed to demonstrate how to write, receive, organize, and delete emails. Finally, I dedicated a section to demonstrating the notes and calendar applications. Importantly, I used an Android phone with Gmail to showcase all of these examples. From my observations, most Chrysalis clients do have Gmail accounts, and relevant applications differ little across different platforms.

   Once scriptwriting had concluded, our group began to design the **slideshow presentation** that would serve as the module's visual component. It was of utmost importance to make sure that the images chosen for the slides were easy to follow, and importantly, complementary to the voiceover. Thus, I chose screenshots that corresponded to the content of the script and vice versa, making adjustments whenever necessary. In total, my section of the presentation consisted of 34 slides, which occupied about 15 minutes of speaking time. Once all three of us had finished our parts, we met to give each other feedback before finally recording the entire module through a Zoom meeting, which was later sent to Chrysalis as a video file. This final step lasted several

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[12] A job hunter named Eduardo Cespedes would write to a florist regarding a job opening while also receiving emails from family members, a doctor, and even a spammer.

[13] In other words, I wanted to avoid the setback that I had observed when explaining the interview process for the practice interviews.

hours as we made last-minute touches and recorded several takes of some parts to account for errors in pronunciation or word choice. Nevertheless, we eventually succeeded, and the video was edited by one of my teammates who in turn submitted it to Jessica for her evaluation[14].

V.   Results

The Chrysalis team's **initial reaction** towards our project was positive. One staff member noted that "the content is exactly what we wanted in the usage of cell phones." Our decision to provide both English and Spanish names for certain technological terms, e.g. *email* and *correo electrónico* was also appreciated, considering Chrysalis's bilingual clients. There was, however, room for improvement. For instance, we were told that "adding a tidbit about how the client's [Employment Specialist] can assist with emails would have helped." This critique highlighted my oversight of not fully considering how the module could integrate with Chrysalis's other programs despite trying to cater it to the intended demographic. Regardless of the **immediate feedback** that we received, the only people who had viewed our presentation were a small group who shared a common bias: we all had ample familiarity with cell phones. Thus, I had to seek the perspective of its intended audience: Chrysalis clients. To this end, I prepared a short survey asking them to rate the presentation according as well as to provide basic information regarding their use of cell phones[15]. About one month after my service had concluded, I went to Chrysalis's San Fernando Valley branch to help Volunteer Programs Coordinator Christian Londono conduct a technology workshop based around the video. There had been a similar session a day prior to which I could not attend, which, according to Christian, was received positively.

After a short tour of the facility, I arrived at a room with a large table and projector which was to serve as the "classroom" for the hour-and-a-half long workshop. We then greeted the participants: there were five in attendance and another five the day before–all ten community members completed the survey, distributed to the attendees at the end of the session. Once Christian briefly outlined the presentation, we played the video while the audience took notes. At this point, I noticed **several flaws with the video in its current state**. Firstly, at some points the audio became muffled or cut out entirely. Secondly, and more importantly, it became clear that the chosen length of 45 minutes was too short to convey all of the information contained within. For example, within a few minutes, the narration sweeps through the iPhone's call, text message,

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[14] See Appendix II for the video and example screenshots.
[15] See Appendix II for the full survey.

and voicemail functionalities. The section I had prepared which detailed the creation of a GMail account proceeded straight to the details of sending emails without giving the listener any time to orient themselves after entering their account details. For this reason, I recommend that Chrysalis upload the video onto their website so that clients can review it at any point.

My group and I anticipated that clients would benefit from familiarizing themselves with some of the cell phone features detailed in the video. As such, we indicated moments for the workshop coordinator to pause it so that clients could explore their devices. The first of such exercises, for example, occupies itself with the identification of what model of cell phone the client has, while the second gives them the opportunity to access its language settings. We had set aside three minutes for such intermissions, though this turned out to be inadequate. Christian pulled me aside to tell me that they were far too short, so we instead opted to spend about five to ten minutes at every such instance, mostly spent attending to clients' individual questions[16].

As mentioned previously, I was able to **collect responses** from all 10 clients who attended both workshops. Though Christian and I emphasized the importance of responding genuinely so that we could make improvements, in hindsight, it may have yielded better results had some of the questions been explained in more detail. For instance, the first two questions ask clients to rate their familiarity with cell phones before and after the workshop on a scale of 1 to 10, yet four of the participants claimed to have "familiaridad y fluidez totales" in both instances, which could not have been the case if they chose to attend this workshop. With such outliers excluded, I present here the results of the quantitative section of the questionnaire:

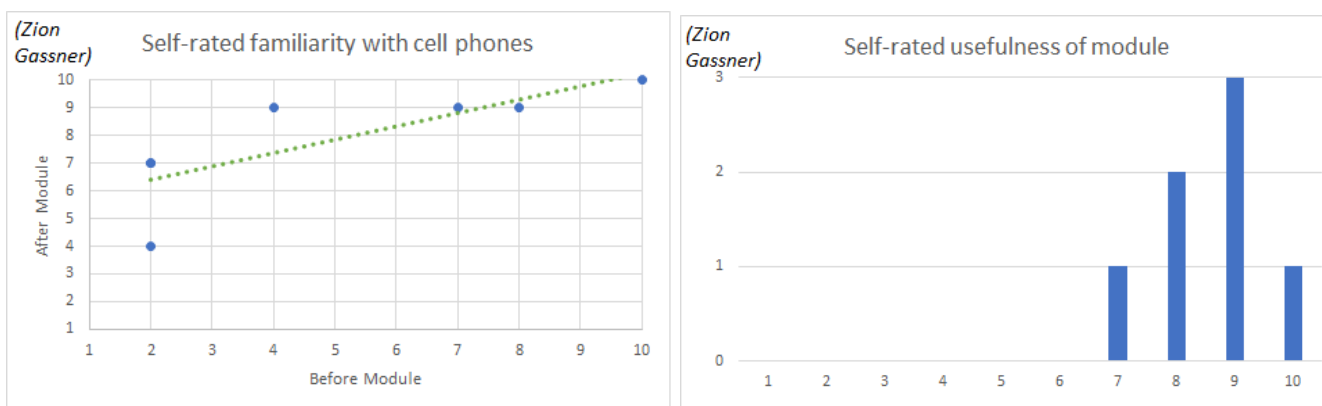*Figure 1 (**Left**) – Client self-assessment on proficiency before/after module*

*Figure 2 (**Right**) – Self-assessment by clients on the usefulness of the video*

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[16] For instance, when we inquired about the brand of each client's phone, one client replied with "T-Mobile." We therefore took the time to briefly explain the difference between the phone company and device manufacturer.

VI. Discussion

At this stage, we must recall that the cell phone module is not an end in itself, but rather, a tool that attempts to link Latino workers to formal employment channels from which they have often been excluded. Given the increasingly online nature of the employment process, any analysis of our results must consider how technology-related education reduces these barriers to ultimately improve equity. We observe a positive correlation between the clients' self-rated familiarity before and after the module, which indicates that they felt more confident about their knowledge as a result. Furthermore, the video was rated as highly useful, receiving an average score of 8.57. From this data, I conclude that clients found the video helpful, but to fully understand its potential, the survey contained both quantitative and qualitative elements.

As for this latter section, my goals were two-fold: firstly, I aimed to ascertain the participants' demographic profile–as stated previously, Latino communities are quite diverse, and thus, it is important to identify their needs and backgrounds. Secondly, I wanted to seek possible improvements for the module going forward. During my visit, Christian informed me that Chrysalis was interested in conducting similar workshops in the summer, and thus, the feedback of this pilot group would be essential in shaping the program's future. To advance my first aim, I asked participants to list some things for which they use their cell phones. Responses were quite varied. One client noted that they used their phone exclusively to *"conectarme con mi familia por Messenger."* Others shared that their capacities were quite limited: *"solo llamadas y texto," "llamadas, textos, email."* A few of the participants listed certain functions that pertained more explicitly to the job market: *"Entrevista." "Correo electrónico."* During the workshop, some participants had been struggling to efficiently navigate through different menus, but the survey indicates that many have already begun to use their devices for essential communication.

This reveals a **potential opportunity for improvement**. While I had begun the project imagining that participants' knowledge about cell phones would be along an abstract scale of familiarity, my observations indicate that it is best characterized as patchwork, with proficiency attained in certain faculties out of necessity while others remain unknown. For future workshops, it would be more efficient to give clients time to *demonstrate* their current understanding of cell phones so that Chrysalis can help fill in the remaining gaps. The video module, in turn, should serve as a reference that clarifies the most common doubts arising in this process. Given that the

video was rated as highly useful by clients, our project has been successful in its delivery of this goal, yet if it is to truly serve as a reference, I reiterate that it should be available for viewing *after* its initial use so that the learning experience is more catered to the individual.

I did not ask participants for their **demographic information** on the survey to reinforce its anonymous nature. Nonetheless, all of the clients who participated in the workshop I attended appeared to be at least 40 years of age, and four out of the five were women. Indeed, as younger job-seekers are more likely to utilize cell phones for professional purposes, those poised on *familiarizing* themselves with them are likely to be middle-aged. We considered this factor while making the presentation as my teammates both had parents who had consulted them on cell phone use. I begin my section, for instance, by comparing emails to traditional mail, a medium more familiar to an older generation. I recommend that such care is taken in other aspects of the presentation–Christian and I frequently deployed light jargon[17] to convey the various features of cell phones, but more time should be taken to clarify these aspects: without a foundational understanding, all other attempts to master the essence of cell phones will be shaky at best.

The **suggestions that we solicited** reveal that our work was a good start but was incomplete. Almost all clients who left feedback indicated that they learned something from the module, such as how to write emails, setting a voicemail, or connecting to a WiFi network. However, five out of eight of them noted that the amount of time devoted to practicing the concepts presented in the video was too short to be useful. As one client put it, *"es muy difícil memorizar. Es muy rapido todo"* [sic]. Others identified specific aspects of cell phones that were not covered such as how to delete applications as well as advanced email functions such as carbon-copying and attaching documents. On a more general note, one client suggested that we explain further the differences between iPhones and Android devices. Both sorts of feedback share a common culprit: <u>time constraints</u>. The 45 minute goal for the video severely limited our comprehensiveness. Indeed, there was cut content: one of my teammates wanted to provide a detailed explanation on WhatsApp, which is extremely popular among Spanish speakers, but as a non-essential feature, its scope was heavily reduced. I would have loved to present other applications that come pre-installed on most devices such as Google Maps[18].

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[17] *software, aplicación, programa…*

[18] A client mentioned in passing during the workshop that they were tired of having to draw miniature maps on pieces of paper to know where to go for interviews and such.

There is no solution to the question of time that does not involve **lengthening the module**. This basic yet frustrating fact has opened the door to a broad range of ideas to improve the success of Chrysalis's future endeavors. The feedback we received has demonstrated that it is imperative for the organization to expand its opportunities to *learn by doing*, that is, by providing more chances to actively use cell phones. After all, on average, Americans spend multiple hours on their phones every day (Ceci, 2022)–proficiency requires practice–. Instead of showing all of the module in one workshop, then, it could be much more beneficial to spread its parts across multiple sessions. This would have several positive repercussions: firstly, the purpose of each session would be more likely to have a well-defined goal, improving overall memory of the concepts as key points will not be scattered throughout the presentation, but rather, concentrated in specific areas. Clients would make more efficient use of their time by attending workshops whose aims relate more to their questions, reflecting the "patchwork" nature of knowledge.

Moreover, as the duration of each section of the video is relatively short, the organizers would be able to dedicate a larger fraction of the workshop to **giving individualized attention to clients**. This is in line with the call for *"más práctica"* which we received across the board–clients would be able to actively experiment with the module's topics for a significant amount of time, greatly improving their proficiency and automatically accounting for the differences between iPhones and Androids. By understanding the particularities of their own device, clients can refer to the video as a framework rather than relying upon it as a comprehensive tutorial, a tactic that, under the current model, results in confusion. Christian suggested using an online cell phone demo to simulate carrying out different actions, though the ones we accessed online were very limited in their features. He went on to propose that Chrysalis procure a cell phone to use in such circumstances. In any case, distributing the concepts of the module across multiple sessions opens the door for such innovative ideas that focus more precisely on client learning.

Reconceptualizing the training as a series of workshops would also enhance project success by incentivizing clients to **develop a continuing relationship with their devices**. As stated earlier, a time investment is required to develop familiarity with a phone, yet clients are discouraged if not barred from doing so if they do not attain a basic proficiency in all areas. That is, one cannot explore applications and other features without mastering key concepts such as settings and internet connections. Though the video covers all such aspects, its condensed nature

leaves clients prone to forgetting the details of each part, which in turn hampers their future practice. By contrast, a client who attends various sessions will simultaneously practice recently introduced concepts while acquiring a basic knowledge of new ones. For example, if someone learns how to navigate their phone's applications in their first session, a subsequent one devoted to emails necessarily reinforces previously learned concepts. Such a model would constitute the "training wheels" for independent experimentation with cell phones.

Yet this idea of a continuing relationship rests upon a key assumption that cannot be taken for granted: that clients can **reliably attend multiple sessions**. While volunteering for Chrysalis, nearly everyone with whom I interacted mentioned that scheduling sessions can be extremely sporadic as clients must spend a great deal of time working and often lack access to fast, reliable methods of transportation. Were sessions to be scheduled along a specific time frame, a significant portion of interested clients would be unable to attend. Such a challenge would render my suggested format counterproductive; if Chrysalis splits the workshop into many sessions, failure to partake in one of them could break the chain of incremental knowledge, leaving clients potentially more confused than they were initially. Perhaps the greatest advantage of the video module is that it does not require such an extensive time commitment.

As attendance is the primary issue, Chrysalis could **provide digital materials to their clients** to allow them to practice using their phones in their own time. Uploading the module to their website (or emailing it to clients) would be a good start, but recorded video tutorials could be just as helpful. This strategy raises two primary concerns. Firstly, it relies on clients being able to effectively navigate their devices to be able to access such resources. The easiest solution to this problem would be to provide careful written instructions on how to use such materials, perhaps in collaboration with employment specialists. Secondly, one might be tempted to ask why Chrysalis should opt for such a method when online tutorials are readily available on YouTube. This, however, relies on clients sifting through videos to find the resources they need, which would not only be time-consuming, but also potentially dangerous as clients lacking digital literacy skills may find themselves scammed or coaxed into buying products should they encounter such content. Even if Chrysalis screened a playlist of videos, there is a critical component that is lacking: trust. Clients would be more likely to devote time to their cell phone skills if they knew that video resources were provided by those who understand their concerns. During my visit, Christian suggested that clients seek out tutorials on video-sharing platforms, to

which one of the attendees remarked that he believed such sites to be rampant with antisocial content. While this may be a misrepresentation of a platform like YouTube, for example, avoiding such videos requires fluency and could furthermore cause clients to question the validity of genuine resources. In any case, supplementing the workshops with freely-accessible materials would greatly improve clients' capacity to grow comfortable with their devices.

VII.   Learning Outcomes

My experiences with Chrysalis can be divided into two main phases: the day-to-day volunteering and the cell phone project. Both have required large time commitments and have shed light on the inequities that affect members of one of Los Angeles's largest demographic groups. Work is, ultimately, the largest activity to which adults dedicate their lives, and as such, it is important for young people to attain a mature understanding of what it entails. Yet how one comes to understand labor is a product of various *agents of socialization*–influences which inform one's perception of society. In my case, my upbringing led me to conceive the idea of work as the occupations held by the professional-managerial class, and education, therefore, was to be an expedient in pursuit of such a life. Concepts like resumes, interviews, applications, and internships were not in the least sense alien to me. Though I have broadened my perspective, I had seldom had the chance to actually discuss the matter of work with someone chiefly from a working-class background. Yet in my many calls and appointments with clients, this was the sole topic of conversation. I heard intimate details about workers' daily lives, challenges, and stresses–some of which I deliberately omitted from this report for confidentiality reasons.

The cell phone module, on the other hand, was the perfect opportunity to transform a medium which I had gained intimate familiarity (presentational speaking) into one that was completely new: a formal project used for an organization, potentially for years to come, and most crucially, with an audience whose understanding of the topic was far different from mine. At every moment my actions were deliberate. When one must consider all aspects of a project, it is necessary to ask *what* the needs of the audience are. In that sense, I simultaneously underwent an exercise in empathy while applying a critical approach to the presentation; I constantly reminded myself of both the conditions that led to this asymmetrical technological literacy and the results that such a gap fosters. I reflected upon the importance of professional communication and how it manifests itself in norms like formatted emails and resumes. In sum, the requirements

of the project shed light on the ever-present inequities that Chrysalis attempts to allay.

VIII.   Post-internship reflection

Prior to my work with Chrysalis, I had never used Spanish in a professional context. Rather, it was a purely academic and social matter that, in the end, had interested me for its linguistic traits more than anything else. Yet, my experiences with the organization have reminded me of the fact that language is ultimately a tool of communication. After having participated in many resume and interview sessions, I have reflected upon the fact that I have the capacity to use Spanish to transmit *useful* information, that is, words that accomplish some sort of goal, in this case professional. At a first glance, this should be glaringly obvious as I do this in my native language all the time, but it took me so long to internalize this notion because I always took it for granted that the language in which I expressed my thoughts was unimportant–If I am explaining something, what matters is not that I am doing so in English but simply the fact that I am conveying a point. With Chrysalis, on the other hand, the fact that I was speaking in Spanish was in itself crucial; many of the people with whom I worked were monolingual or had recently begun to learn English. In a sense, the language I used tinted my words.

This has large ramifications for my career; as a future lawyer I want to be able to communicate my concerns, reassure clients, or explain a key point in such a way that my language by default considers the circumstances of the other party. In a broader sense, I think that my work with Chrysalis has taught me to account for the perspectives of those in radically different circumstances from my own in my speech; even if I had already understood numerous articles and documentaries on labor inequities or migration into the United States, I was not completely sure on how to incorporate the experiences of those who have embodied those trends. After my time with Chrysalis Center, however, I have a much clearer idea of how crucial language can be to effectively achieve organizational goals.

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APPENDIX I: RESUME AND INTERVIEW MATERIALS
1. **CHRONOLOGICAL RESUME**
   Below is a chronological resume template, which conforms to the "standard" idea of what such a document should look like.

First Last
Street Address • City, State 00000
e-mail@host.com • 000.000.0000

SKILLS
- Skill 1
- Skill 2
- Skill 3
- Skill 4

WORK EXPERIENCE

Position	From when to to when

Business, City, State
- Duty 1
- Duty 2
- Duty 3

Position	From when to to when

Business, City, State
- Duty 1
- Duty 2
- Duty 3

Position	From when to to when

Business, City, State
- Duty 1
- Duty 2
- Duty 3

Position	From when to to when

Business, City, State
- Duty 1
- Duty 2
- Duty 3

EDUCATION AND PROFESSIONAL DEVELOPMENT

Certification	Date
Institution, City, State	
Certification	Date
Institution, City, State	
Certification	Date
Institution, City, State	

2. **CHRONO FUNCTIONAL RESUME**
   This, on the other hand, is a chrono functional resume. Notice that most of the space is taken up by the "Area of expertise" section which details the different skill sets that the client has. The employment history, on the other hand, is found at the bottom of the page.

First Last

43 • City, State 00000

e-mail@host.com • 000.000.0000

SKILLS

- Skill 1
- Skill 2
- Skill 3

AREA OF EXPERTISE

INDUSTRY TITLE

- Job Skill
- Job Skill
- Job Skill
- Job Skill
- Job Skill
- Job Skill
- Job Skill
- Job Skill
- Job Skill
- Job Skill
- Job Skill
- Job Skill
- Job Skill
- Job Skill
- Job Skill

EMPLOYMENT HISTORY

Position, Employer, City, State	From when to to when
Position, Employer, City, State	From when to to when
Position, Employer, City, State	From when to to when

EDUCATION AND PROFESSIONAL DEVELOPMENT

Certification in, Educational Institution, City, State	Date
Certification in, Educational Institution, City, State	Date

3. **INTERVIEW QUESTIONS**

Seen below are the several mandatory questions asked on the Chrysalis practice interview (in Spanish). There are additional questions that are divided by industry such as food service or housekeeping.

Pregunta 1	Cuenteme sobre usted.
Consejo:	
Pregunta 2	¿Por qué quiere trabajar en la industria de [Nombre de] y/o en [nombre de la empresa]?
Consejo:	
Pregunta 3	¿Cuáles son tus 3 puntos fuertes?
Consejo:	
Pregunta 4	¿Cuál es una de tus debilidades?
Consejo:	
Pregunta 5	¿Tiene alguna condena?
Consejo:	
Pregunta 6	Cuénteme sobre un momento en que experimentó un conflicto en el trabajo y cómo lo manejó?
Consejo:	
Pregunta 7	¿Por qué debo contratarte?

APPENDIX II: CELL PHONE PROJECT MATERIALS
    1. **ROUGH PROJECT OUTLINE**
        Below is a restored version of the original brainstorming document that my classmates
        and I used to plan content for the Cell Phone Module. Note that some features, such as
        apps like Venmo, were cut from the final product.

Module
Cell Phone basics
- What is a smart phone
- Difference between android/ apple
  - Apple store vs google play store
  - How to set up a password, set a background, how to specialize the phone.
- Phone calls/ potentially how to text?
  - Calling functions
    - Contacts, recents
    - Speaker, mute
    - How to silence ring, how to turn on ring, modify volume, as an extra (how to change ringtone)
    - If wanted, how to sent unknown numbers to voicemail (on iphone)
    - If iphone, how to face time, and difference between call and facetime
  - Texting/messaging
    - Whats app vs messages and whatever android has…
    - Mic feature?
    - Spam/scam texts
    - How to create a new message, how to look up old message
    - How to make a groupchat

- Applications
  - Google play and App Store walk thru
  - Navigating phone settings
    - Changing phone language, keyboards, changing text size
- Internet
  - Different ways of accessing the internet on their phone
    - Wifi and data usage
  - The different types of search engines they could use
  - Storing/managing accounts and passwords
  - How to open private tabs
- Email access
  - The different types of email apps
  - How to view, reply, and send emails
  - How to delete
  - How to organize
  - How to archive
  - How to star
  - How to label
  - How to look up a specific email
  - How to set up a signature
  - Identifying spam emails, locating spam folder, locating trash
- Voicemails/clearing inbox
  - How to create voicemail

- Walk through important applications clients will potentially use in the workplace?
  - Calendar
  - Emails
  - Notes?
  - Apps for public transportation (e.g. TAP, Transit)
  - Money transfer apps (Venmo/Cashapp/Zelle)
  - Google voice

    2. **PRESENTATION**
        The video that we created is accessible via the following link:
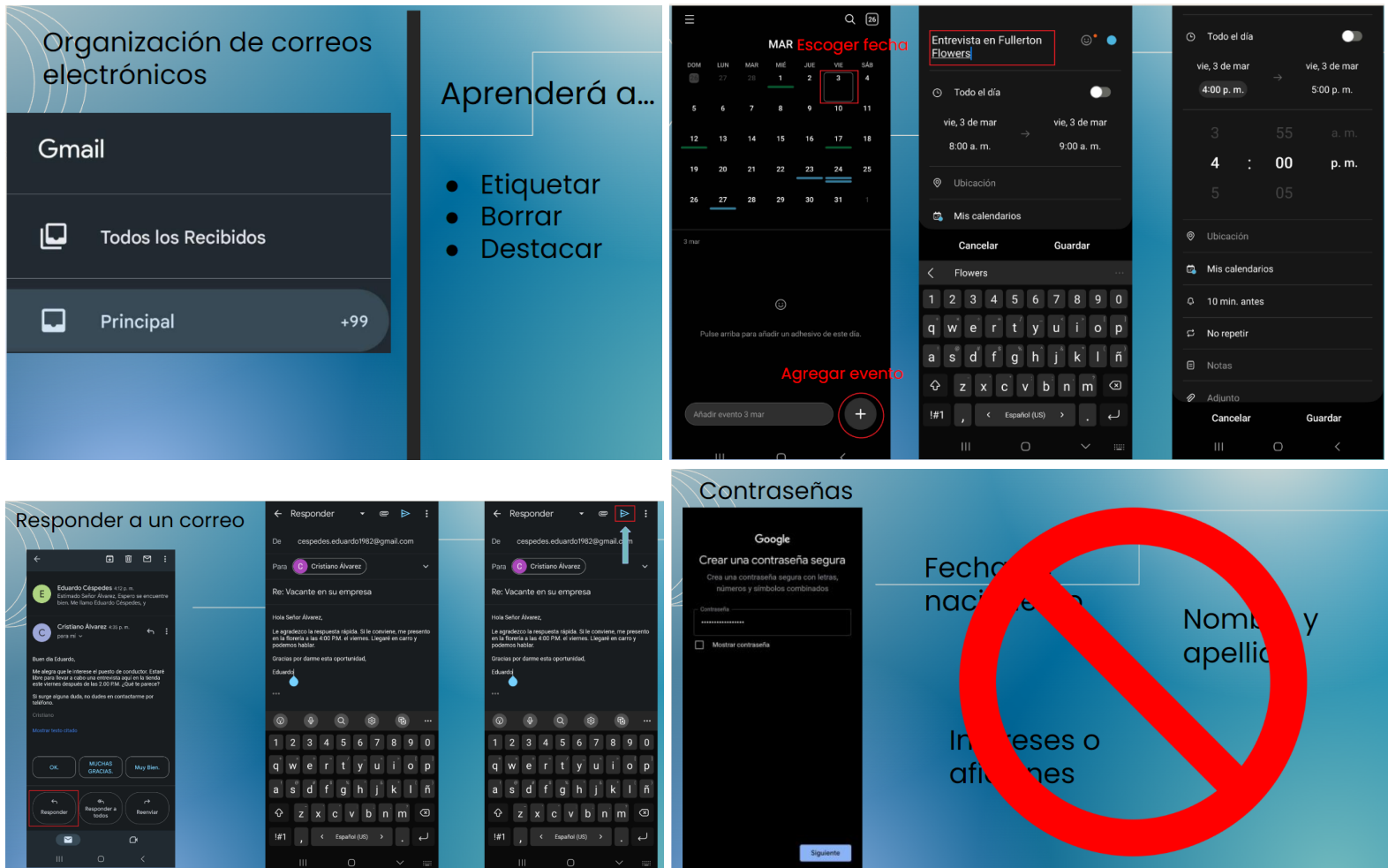   https://drive.google.com/file/d/1K_knEXNbo8PUXMci42YIETqD2DQ3tnJE/view?usp=
        sharing
        The slideshow used for the visual component is accessible here:

https://docs.google.com/presentation/d/1Shv7_8KyrgtB-LXnMaB5N7TNt46lACAXTDv2vFTjCu0/edit?usp=sharing

3. **PRESENTATION SCREENSHOTS**
Below are some screenshots from my portion of the presentation:

4. **EVALUATION SURVEY**
Accessible via the link below is the Spanish-language version of the survey which was used to collect information from clients after the module. While an English version was also prepared, no client opted to fill it out.
https://docs.google.com/document/d/1z803xhFORgrSDQajvHb3xlnn5YW8Wtk8guLlwjV9v3w/edit?usp=sharing