

**The Clubhouse Network's
International Alumni Network:
Results from the 2021 Evaluation**

July 2022

Prepared for
The Clubhouse
Network

Prepared by
Informing Change

Table of Contents

i.	Executive Summary	ii
I.	Introduction	1
	About The Clubhouse Network	
	About the Evaluation	
	Report Overview	
II.	When Technology & Creativity Meet: Findings About Access to Technology, Personal Growth, & Skill Development	5
	Opportunities to Engage with Technology	
	Technical & Creative Skill Development	
	Core Skills & Pathways to Success	
	Optimism & Self-Efficacy	
III.	The Clubhouse Experience	10
	A Safe & Supportive Environment	
	The Importance of Relationships	
IV.	Alumni Passions & Life Pursuits	13
	Passions	
	Education & Careers	
V.	Staying Connected as Clubhouse Alumni	16
VI.	Reflections & Recommendations	19
VII.	Appendices.....	21
	Appendix A: Evaluation Approach	A 1
	Appendix B: Focus Group Questions (English & Spanish)	B 1
	Appendix C: Survey Questions	C 1

i. EXECUTIVE SUMMARY

About The Clubhouse Network

Since its beginnings in 1993, The Clubhouse Network (TCN) has been a resource for thousands of young people to explore their own interests, develop skills, and build confidence through the use of technology. Now located in more than 130 low-income communities in 21 countries around the world, each Clubhouse is at once an inventor’s workshop, design house, sound stage, hackerspace, music studio, and programming lab. At the Clubhouse, youth from underserved communities express their creativity, engage in peer-to-peer learning, and develop skills.

About the Evaluation

As TCN approached its 30th anniversary, organization leaders engaged Informing Change in 2020 to evaluate the impact of the Clubhouses on TCN alumni dating back to the program’s earliest years. Through the evaluation, we focus on TCN’s long-term impact on young people and their reflections on how the Clubhouse experience affects their lives. Our evaluation also identifies the ways alumni want to engage with each other and the International Clubhouse Alumni Network (ICAN).

For this evaluation, Informing Change conducted five **focus groups** with 35 alumni around the world, and administered a **survey across the alumni network** yielding 195 responses. This report documents our findings.

Findings: Access to Technology, Personal Growth, & Skill Development

Clubhouses encourage creativity and imagination by providing space for members to explore creative outlets and use the latest technology. At Clubhouses, members have reliable access to the digital world, and grow tech skills and core skills they need to be successful in work and life. By expanding access to technology, TCN helps bridge the digital divide.

- 96% of all survey respondents report that access to technology was an important or very important part of their Clubhouse experience.
- Youth grow and develop their technical and creative skills through Clubhouse experiences and activities. Survey respondents most commonly developed skills related to graphic design (67%), photography (64%), film or video production (62%), and illustration or animation (57%).
- Survey respondents attributed growth in their collaboration, communication, and creativity skills to their Clubhouse experience (**Exhibit ES1**).
- Over 90% of respondents state that the core and life skills they developed at Clubhouses have proven useful or very useful throughout their lives.

EXHIBIT ES1.
Growth in Skills
(n=195)



Clubhouse alumni have a positive outlook on the future, something they attribute to their Clubhouse participation.

- 92% of survey respondents increased their belief in their own potential (“self-efficacy”) at Clubhouses.
- 92% of survey respondents increased their self-confidence at Clubhouses.

Findings: The Clubhouse Experience

The Clubhouse experience offers a safe space for members outside their homes and schools.

Clubhouses also help fill a mentoring gap.

- 95% of survey respondents report that accessing a safe place and somewhere to go after school was very important or important to their Clubhouse experience.
- Developing strong relationships with peers and caring adults is a central part of the Clubhouse experience (**Exhibit ES2**).

EXHIBIT ES2.
Importance of Relationships
(n=192)



Findings: Passions & Pursuits

Because of their Clubhouse experience, respondents are motivated to pursue their passions in life and are clearer about their interests. Because of their Clubhouse experiences...

- 90% of respondents are more motivated to pursue their passions in life;
- 85% understand more about what career paths they want to pursue; and
- 76% of respondents are clearer about their passions and interests.

Alumni recall Clubhouse staff introducing them to new possibilities for the future, including paths for ongoing learning of all types and possible career trajectories. In doing so, staff helped alumni shape how they envision themselves in the future.

- 72% of respondents report the Clubhouse influenced their education or career interests extremely or very much.
- 86% of all survey respondents report completing a minimum education of high school.
- 70% of alumni report engaging in additional studies or training after high school, from trade or vocational school certificates to doctorates.
- Over two-thirds of survey respondents report being employed, either full-time (50%) or part-time (18%).

Respondents are pursuing studies and careers in fields spanning art, engineering, mathematics, science, social sciences, and technology, ranging from computer science, education technology, medicine, nursing, psychology, and civic engineering, to general art, film, graphic design, business, and teaching.

Findings: Connections

While Clubhouse members develop strong bonds with peers at their respective Clubhouses, alumni have mixed experiences maintaining those connections upon leaving their Clubhouse. Some survey respondents have kept in contact with other alumni they met through their local Clubhouse or during Teen Summit, whereas others lost touch with Clubhouse peers. Across survey respondents, 57% strongly agree and 27% agree they are still in touch with good friends from the Clubhouse.

- 63% of respondents are connected or very connected to alumni from their local Clubhouse.
- 18% of respondents are connected or very connected to the International Clubhouse Alumni Network.

Alumni spoke about their desire to be more connected to peers beyond their local Clubhouse via the ICAN and shared thoughts on how the network could be strengthened.

- 93% of survey respondents said they were likely to participate in at least one ICAN opportunity.
- Respondents are most interested in opportunities to connect with other alumni, local (69%) or worldwide (66%).
- They are also interested in professional development opportunities (69%).
- 62% of respondents are interested in working with or mentoring current Clubhouse members.

Reflections & Recommendations

Years after Clubhouse experiences, alumni around the world reflect on their Clubhouse journeys as transformative experiences. After the Clubhouse, alumni are prepared for life, remaining inspired to pursue ongoing education and meaningful, creative careers. As a sign of gratitude and representative of the passion they feel for their craft, alumni desire to give back to current Clubhouse members.

We offer the following reflections and recommendations for ongoing program learning growth as TCN forges into its next decade of creating a supportive and creative environment that catalyzes exploratory development, youth transformation, and personal growth.

1. **For TCN:** When asked in focus groups how Clubhouses could improve, alumni had one simple recommendation: **keep them open**. Reflecting on their transformative Clubhouse experiences, alumni hope that other youth in their communities can have that same experience.
2. **For Evaluation:** Given TCN's global reach, we encourage TCN to **explore regionally and culturally specific feedback** on evaluation, particularly related to survey items and wording (e.g., creating evaluation tools with Clubhouse coordinators, members, alumni from around the world, and pilot testing tools at local Clubhouses in multiple regions).
3. **For Alumni: Elevate the role of alumni in Clubhouses and expand alumni opportunities** using the unlocked potential of the ICAN. TCN may be able to increase the success of the ICAN by offering opportunities that align with the Clubhouse Network's mission, strengths, and alumni interests:
 - Bridging skills and interests with ongoing professional development and career opportunities.
 - Building a creative community.
 - Creating respect and trust between members and passionate mentors.
4. **For the ICAN: Continue to build infrastructure for and pathways to the ICAN.** The ICAN's long-term success relies on having accurate and up-to-date contact information for alumni. Regular updates are necessary to account for changes in contact information and to add new alumni to the database, and will require time and resources.

“Being at the Clubhouse allowed me to be comfortable in a space with other youth of color who all had similar passions for their careers and educations. Having a network of creators for support has done wonders for my skills as an artist and helping me become a better member [of] society.”

– SURVEY RESPONDENT

I. INTRODUCTION

About The Clubhouse Network

Since its beginnings in 1993, The Clubhouse Network (TCN) has been a resource for thousands of young people to explore their own interests, develop skills, and build confidence through the use of technology. Now located in more than 130 low-income communities in 21 countries around the world, each Clubhouse is at once an inventor's workshop, design house, sound stage, hackerspace, music studio, and programming lab. At the Clubhouse, youth from underserved communities express their creativity, engage in peer-to-peer learning, and develop skills.

TCN began as a single Computer Clubhouse at The Computer Museum (which later became part of the Museum of Science, Boston) in collaboration with the MIT Media Lab. Designed to address the lack of youth opportunities involving technology, particularly in under-resourced Boston communities, the Computer Clubhouse is a learning space where youth can access state-of-the-art technology and receive guidance from supportive adults as they explore and develop creative projects.¹

Clubhouses around the world tailor programming to meet the needs of their local communities. Each individual Clubhouse offers its own selection of workshops and activities, ranging from digital illustration to graphic design and music and video production. All Clubhouses serve teens, and some are open to youth as young as 10 or 12 years old. Adults encourage youth members to explore and develop their own interests.

Inspired by their Clubhouse experiences, alumni have gone on to become successful digital marketers, award-winning creators, researchers, journalists, musicians, computer scientists, software developers, system engineers, teachers, book publishers, and more.

TCN offers a selection of programs and resources:

- *Clubhouse Village*: An online learning hub for Clubhouse members, mentors, and staff, to connect with a global community of Clubhouses.
- *Clubhouse Connect*: An online service for Clubhouse staff, mentors, and alumni to exchange resources, share project ideas, get advice, and more.
- *Professional development opportunities* for partner nonprofits (Community-Based Organizations or CBOs), including:
 - *Annual Conference*: A time for the Clubhouse Community to come together, build skills, share ideas, reflect on experiences, and plan for the future.
 - *Immersion Week*: Quarterly week-long orientations for coordinators and CBO representatives who are new to the Network. The week introduces Clubhouse staff to the learning model, guiding principles and network-wide programs while also connecting them with other staff from around the world.
- *Geographic Liaison Support*: Each Clubhouse receives support from a TCN representative providing, advice, feedback, and a personalized link to the Network.
- *RE@CH Media Festival*: Revolutionizing Expression @ The Clubhouse (RE@CH) is the signature platform for Clubhouse member media. The festival encourages youth from around the world to express themselves about issues that are important to them.

¹ Rusk, N., Resnick, M., Cooke, S. "Origins and Guiding Principles of the Computer Clubhouse." https://theclubhousenetwork.org/wp-content/uploads/2018/12/OriginsGuidingPrinciplesClubhouse_Resnick.pdf

Across the network, TCN employs a holistic Learning Model comprising four guiding principles that promote positive outcomes for young people:²

- Principle 1. Learning by Designing:** People learn best when they are actively engaging in designing, creating, and inventing, not just passively receiving information. Members don't simply interact with technologies at the Clubhouse, they design and create with them.
- Principle 2. Following Your Interests:** When people care about what they are working on, they are willing to work longer and harder, and they learn more in the process. With guidance from Clubhouse staff, members take agency of their own learning, and their passions guide them in tackling projects that nurture their growth.
- Principle 3. Building a Community:** When people collaborate with others of diverse ages, cultures, genders, and backgrounds, they gain new perspectives for understanding the world and themselves. A Clubhouse flourishes when members see adult mentors working on their own creative endeavors, teams continually evolve as a project progresses, and the physical space is explicitly designed to encourage collaboration (e.g., rolling chairs, track lights).
- Principle 4. Fostering Respect and Trust:** In places where everyone's ideas and opinions are respected, people are more likely to take risks and experiment—and thus, more likely to learn and innovate. The values of respect and trust begin with people and expand to encompass ideas, equipment, space, and more.

Today, TCN reaches over 25,000 youth worldwide through over 100 Clubhouses in 21 countries.³ All Clubhouses implement the Learning Model with attention to their own local and cultural contexts. The Learning Model underlies all Clubhouse programming and offerings, and the principles imply an ongoing attentiveness to diversity, equity, and inclusion that has come increasingly into the foreground of TCN's work as a "global, anti-racist, youth-serving organization."⁴

After members age out of Clubhouses, TCN welcomes alumni into the rapidly growing International Clubhouse Alumni Network (ICAN). TCN staff members coordinate the ICAN to connect alumni to one another through events, summits, and other collaborative opportunities. The ICAN also provides ongoing professional development and career support through job searches, resume review, and more, and gives alumni the opportunity to mentor with local Clubhouses.

About the Evaluation

As TCN approached its 30th anniversary, organization leaders engaged Informing Change in 2020 to evaluate the impact of the Clubhouse on TCN alumni dating back to the program's earliest years. Through the evaluation, we focus on TCN's long-term impact on young people and their reflections on how the Clubhouse experience affects their lives. Our evaluation also identifies the ways alumni want to engage with each other and the ICAN. This report documents our evaluation findings. The following questions guide the evaluation:

1. How did the TCN and individual Clubhouses contribute to alumni's...
 - Professional growth, employment, and educational opportunities and experiences, particularly related to STEAM, creativity, problem-solving, and other skill areas?
 - Personal growth and overall well-being?

² We encourage readers to review the full description of the principles in "[Origins and Guiding Principles of the Computer Clubhouse.](#)"

³ <https://theclubhousenetwork.org/>

⁴ <https://theclubhousenetwork.org/about/equity-inclusion/>

2. What strategies keep alumni connected to and engaged with the alumni network, both at the local Clubhouse and global Network levels?

See **Appendix A** for full details on our mixed-methods evaluation approach and methodology.

From April to November 2021, Informing Change conducted five **focus groups** (four virtual and one in-person) with 35 alumni around the world, including Australia, Argentina, Colombia, Colorado (US), Florida (US), Massachusetts (US), Mexico, Panama, Pennsylvania (US), and the Philippines.

We explored alumni perspectives through broadly worded focus group questions (**Appendix B**) that opened the conversation to discussions related to the evaluation questions *and* to discussion of memories, learnings, and lasting impacts that fell outside the scope of the evaluation questions. We conducted three focus groups in English and two focus groups, with alumni in Latin America, entirely in Spanish.

Next, we analyzed the focus group transcripts for common themes and topics to explore across the alumni network via the **alumni survey**. The survey was available in English and Spanish and fielded in October and November 2021. We received responses from 195 alumni, approximately 33% of alumni who had up-to-date information on file with TCN at the time.

Survey respondents came from all six regions where TCN has a presence (**Exhibit 1**).

EXHIBIT 1. The Clubhouse Network Region Summary

REGION	NUMBER OF CLUBHOUSES PER REGION	ALUMNI SURVEY RESPONDENTS (n=195)	2022 ACTIVE CLUBHOUSE MEMBERS ⁵
US & Canada	91 (69%)	69 (35%)	12,099 (55%)
Latin America	14 (11%)	62 (32%)	1,006 (5%)
Middle East, Europe, & Africa	19 (14%)	32 (17%)	6,844 (32%)
East Asia & Pacific	8 (6%)	26 (13%)	1,298 (6%)
Totals	132	195	21,853

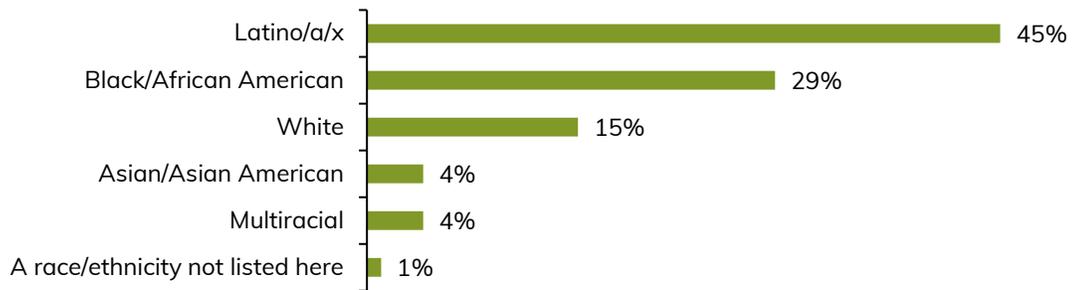
In the US, an overwhelming majority of survey respondents identifies as Latino/a/x or Black/African American, alone or in combination with other racial identities (**Exhibit 2**).^{6,7}

⁵ The number of actual 2022 Clubhouse members is sourced from the 2022 Assessment and Planning report, a self-assessment all Clubhouses complete twice annually to assess and reflect on their program strengths and opportunity for improvement.

⁶ The survey asked alumni in the US only to respond to the question asking for race/ethnicity.

⁷ While we analyzed survey data based on survey respondent race/ethnicity, we were largely unable to draw meaningful conclusions based on the results. Except for Latino/a/x and Black/African American, the number of respondents in each race/ethnicity category was too small to make meaningful comparisons. Results are also compounded by several additional factors (e.g., geography, socioeconomic status), rendering direct comparisons limited in meaning. We highlight comparisons and findings related to race/ethnicity when appropriate.

EXHIBIT 2. US Survey Respondents' Race & Ethnicity⁸ (n=69)



See **Appendix A** for more details about survey respondents and **Appendix C** for survey questions. **Appendix A** and the **Conclusion & Recommendations** section include our reflections on **study limitations**.

Report Overview

This report presents findings from the 2021 evaluation. It is organized in the following sections:

- **When Technology and Creativity Meet:** Findings about the skills alumni developed during their time at the Clubhouse through their access to technology and other Clubhouse activities.
- **The Clubhouse Experience:** Explores findings about the importance of the safe environments Clubhouses create, the importance of peers in these spaces, and the importance of caring and inspiring mentors in these spaces.
- **Alumni Passions and Life Pursuits:** Explores how alumni explored and identified their passions, where they are in their careers and educational pursuits, and the role the Clubhouse plays in the pathways alumni take.
- **Staying Connected as Clubhouse Alumni:** Explores the extent to which alumni have remained in touch with each other and their interest in ongoing engagement with the ICAN.

We close the report with **reflections and recommendations** for TCN, the ICAN, and future evaluation directions.

⁸ Respondents could select more than one response option. Due to this, and due to rounding, this exhibit does not total 100%.

II. WHEN TECHNOLOGY & CREATIVITY MEET:

Findings about Access to Technology, Personal Growth, & Skill Development

Clubhouses encourage creativity and imagination, providing space for members to explore creative outlets and use the latest technology. At Clubhouses, members have reliable access to the digital world, and grow their tech skills and skills they need to be successful in work and life.

Opportunities to Engage with Technology

TCN provides its members with ongoing, reliable access to computers, Internet, and other technologies to bridge the digital divide.⁹ Across the network, alumni value the access to technology they did not have elsewhere, including computers, software, and recording and video production equipment. Nearly all survey respondents report access to technology was a very important (84%) or important (12%) part of their Clubhouse experience. A sentiment shared by many, one alum describes their introduction to the local Clubhouse and the exciting technology they explored there:

“I remember getting to use Photoshop for the first time [my first day at the Clubhouse], because I'd never had access to any of that type of technology. I was really excited. I went home that night and I was begging my parents to sign me up. It [was] a huge turning point for me.”

– ALUMNI SURVEY RESPONDENT

By expanding access to technology, TCN helps bridge the digital divide. UCLA research on virtual learning found Black and Hispanic households are 1.3–1.4 times more likely to experience limited technology access than their White counterparts in the US.¹⁰ Digital access is also limited at times throughout Latin America, based on broadband uptake rates and other factors throughout the region.^{11, 12} TCN helps decrease the digital divide for young people around the world, including the three-fourths of US-based Clubhouse alumni who are Black or Latino/a/x, two groups most affected by the divide. Access to technology and technology-based training was of even greater value for Latin American alumni (90% very important), compared to US alumni (81% very important).¹³

⁹ (UCLA Digital Divide brief (2020): https://knowledge.luskin.ucla.edu/wp-content/uploads/2020/12/Digital-Divide-Phase2_brief_release_v01.pdf

¹⁰ (UCLA Digital Divide brief (2020): https://knowledge.luskin.ucla.edu/wp-content/uploads/2020/12/Digital-Divide-Phase2_brief_release_v01.pdf

¹¹ When looking at broadband uptake proportion of households with Internet access and other factors (From International Telecommunication Union (2021): Digital Trends in the America Region 2021: https://www.itu.int/hub/publication/d-ind-dig_trends_ams-01-2021/

¹² <https://globalpressjournal.com/americas/argentina/digital-divide-widens-internet-providers-refuse-service/>

¹³ Though this difference does not hold statistical significance, it may be meaningful in understand the unique value Clubhouses to bring to members in their local context.

Technical & Creative Skill Development

Clubhouse activities commonly integrate technology and art to support the development of technical skills and creativity.

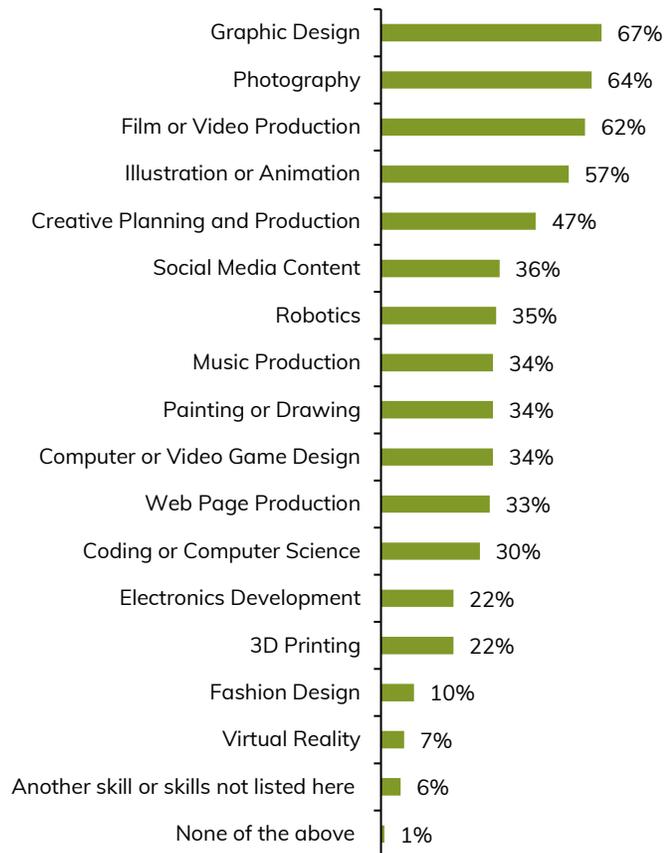
Clubhouse members grow and develop their technical and creative skills through Clubhouses experiences and activities.

Examples of specific skills survey respondents developed during their time at Clubhouses include learning Photoshop, web page production, building a computer, and graphic design (**Exhibit 3**).¹⁴ In doing so, they became more comfortable working with technology, skills that are important to long-term success, in part because more jobs are requiring STEM skills.¹⁵

While respondents of all genders are attracted to Clubhouses for their tech access, women and men have different experiences with technology once they enter Clubhouses (**Exhibit 4**). Women tend to report less skill development related to more traditional types of tech skills than men, like coding and computer science, computer or video game design, and graphic design.¹⁶ At the same time, women report higher rates of learning painting and drawing, and social media content than men. Given the limited scope of survey data, we are unable to draw conclusions about the reasons for these gender differences.

Similarly, a larger proportion of alumni who are Latino/a/x (within the US) report developing the following tech and creative skills at higher rates than the overall average: 3D printing (48%), coding or computer science (44%), computer or video game design (52%), electronics development (41%), fashion design (26%), graphic design (78%), and painting or drawing (52%). Black/African American respondents report lower skill development in 3D printing (6%).

EXHIBIT 3. Technical & Creative Skills Developed at Clubhouses
(n=195)



¹⁴ Full survey question: “Which of the following technical skills did you develop when you were a clubhouse member?” Select all that apply.

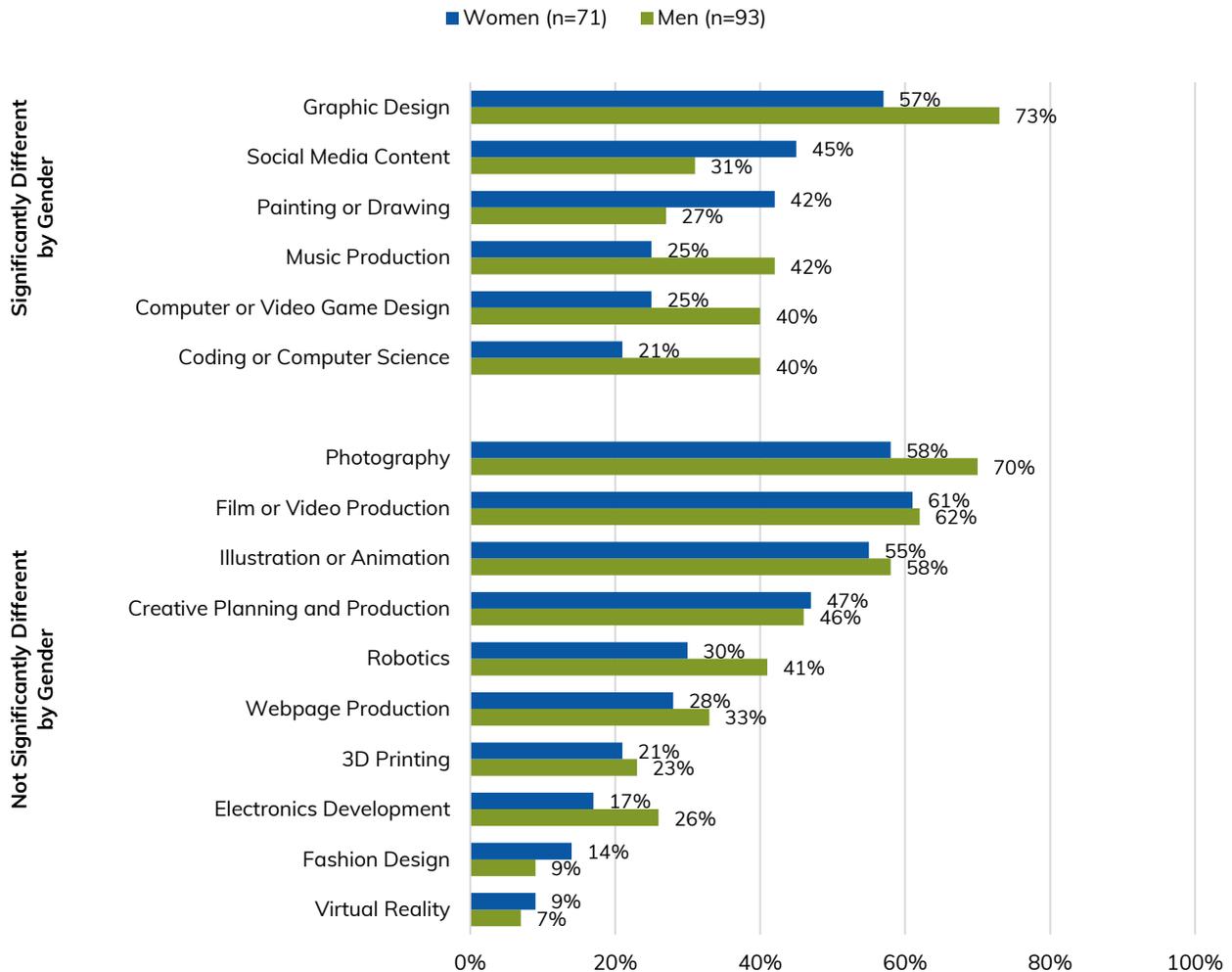
¹⁵ Studies show over 80% of jobs created in the next decade will require integrated skills involving STEM. (<https://www.nsf.gov/statistics/2018/nsb20181/report/sections/science-and-engineering-labor-force/women-and-minorities-in-the-s-e-workforce#minorities-in-the-s-e-workforce>)

¹⁶ UNICEF recently conducted a literature review about the gender digital divide that emphasized a need for not only digital literacy, access to education, and addressing harmful social norms are necessary to closing the digital gender gap and increasing the range of employment opportunities girls can access. (<https://www.unicef.org/eap/media/8311/file/What%20we%20know%20about%20the%20gender%20digital%20divide%20for%20girls%20A%20literature%20review.pdf>)

“During [the] Clubhouse, I realized I had a passion for 3D design. [While] in the Clubhouse, [my brother and I] came across an Adobe contest and decided to participate. We made an animated short and won a scholarship through Adobe. I went to Spain to study 3D design.”

– FOCUS GROUP PARTICIPANT, SEPTEMBER 19, 2021

EXHIBIT 4. Technical & Creative Skills Developed at Clubhouses, by Gender



Core Skills & Pathways to Success

The majority of respondents emphasize the importance of their Clubhouse experience in developing skills that are important to and at the core of learning, work, and overall long-term success in life.¹⁷ In the early 2000s, 21st Century Learning became the common framework in the US outlining the skills young people need to be successful in work and life.¹⁸ The framework, which emphasizes critical thinking,

¹⁷ The British Council, the UK’s organization for cultural relations and educational opportunities, defined six core skills that support learning, citizenship, and employment: 1) critical thinking and problem solving, 2) communication and collaboration, 3) creativity and imagination, 4) student leadership, 5) citizenship, and 6) digital literacy. These skills align with those the TCN emphasizes and develops. <https://www.futurelearn.com/info/courses/teaching-core-skills/0/steps/216540>

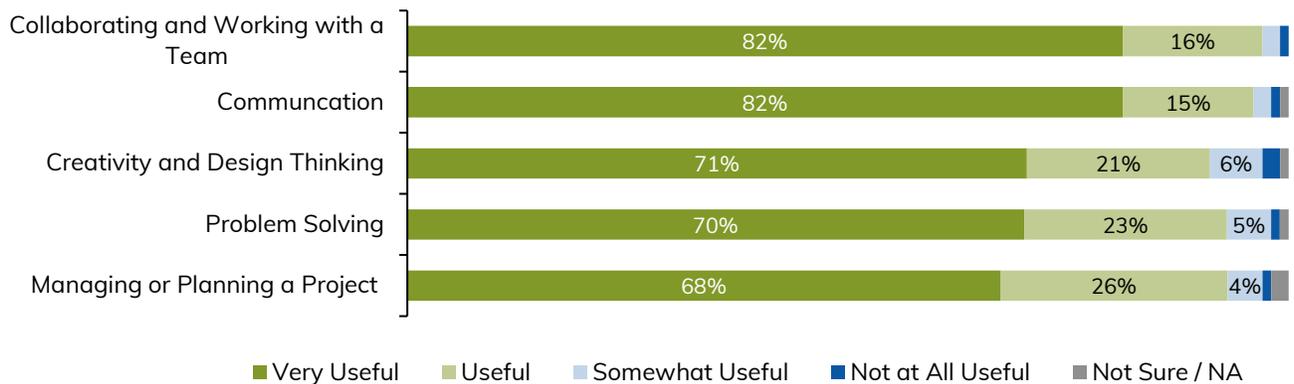
¹⁸ Read more about 21st Century Skills here: <https://www.aeseducation.com/blog/what-are-21st-century-skills>

communication, collaboration, and creativity as the four skills key to learning and innovation, aligns with The Clubhouse Network’s Learning Model (which TCN adopted before the turn of the century). Those same four skills that drive learning and innovation are also embedded within The Clubhouse Network’s Learning Model.

Respondents report growing in many core skills during their time as Clubhouse members, including collaboration (85%) and communication skills (83%), creativity and design thinking¹⁹ (83%), problem solving (69%), and project planning and management (67%). We observe this at similar rates across geographies and genders.

Over 90% of respondents state these life skills have proven very useful or useful throughout their lives (Exhibit 5). While women and men give different ratings of the specific tech skills they learned at Clubhouses (as previously discussed) they rank their core-skill growth similarly, suggesting that Clubhouse activities provide members with a vehicle for important skill growth. No matter which activities members chose to explore, the overall importance of the skills members develop is similar.

EXHIBIT 5. Current Usefulness of Core Skills
(n=195)



“[Working in hospitality] was completely different from anything in the Clubhouse, but what I learned [from the Clubhouse was] how to talk to people better, solve problems better, [and] inspire other people to be creative.”

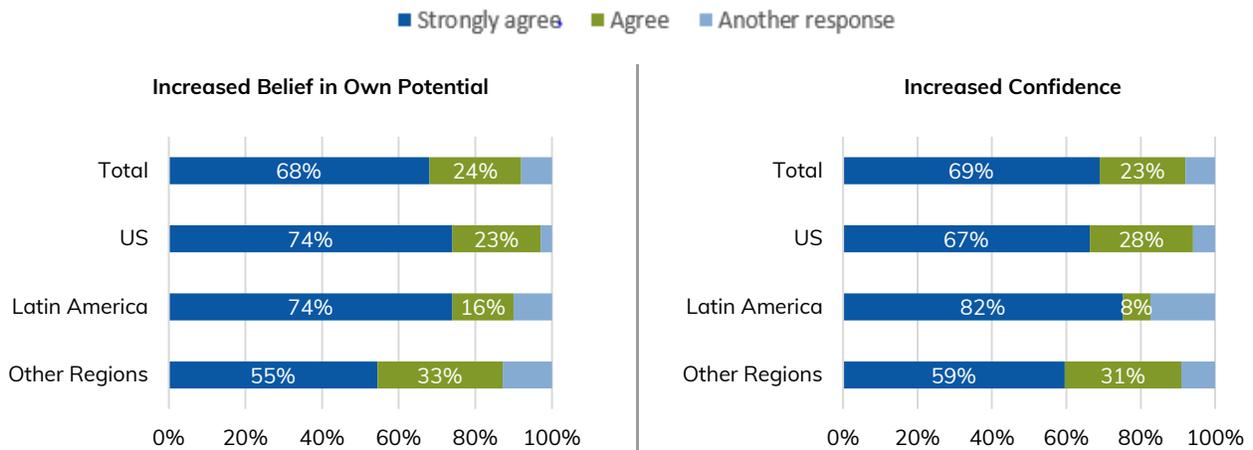
– FOCUS GROUP PARTICIPANT, OCTOBER 2, 2021

Optimism & Self-Efficacy

Clubhouse alumni have a positive outlook on the future, something they attribute to their Clubhouse participation. Survey respondents equally attribute an increased belief in their own potential (“self-efficacy”) (92%) and self-confidence (92%) to Clubhouse participation. Alumni within the US and Latin America rate an increase in confidence and believing in their own potential slightly higher than alumni in other regions (Exhibit 6).

¹⁹ For a definition of Design Thinking, see: <https://www.ideo.com/blogs/inspiration/what-is-design-thinking>

EXHIBIT 6. Increased Optimism by Region
 (Total n=195, US n=69, Latin America n=62, Other Regions n=64)



“I’ve become more confident in my abilities and have developed a passion for helping others be creative. Being at the Clubhouse allowed me to be comfortable in a space with other youth of color who all had similar passions for their careers and educations. Having a network of creators for support has done wonders for my skills as an artist and helping me become a better member [of] society.”

– SURVEY RESPONDENT

Respondents attribute their increased confidence and elevated self-perception not only to their achievement while at the Clubhouse, but also to the encouragement and guidance they received from mentors and adults at the Clubhouse.

III. THE CLUBHOUSE EXPERIENCE

Clubhouse technology and learning are integrated and lodged within an intentional environment, which is as much a contribution to alumni’s lasting success as the computers and technology they operate in Clubhouses.

A Safe & Supportive Environment

The Clubhouse experience offers a safe space for members outside their homes and schools. Nearly all survey respondents (95%) report that access to a safe place and somewhere to go after school was very important or important to their Clubhouse experience. One alum shared that while growing up, they had “nowhere to go after school,” except the Clubhouse. In turn, the Clubhouse provided a “non-judgmental community [where] I felt at home.”

“The Clubhouse, for me, was an escape... I don't know if I expected it to be [a] safe [place], but that's what it became for me.”

– FOCUS GROUP PARTICIPANT, APRIL 8, 2021

“[The Clubhouse] allowed me to open up and not worry about making a mistake or needing help... It was the perfect environment for me to be able to grow and still reflect on what I needed as a person.”

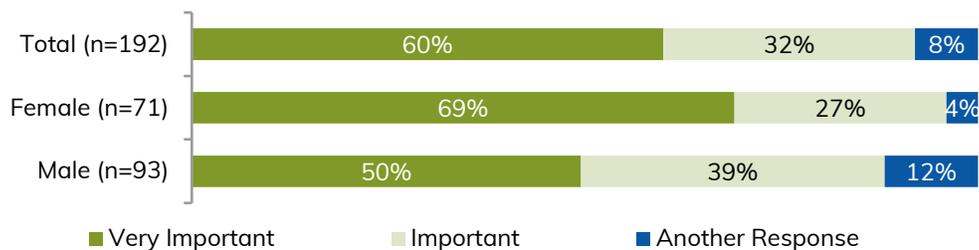
– FOCUS GROUP PARTICIPANT, MAY 13, 2021

The Importance of Relationships

The relationships members develop at Clubhouses are positive, built on a foundation of trust, and contribute positively to alumni’s lives over time. Respondents shared positive memories and experiences with their peers and Clubhouse mentors as they reflected on their time at Clubhouses. Alumni reflect on connecting so deeply that their peers “became family.” Some alumni are still in touch today, many years after they aged out of Clubhouses, demonstrating the strength of their bonds.

Developing strong relationships with peers is a core part of the Clubhouse experience (**Exhibit 7**). This stood out most for women, who are more likely to report their peers were a very important part of their Clubhouse experience than men (69% compared to 50%).

EXHIBIT 7. Importance of Clubhouse Peers

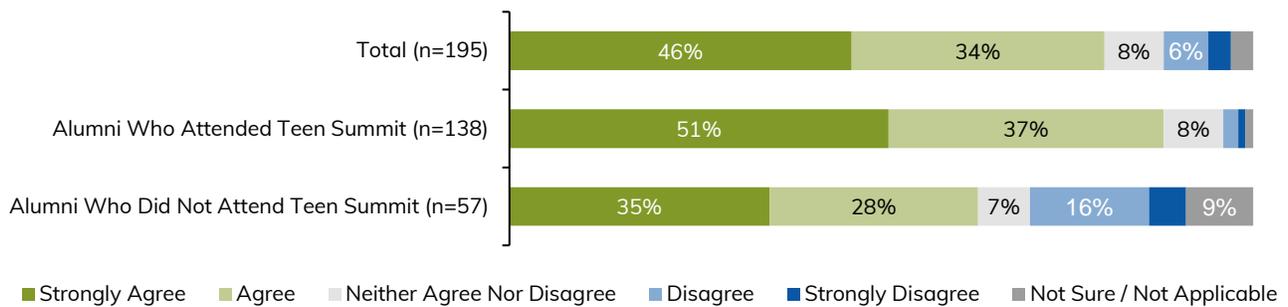


Expanding beyond the boundaries of their local Clubhouse is also a key part of the individual member experience: 80% of survey respondents established relationships with members from Clubhouses in other parts of the world (Exhibit 8). Respondents who attended Teen Summit are more likely to develop international and inter-continental relationships than alumni who did not.

Teen Summit

Teen Summit, a biennial event that brings together Clubhouse members from around the world, stood out to survey respondents and focus group participants as an extraordinarily meaningful experience for those who attended. Alumni shared that meeting diverse Clubhouse members from around the world widened their worldview and connected them to new friends and peers with similar interests. It was important to them to have an experience that stood out from their regular, day-to-day lives. Alumni greatly valued the opportunity to experience a new place, with new people, and participate in fun and creative activities. As a result, alumni reflected that they gained self-confidence and an appreciation for the global Clubhouse community.

EXHIBIT 8. Friendships with Clubhouse Members around the World²⁰



“A lot of the people I met during the Clubhouse and the [Teen] Summits have really shaped me into who I am now. They all gave me the knowledge and the strength to be independent. They taught me I can do anything I sort of set my mind to and that nothing's impossible. If you aim high, you can achieve it.”

– FOCUS GROUP PARTICIPANT, APRIL 4, 2021

“It's easy to make friends [at the Clubhouse] because there were so many cool things going on. Everybody was always working on something.”

– FOCUS GROUP PARTICIPANT, OCTOBER 2, 2021

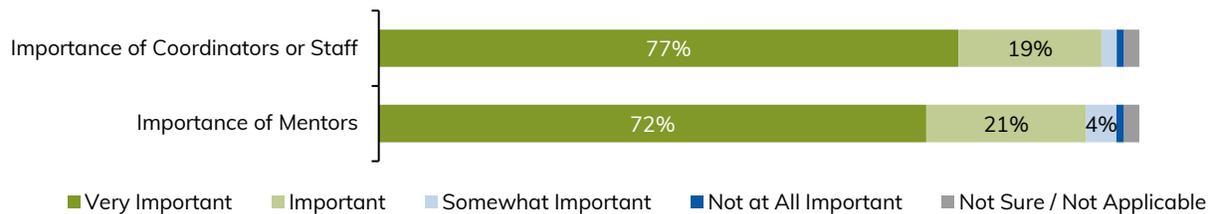
“Being a Clubhouse member is one of the best experiences I had in high school. [My] teenage years were full of learning and discovery, and my skills were developed when I was learning alongside my colleagues. Our mentor [was] very engaging and inspiring.”

– SURVEY RESPONDENT

²⁰ Full survey item: “I developed friendships and contacts with members of Clubhouses in other parts of the world.”

TCN provides opportunities for members to connect with supportive and inspiring adults. Nearly all survey respondents say TCN mentors, coordinators, and staff were very important or important to their Clubhouse experience (**Exhibit 9**). These rates are similar across the US, Latin America, and other global regions. Equally important, 87% of survey respondents are still in touch with Clubhouse staff and/or mentors today.

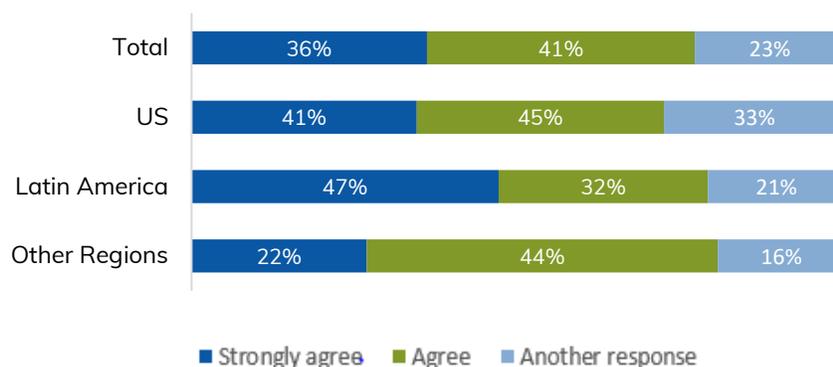
EXHIBIT 9. Importance of Adults at the Clubhouse
(n=192)



Youth with mentors are more likely to be successful in school, leaders in their communities, and to enter young adulthood with opportunities for ongoing education and career choices. And yet, 16 million American young people—or one in three—will reach the age of 19 without having had a mentor of any kind outside of their family.²¹ Clubhouses help fill a mentoring gap that persists around the world.

Over three-fourths of survey respondents strongly agree (36%) or agree (41%) their Clubhouse experience led to having greater trust in other people. A higher proportion of survey respondents in the US and Latin America strongly agree that participation increased their trust in other people compared to respondents in other regions. (**Exhibit 10**).

EXHIBIT 10. Increased Trust in Other People
(Total n=195, US n=69, Latin America n=62, Other Regions n=64)



“Before the Clubhouse, I didn't feel like I could connect with other people in the way I can now... Trust[ing] other people [is] something I had to learn. It was a really hard process, but The Clubhouse and the people I got to meet there really helped me through that.”

– FOCUS GROUP PARTICIPANT, APRIL 4, 2021

²¹ <https://www.mentoring.org/resource/the-mentoring-effect/>

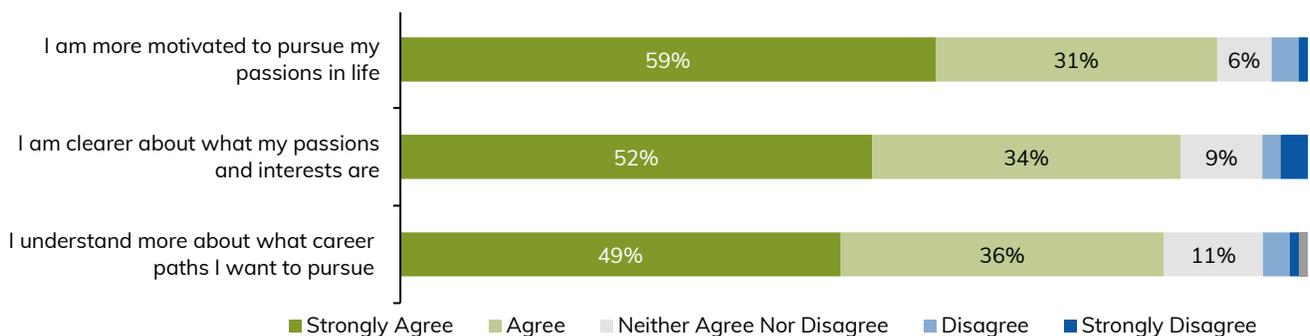
IV. ALUMNI PASSIONS & LIFE PURSUITS

By design, Clubhouses provide opportunities for young people to explore skills and technology. Clubhouse staff and mentors actively encourage members to explore a variety of activities to find and pursue the activities that interest them most.

Passions

Because of their Clubhouse experience, a strong majority of respondents are motivated to pursue their passions in life, clearer about what their passions and interests are, and understand more about what career paths they want to pursue (Exhibit 11).²²

EXHIBIT 11. Motivation & Understanding of Passions & Career Paths
(n=195)



“My passion is illustration. I wouldn't be an illustrator without [Clubhouse coordinators] and their influence on me.”

– FOCUS GROUP PARTICIPANT, MAY 13, 2021

One survey respondent describes their exploration and discovery resulting from their Clubhouse participation:

“The Clubhouse opened my eyes to the variety of possibilities, opportunities, and pathways a person can follow rather than following traditional ways many peers in the community were pressured to follow. Being surrounded by creative people made me believe it's possible for a person to follow their passion, ensure their confidence to achieve what they want, and never be hesitant about learning from their mistakes while being honest on what they want from life, whether it was a career choice, hobbies, or any different walk in life.”

– SURVEY RESPONDENT

²² Full survey question: “To what extent do you agree with the following statements about how your experience at your Clubhouse and with The Clubhouse Network played a role in your personal growth?”

“I wouldn’t have gone to art school if [the Clubhouse] didn’t push me into it.”

– FOCUS GROUP PARTICIPANT, MAY 13, 2021

“I’ve grown through understanding my confidence and inner voice. I was very quiet and found joy in being able to explore new things and express my ideas.”

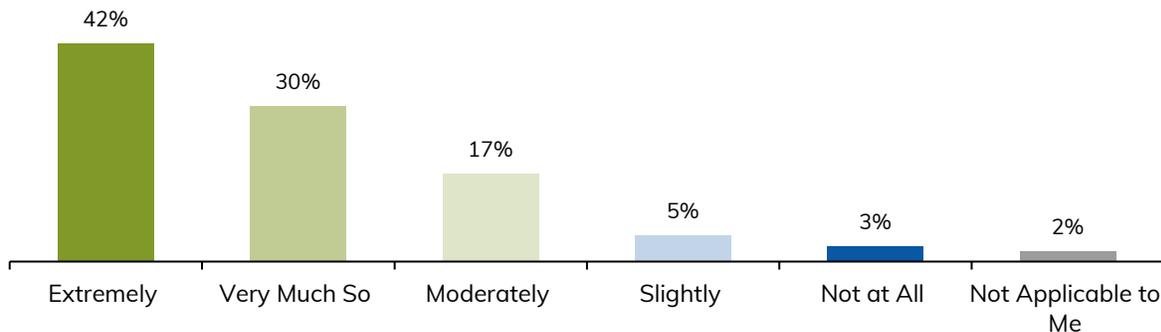
– SURVEY RESPONDENT

Education & Careers

Focus group participants recall Clubhouse staff introducing them to new possibilities for the future, including paths for ongoing learning of all types and career trajectories. In doing so, staff helped these former members envision themselves in the future. The exchange with Clubhouse staff opened alumni to the potential of connecting their technical skills and interests to careers, particularly to creative careers that sit the intersection of technology and art, such as producers, designers, and content creators.

Participation in the Clubhouse influences alumni’s interest related to their education and careers (Exhibit 12). One respondent reflects that “being [at the Clubhouse and Teen Summit] inspired me to go to college... I don’t know what would have become of me if I hadn’t been [at the Clubhouse] learning in my childhood and adolescence.” Survey respondents in Latin America (61% strongly agree) and the US (51% strongly agree) understand the career paths they want to pursue at a higher rate than respondents in other regions (34% strongly agree).

EXHIBIT 12. Clubhouse Influence on Alumni Education & Career Interests (n=192)

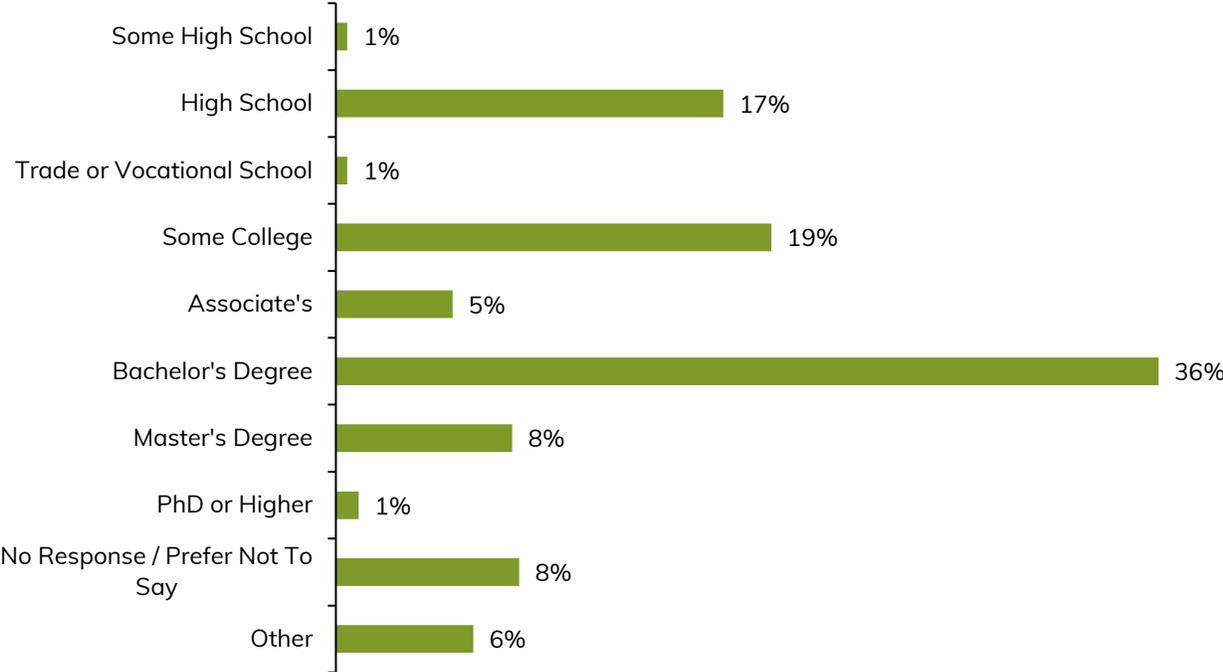


“The Clubhouse honed my skills as a person and artist. Right now, I am a Top-Rated Plus Freelance Graphic and Presentation Designer on Upwork, representing the top 3% performers on the platform. I am truly grateful for all the learnings from my mentors and coordinators at the Clubhouse. It is where I started believing in myself.”

– ALUMNI SURVEY RESPONDENT

A majority of Clubhouse alumni continue to nurture and cultivate their interests as they pursue higher education. Eighty-six percent of all survey respondents report completing a minimum education of high school (**Exhibit 13**). From trade or vocational school certificates to doctorates, 70% of alumni report engaging in additional studies or training after high school.

EXHIBIT 13. Alumni Highest Level of Education Completed
(n=195)



Respondents pursue studies and careers in fields spanning art, engineering, mathematics, science, social sciences, and technology, ranging from computer science, education technology, medicine, nursing, psychology, and civic engineering, to general art, film, graphic design, business, and teaching.

Over two-thirds of survey respondents report being employed either full-time (50%) or part-time (18%); the part-time figure includes alumni who work while attending school (14% of all alumni). Alumni working full-time are more likely to have completed at least a bachelor’s degree, while alumni working part-time are more likely to have not obtained at least a Bachelor’s degree.

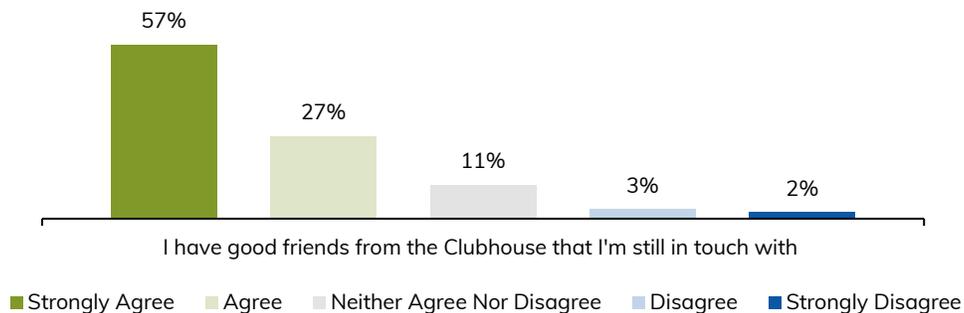
Alumni are freelancing, doing gig work, or working as consultants or independent contractors (16%), have started or run their own business (15%), volunteer (13%), and/or intern or are in an on-the-job training program (1%). Survey respondents who are freelancing and doing gig work have found work that aligns with their passions and skills. These roles have alumni working in Clubhouses, Boys & Girls Clubs, other youth development or nonprofit organizations, teaching, community organizing, graphic design, UX design, web design, animation, and television and film.

V. STAYING CONNECTED AS CLUBHOUSE ALUMNI

The Clubhouse Network’s International Clubhouse Alumni Network (ICAN) grows annually as members age out of Clubhouses and embark upon their next steps. We explore the extent to which alumni participate in the ICAN, remain connected with each other after their Clubhouse membership ends, and how the ICAN could continue to support and convene the passionate group of alumni.

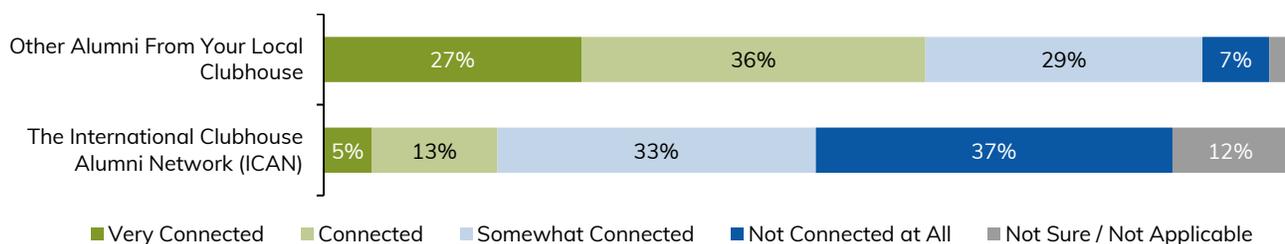
While Clubhouse members develop strong bonds with peers at their respective Clubhouses, they have mixed experiences maintaining those connections upon leaving their Clubhouse: some respondents have kept in contact with fellow alumni they met through their local Clubhouse or during Teen Summit, whereas others lost touch with Clubhouse peers. Across survey respondents, 57% strongly agree and 27% agree they are still in touch with good friends from the Clubhouse (**Exhibit 14**).

EXHIBIT 14. Current Clubhouse Friendships
(n=195)



Respondents report much higher connections to their local Clubhouse network than connections through and to the ICAN (**Exhibit 15**). Respondents are very connected (27%) or connected (36%) to alumni from their local Clubhouse, while only 5% are very connected and 13% are connected to the ICAN (which may include the ICAN itself as well as alumni in the network). In a focus group, alumni from the Flagship Clubhouse shared their story of ongoing friendship and collaboration. They met at the Clubhouse in the 1990s when they were in high school, and began collaborating, creating movies and other art together. Nearly 30 years later they’ve maintained their bond and continue collaborating on music and movies.

EXHIBIT 15. Alumni Current Connection Level
(n=190)



“I’ve developed life-long friends from being part of the Clubhouse.”

– SURVEY RESPONDENT

Alumni spoke about their desire to be more connected to peers beyond their local Clubhouse via the ICAN and shared thoughts on how the network could be strengthened. Overall, alumni are interested in opportunities to stay connected: 93% of survey respondents said they were likely to participate in at least one ICAN opportunity, particularly those connecting them with other local (69%) or worldwide (66%) alumni (**Exhibit 16**). The spirit of creating a community of learners also lives on with 62% of alumni who are interested in working with or mentoring current Clubhouse members. The quality of connection Alumni desire aligns well with, and could easily be grounded in, TCN’s Learning Model.

EXHIBIT 16. ICAN Opportunities Alumni Are Likely to Attend
(n=195)



Beyond maintaining connections, alumni are also interested in connecting with ICAN to develop, support, and advance their careers through general professional development resources (69%), job or internship opportunities (65%), scholarships resources (59%), and other career-focused opportunities (**Exhibit 17**).

EXHIBIT 17. ICAN Support or Guidance Resources Alumni Are Likely to Use (n=195)



“I feel like there could be a better alumni network. Even if there’s a professional network... something like that to keep us engaged.”

– FOCUS GROUP PARTICIPANT, OCTOBER 2, 2021

VI. REFLECTIONS & RECOMMENDATIONS

Years after their time at Clubhouses comes to an end, alumni around the world reflect on their Clubhouse journeys as transformative experiences. After the Clubhouse, alumni are prepared for life, remaining inspired to pursue ongoing education and meaningful, creative careers. As a sign of gratitude and representative of the passion they feel for their craft, alumni desire to give back to current Clubhouse members.

TCN's Learning Model promotes learning, exploration, creativity, and positive relationship-building. Paired with a safe and supportive environment, TCN provides creative spaces where young people thrive. Alumni carry the Clubhouse ethos into their adult lives, honoring the creative and collaborative values and approaches they learned at Clubhouses.

The current evaluation results are consistent with results from prior evaluations, including the 2013 survey conducted by SRI International. That evaluation similarly concluded “the picture that the survey responses paint is that the Clubhouse has a unique role in the lives of participants.” In the SRI survey, alumni also agreed access to technology like design software, music production equipment, and hardware were important aspects of their Clubhouse experience. Though hardware and software were most important, the study also found respondents “were nearly unanimous in stating that the Clubhouse was the primary source of support for setting high goals and expectations of themselves, and most alumni also attributed to their Clubhouse experience their understanding of themselves and the world and their important career choices.” **We believe this points to the importance of Clubhouse components beyond technology, including peers, mentors, and other creative activities.**

We offer the following reflections and recommendations for ongoing program learning growth as TCN forges into its next decade of creating a supportive and creative environment that catalyzes exploratory development, youth transformation, and personal growth.

1. **For The Clubhouse Network: When asked how Clubhouses could improve, alumni had one simple recommendation: keep them open.** Alumni reflected on the importance their Clubhouses have in their lives, and hope that youth in their communities can have that same, transformative experience. Alumni from communities where Clubhouses have closed lamented these closings and were vocal advocates for maintaining as many Clubhouses as possible.
2. **For Programming: Address evaluation results that differed by gender and regional location.** Although we identified some gender and regional differences, we could not identify the source or cause of the differences. We encourage TCN to assess whether and how internal biases about gender and race/ethnicity may be affecting how staff and mentors promote and present Clubhouse activities.
3. **For Evaluation:** We also encourage TCN to explore **regionally and culturally specific feedback** on evaluation, particularly related to survey items and wording. Cultural, linguistic, and contextual differences may shift how respondents understand and assess concepts, such as trust and confidence, or how respondents interpret survey questions. A few options for this process include creating evaluation tools alongside Clubhouse coordinators, members, or alumni, and pilot testing evaluation tools in multiple regions. The 2001 evaluation included survey pilot testing in two regions of the US but did not include pilot testing in multiple regions around the world.

4. **For Alumni: Elevate the role of alumni in Clubhouses and expand alumni opportunities** using the unlocked potential of the ICAN. Alumni express interest in ongoing engagement with each other, TCN as an organization, and their local Clubhouses. TCN may be able to increase the success of the ICAN by offering opportunities that align with The Clubhouse Network’s mission, proven strengths, and alumni interests:
- **Bridging skills and interests with ongoing professional development and career opportunities.** Alumni value the opportunity to work with and learn from skilled and passionate mentors at Clubhouses. Consider how TCN can continue to serve as a trusted source for ongoing development.
 - **Building a creative community.** Consider bringing alumni together locally and internationally, similar to the successful 2021 virtual Latin American Alumni summit. Alumni around the world are interested in collective engagement, which replicates the spirit of Teen Summit, an experience alumni value even years after their attendance.
 - **Creating respect and trust between members and passionate mentors.** A majority of alumni welcome the opportunity to work with or mentor current Clubhouse members. We encourage TCN to find ways to bring these creative, passionate alumni back into Clubhouses to work directly with members, share their passion, and share their experiences as creative adults.
5. **For the ICAN: Continue to build infrastructure for and pathways to the ICAN.**
- **The ICAN’s long-term success relies on having accurate and up-to-date contact information for alumni.** Regular updates will be needed to account for changes in contact information and to add new alumni to the database. Such a process takes time and resources.
 - **Promote the ICAN to members before they leave Clubhouses.** The path and opportunities should be clear and made known to youth while they are active Clubhouse members. This will introduce members to the idea of ongoing engagement and help them understand how the ICAN can serve as a mutually beneficial opportunity.

Appendices

Appendix A: Evaluation Approach A 1

Appendix B: Focus Group Questions (English & Spanish) B 1

Appendix C: Survey Questions C 1

APPENDIX A: EVALUATION APPROACH

Informing Change implemented a mixed methods approach for the data collection process, including focus groups and a survey of alumni. Data collection strategically began by conducting **focus groups** first and analyzing them to identify themes and topics most salient to alumni. The results then informed the **alumni survey** development. The process allowed us to measure themes and topics found from the focus group across the broader alumni network.

FOCUS GROUPS

From April to November 2021, Informing Change conducted five qualitative **focus groups** (four virtual and one in-person) with 35 alumni around the world.

We worded the focus group questions broadly to receive answers to the evaluation questions while leaving room for participants to share important memories, learnings, and lasting impacts that fell outside the scope of the evaluation questions. We also translated the focus group questions and protocol into Spanish and conducted the focus groups with alumni in Latin America entirely in Spanish.

Informing Change then partnered with The Clubhouse Network team to identify focus group participants. Initially, we invited all alumni from select regions, who had updated their contact information, to the alumni database. Our first outreach method resulted in a few respondents participating in our focus groups, so we then shifted to work with The Clubhouse Network Coordinators in cities with robust and active alumni chapters. Coordinators conducted direct outreach to alumni in their regions, secured RSVPs, and brought together focus group participants.

In the end, we organized four focus groups based on region. The fifth focus group included alumni throughout the network.

EXHIBIT A1. Focus Group Summary

FOCUS GROUP REGION	NUMBER OF PARTICIPANTS	ADDITIONAL DETAILS	TIMING
The Clubhouse Network	4	<ul style="list-style-type: none"> Conducted in English One participant from each of the following regions: Melbourne, Australia; Miami, Florida; Pittsburgh, Pennsylvania; Philippines. 	April 2021
US – Colorado	4	<ul style="list-style-type: none"> Conducted in English 	May 2021
Latin America (2 Focus Groups)	18	<ul style="list-style-type: none"> Conducted in Spanish Regions represented included Argentina, Colombia, Mexico, Panama. 	July 2021
US – Massachusetts	9	<ul style="list-style-type: none"> Conducted in English and in person 	October 2021

ALUMNI SURVEY

After we analyzed the focus group transcripts for common themes and topics we wanted to explore across the alumni network, we developed a survey for **alumni** to complete. The survey included quantitative measures and open-ended qualitative questions, exploring themes related to skill development at Clubhouses, Clubhouses' contribution to academic, personal, professional growth and achievement, input on The International Clubhouse Alumni Network, and a personal update (including academic, personal, and professional updates). We piloted tested the survey questions for clarity and resonance with two alumni in the US before distributing the survey.

TCN staff and regional alumni chapter leads distributed the survey through multiple avenues: newsletters, Facebook groups, other social media, and direct or personal outreach. The survey was available in English and Spanish and fielded in October and November 2021.

Ultimately 195 alumni complete the survey, approximately 33% of alumni who had up-to-date information on file with TCN at the time.

In addition to reviewing the frequencies of individual survey questions, we conducted a comparative analysis. Using SPSS software, we conducted chi-square tests to determine whether geographic variables, demographic variables (e.g., race/ethnicity, gender), and other variables related to participation exhibited statistically significant relationships with questions related to growth, experience, and other outcomes. We note significant relationships throughout the report.

We were largely unable to draw meaningful conclusions based on the analysis results related to race/ethnicity. Except for Latino/a/x and Black/African American, the number of respondents in each race/ethnicity category was too small to make meaningful comparisons. Results are also compounded by several additional factors (e.g., geography, socioeconomic status), rendering direct comparisons limited in meaning. We highlight comparisons and findings related to race/ethnicity when appropriate.

Survey Respondents' Background Information

EXHIBIT A2. US Survey Respondents by Race & Ethnicity (n=69)

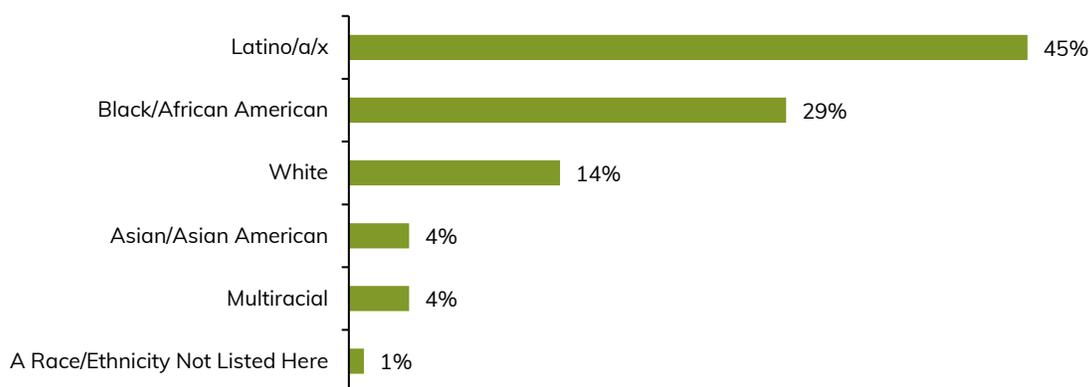
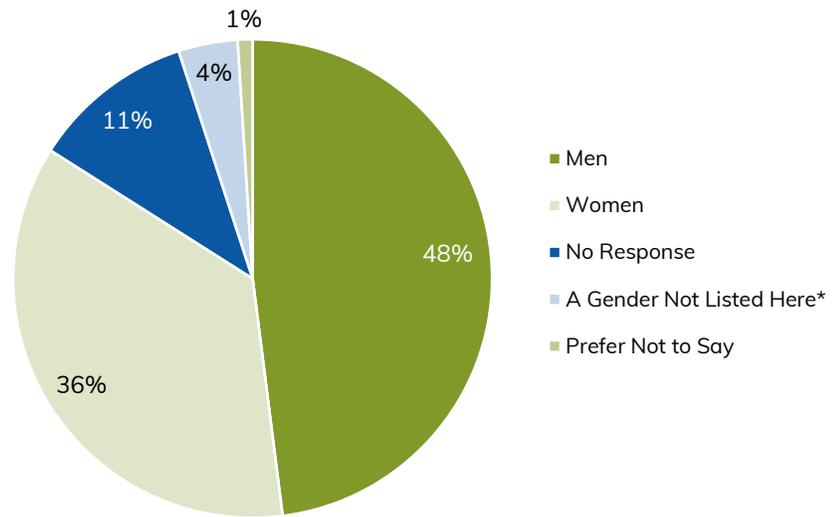


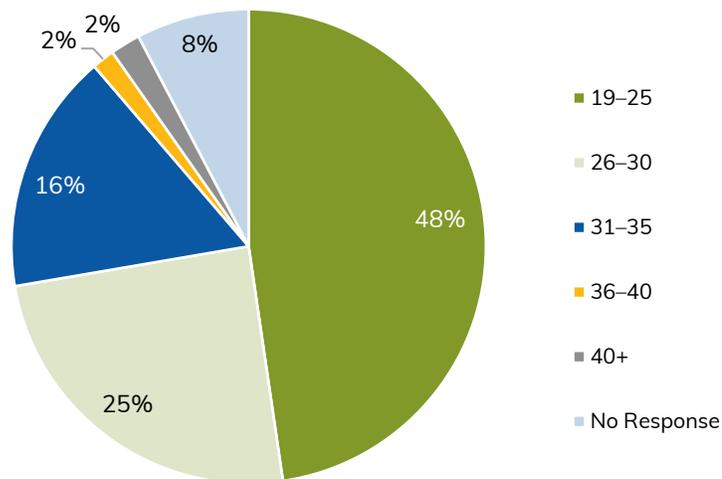
EXHIBIT A3. Survey Respondents by Gender (n=195)



*Alumni identified as non-binary, gender fluid, and agender

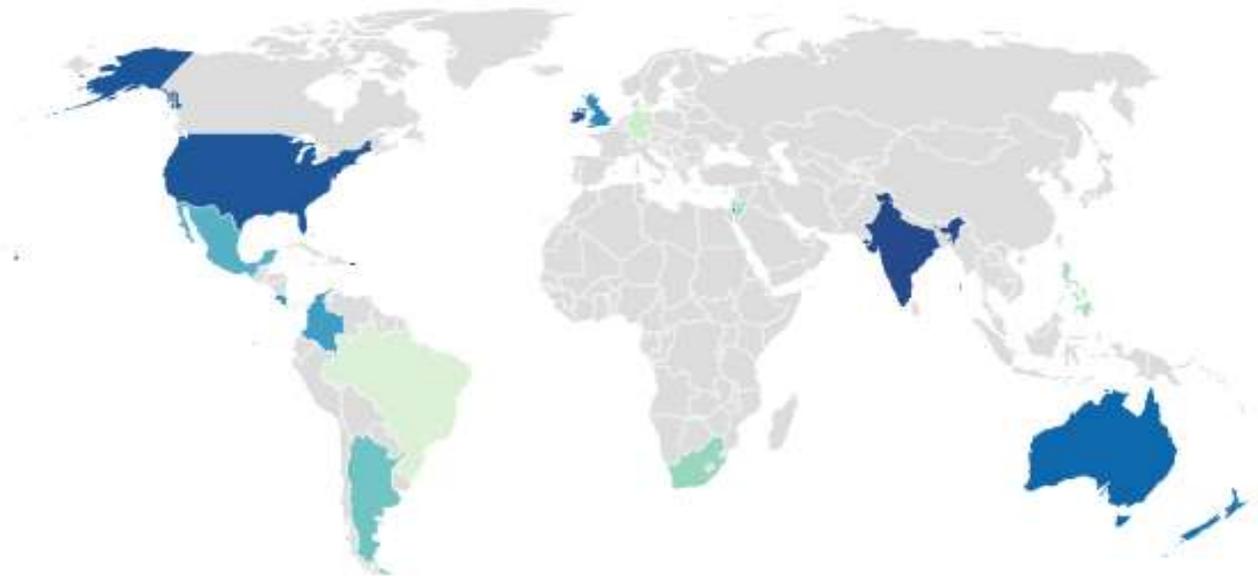
Survey respondents range in age from 19 to 49. The mean is 26 and the median is 25.

EXHIBIT A4. Survey Respondents by Age (n=195)



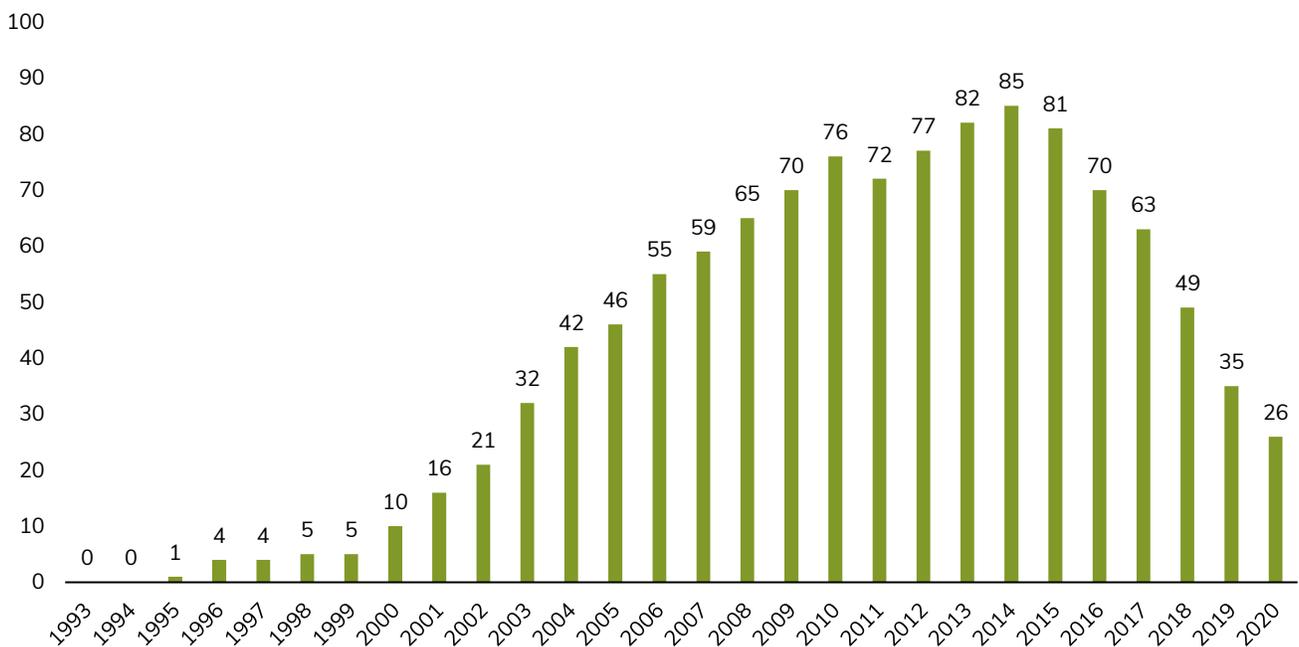
Survey respondents represent 67 Clubhouses in 18 countries.

EXHIBIT A5. Where Survey Respondents Live (n=195)



Respondents selected all years they were active Clubhouse members, ranging from 1995 to 2020.

EXHIBIT A6. Years Survey Respondents Participated in Clubhouses (n=195)



LIMITATIONS

As is observed with many evaluation processes, there is likely **respondent selection bias** in both the focus group and survey results. Participating alumni are more likely to have had positive program memories and experiences, currently engage in a Clubhouse alumni network, and be more willing to engage with us than those who did not participate.

Alumni from the US and Latin America are most strongly represented in the survey results and focus groups, while **alumni from Asia, Europe, and Africa have very little representation**.

Additionally, the shift in focus group outreach strategy to focus on **regions with active alumni groups** (after our initial strategy of broadly inviting alumni worldwide yielded minimal participation) limited outreach to alumni networked with Coordinators. Though this strategy yielded high participation, it limited the pool of potential focus group participants to primarily the US and Latin America.

Cultural, linguistic, and contextual differences could shift how alumni around the world understand and assess social concepts or how respondents interpret the survey questions. We recommend looking deeper into cultural variations and potentially redesigning the survey for alumni or Clubhouse members outside the US. This process could take a participatory approach, and engage members or alumni in evaluation tool development, pilot testing all evaluation tools in multiple regions, or other participatory and culturally relevant practices.

Finally, Clubhouse alumni likely acquired **various, non-Clubhouse experiences**, impacting where they are today. Therefore, we frame the evaluation results within a contribution rather than a causation lens.

APPENDIX B: FOCUS GROUP QUESTIONS

ENGLISH

Introductions

1. To begin, we'd like to invite you to introduce yourself! Let's go around the Zoom room and say your name, where you're calling in from, and what year or years you participated in the Clubhouse Network.

Focus Group Questions

2. What initially brought you to the Clubhouse?
3. What are some of the most memorable things you experienced while participating in the Clubhouse?
4. In what ways did you grow or change through your participation in the Clubhouse? **Prompt: STEAM skills, increased creativity, problem-solving skills, interpersonal skills, emotional growth, relationships, etc.**
5. **[Only ask if not mentioned in Q2]** How, if at all, did the relationships you formed through your participation in the Clubhouse change either you or your life?
6. **[Only ask if not mentioned in Q2]** How, if at all, did your relationship to STEAM change during and after participating in the Clubhouse?
7. **[Only ask if not mentioned in Q2]** How, if at all, did participating in the Clubhouse make you feel better equipped either as a professional or as a student (or both)?
 - How did participating in the Clubhouse contribute to your growth either professionally or as a student? **Prompt: A concept or subject you learned, a skill you practiced, etc.**
 - What gaps or challenges in your work or education do you wish the Clubhouse had better prepared or supported you for?
 - What other factors have played a role in your professional/educational growth?
8. In what ways did participating in the Clubhouse meet your expectations?
 - In what ways did it not meet your expectations?
 - What else would you have liked to get out of the Clubhouse that you did not?
9. How engaged or connected do you feel to alumni from your local Clubhouse? The global TCN alumni network?
 - How would you like to engage with either alumni from your local Clubhouse or with the global alumni network in the future? What would make you feel more engaged/connected?
10. Is there anything else you'd like to add before we wrap up?

SPANISH

Introductions

1. Para empezar, nos gustaría que todos se presentaran. Les vamos a pedir que digan su nombre, de donde están llamando, y en qué año o años participaron en los programas en tu Clubhouse.

Focus Group Questions

2. ¿Qué fue lo que te trajo a tu Clubhouse en un principio?
3. ¿Cuáles fueron algunas de las experiencias más memorables que tuviste durante los años que participaste en tu Clubhouse?
4. ¿De qué maneras cambiaste o creciste a nivel personal durante tu participación en tu Clubhouse? – **Prompt: Pensando en tus habilidades en las ciencias, tecnología, arte, mayor creatividad, enfrentar y resolver problemas, emocionalmente, crear lazos, nuevas amistades, etc.**
5. **[Only ask if not mentioned in Q2]** ¿De qué manera te cambiaron a ti o tu vida las conexiones y amistades que hiciste en tu Clubhouse, si existió algún cambio?
6. **[Only ask if not mentioned in Q2]** ¿De qué manera cambió tu relación con la ciencia, la tecnología, el arte, o las matemáticas durante tu tiempo en tu Clubhouse y después, si existió algún cambio?
7. **[Only ask if not mentioned in Q2]** ¿De qué manera te sientes más equipado como un profesional o un estudiante (o ambos) después de tu tiempo en tu Clubhouse? ?
 - ¿En específico, qué aspectos del Clubhouse te han ayudado a crecer como profesional o estudiante? **Prompt: Algún concepto que hayas aprendido o alguna habilidad o técnica que hayas practicado**
 - ¿Qué desafíos en tu trabajo o estudios piensas que tu Clubhouse te pudo haber preparado o apoyado mejor para enfrentar?
 - ¿Qué otros factores han influido en tu crecimiento personal o académico?
8. ¿De qué manera cumplió tus expectativas tu experiencia en tu Clubhouse?
 - ¿De qué maneras no cumplió tus expectativas?
 - ¿Qué más te hubiera gustado aprender o explorar en tu Clubhouse que no tuviste la oportunidad de hacer?
9. ¿Sientes alguna conexión con los egresados de tu Clubhouse? ¿Con la red internacional?
10. ¿Alguna otra cosa que desees agregar?

APPENDIX C: ALUMNI SURVEY

I. PARTICIPANT INFO

Please provide the following information to help us create a confidential ID that will allow us to match your survey responses if you complete this form again in the future.

Month and year of birth (MMYY): _____ **[programming note: 4-character limit]**

To also help us keep track of who has completed the survey, please tell us your name. We will **NOT** link your name to any of your responses and only aggregated results will be reported:

- First name: _____ Last name: _____
- Email address: _____ We will also use this email address for the drawing

1. What was the name and location of your Clubhouse?

[Dropdown list of Clubhouse names and locations – See the end of the survey for the list of clubhouses]

II. TCN EXPERIENCE & CONTRIBUTIONS

Throughout this survey we'll use the term "The Clubhouse Network" to refer to any Clubhouse experience you might have had, including, but not limited to, local Clubhouses, Clubhouse-to-College/Career, C2C Pathways to Success, Teen Summit, and all other offerings.

2. What years did you attend a Clubhouse? *(Select all that apply)*

[List from 2020–1993. Not sure/Don't remember]

3. Besides attending the Clubhouse, which of the following additional Clubhouse programs did you participate in, if any? *(Select all that apply)*

- Teen Summit
- Adobe Youth Voices
- Clubhouse-to-College/Career (C2C) Scholarship Award
- C2C Pathways to Success
- RE@CH Media Festival
- HBCU College Tour
- Something else not listed here *(please name or describe)*: _____
- None of the above **[Exclusive]**

4. To what extent do you agree with the following statements about how your experience at your Clubhouse and with The Clubhouse Network played a role in your personal growth? *(Select one response per row)*

Because of my participation...

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not sure/Not applicable
a. I feel more confident in myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I believe more in my own potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I have greater trust in other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I have more of an interest in teaching and guiding others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I developed friendships and contacts with members of Clubhouses in other parts of the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I am more comfortable trying to do new things, even if I might make a mistake.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I have good friends from the Clubhouse that I'm still in touch with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I am more motivated to pursue my passions in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I am clearer about what my passions and interests are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I understand more about what career paths I want to pursue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. To what extent have the following skills been useful to you in your life? (Consider your interests, your career or work, your education, your goals, etc.)

	Not at all useful	Somewhat useful	Useful	Very useful	Not sure/Not applicable
a. Collaborating and working with a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Communicating with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Creativity and design thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Managing or planning a project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Problem-solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all useful	Somewhat useful	Useful	Very useful	Not sure/Not applicable
f. Public speaking or presenting	<input type="radio"/>				
g. Motivating others	<input type="radio"/>				
h. Community organizing and advocacy	<input type="radio"/>				

6. Which of the following skills did you develop when you were a Clubhouse member? *(Select all that apply)*
[Programming note: Randomize response options]

- Collaborating and working with a team
- Communicating with others
- Creativity and design thinking
- Managing or planning a project
- Problem-solving
- Public speaking or presenting
- Motivating others
- Community organizing and advocacy
- Another skill or skills not listed here *(please tell us about those skills):* _____ **[Anchored]**
- None of the above **[Exclusive; anchored]**

7. Which of the following **technical skills** did you develop when you were a Clubhouse member? *(Select all that apply)***[Programming note: Randomize response options]**

- 3D printing
- Coding or computer science
- Computer or video game design
- Creative planning and production
- Electronics development
- Fashion design
- Film or video production
- Graphic design
- Illustration or animation
- Music production
- Painting or drawing
- Photography
- Robotics
- Social media content
- Virtual Reality
- Webpage production
- Another skill or skills not listed here *(please tell us about those skills):* _____ **[Anchored]**
- None of the above **[Exclusive; anchored]**

8. To what extent have the **technical skills** you developed when you were a Clubhouse member been useful to you in your life? (Consider your interests, your career or work, your education, your goals, etc.)

	Not at all useful	Somewhat useful	Useful	Very useful	Not sure/Not applicable
a. <i>Pipe in respondent selections from previous question</i>	<input type="radio"/>				
b. <i>Pipe in respondent selections from previous question</i>	<input type="radio"/>				
c. <i>Pipe in respondent selections from previous question</i>	<input type="radio"/>				
d. <i>Pipe in respondent selections from previous question</i>	<input type="radio"/>				
e. <i>Pipe in respondent selections from previous question</i>	<input type="radio"/>				

9. How important were the following aspects of the Clubhouse experience to you?

	Not at all important	Somewhat important	Important	Very important	Not sure/Not applicable
a. Access to a safe space/having somewhere to go after school	<input type="radio"/>				
b. Access to technology	<input type="radio"/>				
c. Clubhouse coordinators/staff	<input type="radio"/>				
d. Mentors	<input type="radio"/>				
e. My peers at the Clubhouse	<input type="radio"/>				
f. The projects and activities I worked on at the Clubhouse	<input type="radio"/>				
g. Going to Teen Summit	<input type="radio"/>				
h. Getting a C2C scholarship	<input type="radio"/>				

10. Please list any other aspects of your Clubhouse experience not included above that were important to you. (*Open-ended; optional*)

11. Are you still in touch with Clubhouse staff and/or mentors?

- Yes
- No

12. Did your participation in the Clubhouse influence your education interests or your current job or line of work?

- Not at all
- Slightly
- Moderately
- Very much so
- Extremely
- Not applicable to me

13. In what ways have you benefited or grown through your participation in the Clubhouse? (*Open-ended*)

III. ALUMNI NETWORK

14. What is your current level of connection to...

	Not connected at all	Somewhat connected	Connected	Very connected	Not sure/Not applicable
a. Other alumni from your local Clubhouse?	<input type="radio"/>				
b. The International Clubhouse Alumni Network (ICAN)?	<input type="radio"/>				

15. The International Clubhouse Alumni Network (ICAN) is exploring the **opportunities** that will be most relevant, helpful, and interesting to alumni. Which of the following International Clubhouse Alumni Network (ICAN) opportunities are you likely to attend or participate in? (*Select all that apply*)

- Opportunities to connect with other alumni from my local Clubhouse
- Opportunities to connect with other alumni in the city where I currently live
- Opportunities to connect with other alumni around the world
- Opportunities to work with or mentor current Clubhouse members
- Networking opportunities with people outside the Clubhouse Network
- Virtual alumni events
- In-person alumni events
- Regional summits
- An alumni directory or virtual tool to find and connect with other alumni and staff
- Something else (*please describe*): _____
- None of the above [**Exclusive**]

16. The International Clubhouse Alumni Network (ICAN) is exploring the **topics and types of support** that will be most relevant, helpful, and interesting to alumni. Which of the following types of support or guidance from the International Clubhouse Alumni Network (ICAN) are you likely to use? (*Select all that apply*)

- Resume review
- Professional development
- Access to job postings
- Funding for international summits
- Funding for local alumni chapter
- Platform to collaborate on creative projects
- Job/internship opportunities
- Entrepreneurship training
- Seed funding for new businesses
- Scholarships
- Career coaching
- Something else (*please describe*): _____
- None of the above [**Exclusive**]

17. Is there anything else you'd like to add related to the International Clubhouse Alumni Network (ICAN)? (*Open-ended; optional*)

IV. ALUMNI CURRENT CONTEXT

18. What have you been up to since your time at the Clubhouse? Please share anything about the activities, passions, projects, careers, education, certifications, affiliations, memberships, and meaningful experiences you've pursued! (*Open-ended*)

19. What is the highest level of education you have completed? (*Select one*)

- Some high school
- High school
- Some college
- Associate degree
- Bachelor's degree
- Master's degree
- PhD or higher
- Trade or vocational school
- Other (*What is your highest level of education?*): _____
- Prefer not to say

20. Which of the following best describes your current employment status? *(Select all that apply)*

- Working part-time
- Working full-time
- Interning or in an on-the-job training program
- Looking for work
- Freelancing or doing gig work
- Working as a consultant or independent contractor
- Starting or running my own business
- Volunteering
- Caregiver
- Student
- Something else *(please tell us more about your current employment status):* _____
- Not sure **[Exclusive]**
- Prefer not to say **[Exclusive]**

21. Please describe your primary educational focus, current or former, if applicable. If not applicable, please write in “N/A.”

22. Please describe your primary work or employment, if applicable. If not applicable, please write in “N/A.”

23. What are your future career, personal, or educational goals? *(Open-ended)*

V. ADDITIONAL ALUMNI DEMOGRAPHICS

27. How old are you? **[Write-in; format for 2-digit whole integers only]**

28. Where do you live? **[Dropdown of countries]**

29. **[For US-based alumni only]** I describe my race/ethnicity as... *(Select all that apply; optional)*

- Asian/Asian American
- Black/African American
- Native Hawaiian/Pacific Islander
- White
- Latino/Latina/Latinx
- Native American/Alaska Native/First Nations
- Multiracial
- Another way *(please feel free to specify):* _____
- I prefer not to answer **[Exclusive]**

30. I describe my gender as... *(Optional)* _____

You’ve reached the end of our questions! Please select “submit” or the (>) button on your tablet/smart phone to submit your answers. You will not be able to make changes to your responses once you do. Once you hit “submit,” you will have the opportunity to update your alumni contact information on The Clubhouse Network’s website.

Thank you!

Redirect to: <https://theclubhousenetwork.org/programs/alumni/update-alumni-information/>

ALL CLUBHOUSE LIST

- Not sure/I don't remember
- United States - Alabama - The Best Buy Teen Tech Center @ Wallace Community College Selma
- United States - Arizona - The Best Buy Teen Tech Center @ Jerry Colangelo Branch - Phoenix
- United States - Arizona - The Clubhouse @ Compadre Branch Boys & Girls Club - Chandler
- United States - Arizona - The Clubhouse @ Gila River Branch Boys & Girls Club - Sacaton
- United States - Arizona - The Clubhouse @ South Mountain YMCA - Phoenix
- United States - Arizona - The Clubhouse @ Thunderbirds Branch Boys & Girls Club - Guadalupe
- United States - Arizona - The Pascua Yaqui Clubhouse - Tucson
- United States - Arizona - The Thunderbirds Clubhouse @ Sands Branch Boys & Girls Club - Glendale
- United States - Arizona - Tucson Urban League Clubhouse
- United States - Arkansas - The Best Buy Teen Tech Center @ AR Innovation Hub - North Little Rock
- United States - California - Cymer Computer Clubhouse - San Diego
- United States - California - Eastmont Computing Center - Oakland
- United States - California - La Alameda Plaza - Walnut Park
- United States - California - Moonridge Clubhouse - Half Moon Bay
- United States - California - The Best Buy Teen Tech Center @ Boys and Girls Clubs of San Leandro
- United States - California - The Best Buy Teen Tech Center @ Health Initiatives For Youth - Oakland
- United States - California - The Best Buy Teen Tech Center @ Legacy LA - Los Angeles
- United States - California - The Best Buy Teen Tech Center @ MACLA - San Jose
- United States - California - The Best Buy Teen Tech Center @ P.F. Bresee Foundation - Los Angeles
- United States - California - The Best Buy Teen Tech Center @ San Marcos Boys & Girls Club
- United States - California - The Best Buy Teen Tech Center @ VSEDC - Los Angeles
- United States - California - The Clubhouse @ Boys & Girls Clubs of Sonoma Valley - Sonoma
- United States - California - The Clubhouse @ Center for Fathers and Families - Sacramento
- United States - California - The Clubhouse @ East Palo Alto Boys & Girls Club
- United States - California - The Clubhouse @ Eden Youth and Family Center - Hayward
- United States - California - The Clubhouse @ ListoAmerica Tustin
- United States - California - The Clubhouse @ Redwood City Boys & Girls Club
- United States - California - The Clubhouse @ Sacramento Food Bank & Family Services
- United States - California - The Clubhouse @ San Jose Boys & Girls Club
- United States - California - The Clubhouse @ South San Francisco Boys & Girls Club
- United States - California - The Clubhouse @ Tiger Woods Learning Center - Anaheim
- United States - California - The Clubhouse @ Y.O.U. - Los Angeles
- United States - California - The CYC Clubhouse - San Francisco
- United States - California - The EXPO Center Clubhouse - Los Angeles
- United States - California - The First Tee of Monterey County Clubhouse - Salinas
- United States - California - The Greater Sacramento Urban League Clubhouse
- United States - California - The Novato Clubhouse - Novato
- United States - Colorado - The Best Buy Teen Tech Center @ Gold Crown – Lakewood
- United States - Colorado - The Best Buy Teen Tech Center @ J. Churchill Owen Boys & Girls Club - Denver
- United States - Colorado - The Clubhouse @ Alamosa Boys and Girls Clubs
- United States - Colorado - The Clubhouse @ South East YMCA - Colorado Springs
- United States - Colorado - The Gold Crown Clubhouse @ Edgewater
- United States - Colorado - The Southeast & Armed Services YMCA Clubhouse - Colorado Springs
- United States - Connecticut - The Best Buy Teen Tech Center @ Wilson-Gray YMCA - Hartford
- United States - District of Columbia - The Best Buy Teen Tech Center @ FBR - Washington

- United States - District of Columbia - The Clubhouse @ Eastern Branch Boys & Girls Club - Washington
- United States - Florida - The Best Buy Teen Tech Center @ HANDY - Fort Lauderdale
- United States - Florida - The Best Buy Teen Tech Center @ Boys & Girls Clubs of Central Florida Joe R. Lee Branch - Eatonville
- United States - Florida - The Best Buy Teen Tech Center @ Patricia and Phillip Frost Museum of Science - Miami
- United States - Florida - The Clubhouse @ Little Haiti Housing Association - Miami
- United States - Florida - The Clubhouse @ North Miami LHHA
- United States - Florida - The YWCA Greater Miami-Dade Clubhouse - Miami
- United States - Georgia - The Clubhouse @ Genesis - Atlanta
- United States - Georgia - The Clubhouse @ John H. Harland Boys & Girls Club - Atlanta
- United States - Georgia - The Clubhouse @ SciTrek Technology Adventure - Atlanta
- United States - Georgia - Whitefoord - Atlanta
- United States - Illinois - The Best Buy Teen Tech Center @ Little Black Pearl - Chicago
- United States - Illinois - The Christian Activity Center Clubhouse - East St. Louis
- United States - Illinois - The Clubhouse @ Anna B. Jones Community Center - Chicago
- United States - Illinois - The Clubhouse @ Austin YMCA - Chicago
- United States - Illinois - The Clubhouse @ Jackie Joyner-Kersey Boys & Girls Club - St. Louis
- United States - Illinois - The Howard Area Community Center Clubhouse - Chicago
- United States - Illinois - The WYTEC Clubhouse - Chicago
- United States - Indiana - The Best Buy Teen Tech Center @ John Will Anderson Boys & Girls Club - Gary
- United States - Indiana - The Best Buy Teen Tech Center @ MLK Center - Indianapolis
- United States - Louisiana - The Best Buy Teen Tech Center @ New Orleans Public Library
- United States - Maryland - The Clubhouse @ Pleasant View Gardens Boys & Girls Club - Baltimore
- United States - Massachusetts - The Clubhouse @ Berkshire Partners Blue Hill Club - Dorchester
- United States - Massachusetts - The Clubhouse @ Boys & Girls Club of Worcester
- United States - Massachusetts - The Clubhouse @ Charlestown Boys & Girls Club
- United States - Massachusetts - The Clubhouse @ Edgerley Family South Boston Boys & Girls Club - South Boston
- United States - Massachusetts - The Clubhouse @ Framingham Boys & Girls Club - Framingham
- United States - Massachusetts - The Clubhouse @ Jordan Boys & Girls Club - Chelsea
- United States - Massachusetts - The Clubhouse @ Lawrence Boys & Girls Club - Lawrence
- United States - Massachusetts - The Clubhouse @ Movement City Youth Network - Lawrence
- United States - Massachusetts - The Clubhouse @ Yawkey Club of Roxbury - Roxbury
- United States - Massachusetts - The Clubhouse @ YouthNet - Worcester
- United States - Massachusetts - The Flagship Clubhouse, a Best Buy Teen Tech Center - Boston
- United States - Michigan - The Best Buy Teen Tech Center @ DHDC - Detroit
- United States - Michigan - The Clubhouse @ Diehl Boys & Girls Club - Detroit
- United States - Michigan - The Clubhouse @ Holden Boys & Girls Club - Detroit
- United States - Michigan - The Clubhouse @ Latino Family Services - Detroit
- United States - Michigan - The Northwest Activities Center Clubhouse - Detroit
- United States - Minnesota - The Best Buy Teen Tech Center @ Brian Coyle Center - Minneapolis
- United States - Minnesota - The Best Buy Teen Tech Center @ Capri Theater - Minneapolis
- United States - Minnesota - The Best Buy Teen Tech Center @ CLUES - St. Paul
- United States - Minnesota - The Best Buy Teen Tech Center @ Hennepin County Library - Minneapolis Central
- United States - Minnesota - The Best Buy Teen Tech Center @ HOPE Community - Minneapolis

- United States - Minnesota - The Best Buy Teen Tech Center @ Keystone Community Services - St. Paul
- United States - Minnesota - The Best Buy Teen Tech Center @ Minneapolis American Indian Center
- United States - Minnesota - The Best Buy Teen Tech Center @ Richfield Middle School Boys & Girls Club - St. Paul
- United States - Minnesota - The Best Buy Teen Tech Center @ Summit Academy - Minneapolis
- United States - Minnesota - The Best Buy Teen Tech Center @ YMCA of the North - St. Paul
- United States - Missouri - The Best Buy Teen Tech Center @ Herbert Hoover Club - St. Louis
- United States - Missouri - The Best Buy Teen Tech Center @ North Kansas City YMCA - North Kansas City
- United States - Nevada - The Best Buy Teen Tech Center @ Las Vegas Clark County Library - Las Vegas
- United States - New Jersey - The Best Buy Teen Tech Center @ Jersey City Boys & Girls Club
- United States - New Mexico - Bernalillo County Parks & Recreation Clubhouse - Albuquerque
- United States - New Mexico - Bernalillo Public Schools Clubhouse
- United States - New Mexico - The Clubhouse @ Boys & Girls Club of Las Cruces
- United States - New Mexico - The Clubhouse @ Santa Fe Boys & Girls Club
- United States - New Mexico - The YDI Clubhouse - Albuquerque
- United States - New York - Frederick Douglass Center - New York
- United States - New York - The Best Buy Teen Tech Center @ Girls Inc of Long Island - Deer Park
- United States - New York - The Best Buy Teen Tech Center @ Kings Highway Branch of the Brooklyn Public Library
- United States - New York - The Best Buy Teen Tech Center @ New York Public Library
- United States - New York - The Clubhouse @ Grand St. Settlement - New York
- United States - New York - The Clubhouse @ HELP New Horizons - Brooklyn
- United States - New York - The HCCI Clubhouse - New York
- United States - North Carolina - The Best Buy Teen Tech Center @ McCrorey YMCA - Charlotte
- United States - Ohio - The Best Buy Teen Tech Center @ Rockport Branch of Cleveland Public Library
- United States - Oregon - The Beaverton PAL Clubhouse
- United States - Oregon - The Best Buy Teen Tech Center @ OMSI - Portland
- United States - Oregon - The Clubhouse @ Moore Street Community Center - Portland
- United States - Oregon - The Clubhouse @ Wattles Boys & Girls Club - Portland
- United States - Pennsylvania - The Best Buy Teen Tech Center @ Columbia North YMCA - Philadelphia
- United States - Pennsylvania - The Best Buy Teen Tech Center @ PHASE 4 Learning Center - Pittsburgh
- United States - Pennsylvania - The Clubhouse @ P4 Harrisburg
- United States - Tennessee - The Best Buy Teen Tech Center @ Andrew Jackson Club - Nashville
- United States - Tennessee - The Best Buy Teen Tech Center @ Knowledge Quest – Memphis
- United States - Tennessee - The Best Buy Teen Tech Center @ One Family Memphis
- United States - Texas - The Best Buy Teen Tech Center @ Family Service Association of San Antonio
- United States - Texas - The Best Buy Teen Tech Center @ Juanita J. Craft Recreation Center - Dallas
- United States - Texas - The Best Buy Teen Tech Center @ Morefield Club - Houston
- United States - Texas - The Best Buy Teen Tech Center @ Project Vida - El Paso
- United States - Texas - The Clubhouse @ Liberty Christian School - Argyle
- United States - Utah - The Best Buy Teen Tech Center @ Promise South Salt Lake
- United States - Utah - The Sorenson Unity Center Clubhouse - Salt Lake City
- United States - Virginia - The Bailey's Crossroads Community Center Clubhouse - Falls Church
- United States - Virginia - The Clubhouse @ Boys & Girls Club Fauquier - Warrenton

- United States - Virginia - The Computers4Kids Clubhouse - Charlottesville
- United States - Virginia - The Gum Springs Community Center Clubhouse - Alexandria
- United States - Virginia - The James Lee Community Center Clubhouse - Falls Church
- United States - Virginia - The Mott Community Center Clubhouse - Fairfax
- United States - Virginia - The Reston Teen Center Clubhouse
- United States - Virginia - The Southgate Community Center Clubhouse - Reston
- United States - Virginia - The Willston Multicultural Center Clubhouse - Falls Church
- United States - Washington - The Best Buy Teen Tech Center @ Boys & Girls Clubs of Bellevue
- United States - Washington - The Lakewood Clubhouse
- United States - Washington - The Tacoma Clubhouse
- United States - Wisconsin - The Best Buy Teen Tech Center @ Mary Ryan Boys & Girls Club - Milwaukee
- Argentina - The Clubhouse @ Puerta 18 - Buenos Aires
- Australia - The Fitzroy Learning Network Clubhouse
- Australia - The Meadow Heights Clubhouse - Meadow Heights
- Australia - The Youth Connections Clubhouse - Lismore
- Australia - The YWCA Canberra Clubhouse - Canberra
- Brazil - The Clubhouse @ Dom Bosco - São Paulo
- Brazil - The Clubhouse @ Jardim Conceição - Osasco
- Canada - The Best Buy Teen Tech Centre @ The Hillside Boys & Girls Club - Delta
- China - The Clubhouse @ Chengdu
- Colombia - Clubhouse Suba Compartir - Bogotá
- Colombia - The Clubhouse @ Tecnocentro Somos Pacífico - Cali
- Colombia - The Clubhouse @ Uramba Maker Lab - Buenaventura
- Colombia - The Clubhouse-Colsubsidio - Bogotá
- Costa Rica - Clubhouse Sales Cartago - Cartago
- Costa Rica - San José Sur - Moravia
- Costa Rica - The Clubhouse @ Biblioteca Virtual 25 de Julio - San José
- Costa Rica - The Clubhouse @ Casa de la Juventud Mora - San José
- Costa Rica - The Clubhouse @ CEDES Don Bosco - San José
- Denmark - RCYN - Copenhagen
- Denmark - The Clubhouse @ Viborg
- Denmark - The Ringsted Ungdomsskole Clubhouse - Ringsted
- Denmark - The Ungdomshuset Odense Clubhouse - Odense
- Germany - The Clubhouse @ Esslingen
- Hungary - Kék Vonal - Kecskemét
- Hungary - Kék Vonal - Miskolc
- India - The CLT Clubhouse - Bangalore
- India - The Clubhouse @ Katha - New Delhi
- Ireland - The Foróige Clubhouse - Dublin
- Ireland - The SWICN Clubhouse - Dublin
- Israel - Kiryat Gat
- Israel - The Neve Ya'akov Clubhouse - Jerusalem
- Israel - The Neve Yosef Clubhouse - Haifa
- Japan - Kaga Clubhouse - Kaga City
- Jordan - The Al Kafrayn Innovation Lab Clubhouse - Al Kafrayn
- Jordan - The Amman Innovation Lab Clubhouse - Amman
- Jordan - The Irbid Innovation Lab Clubhouse - Irbid
- Jordan - The Ma'an Innovation Lab Clubhouse - Ma'an
- Jordan - The Madaba Innovation Lab Clubhouse - Madaba

- Mexico - The Clubhouse @ FARO de Oriente - Mexico City
- Mexico - The Clubhouse @ Palacio Postal - Ciudad de México
- Mexico - The Clubhouse @ Planetario - Guadalajara
- Netherlands - The Clubhouse @ Amsterdam
- New Zealand - Clubhouse 274 - Auckland
- New Zealand - Enderley Creative Studio - Hamilton
- New Zealand - Studio MPHS - Auckland
- New Zealand - The Clubhouse @ Tech Pā - Whakatāne
- New Zealand - The Clubhouse Whanganui - Whanganui
- New Zealand - The Naenae Clubhouse - Lower Hutt
- New Zealand - The Taita Clubhouse - Lower Hutt
- None of the above
- Palestine - Nablus
- Palestine - The Al-Bireh Youth Foundation Clubhouse - Al-Bireh
- Palestine - The Clubhouse @ Ramallah
- Palestine - The Palestinian Child's Home Club Clubhouse - Hebron
- Panama - Clubhouse La Chorrera - UNESCO - Panama City
- Panama - The Clubhouse @ El Valle - El Valle de Anton
- Panama - The Clubhouse @ Explora - Panama City
- Panama - The Clubhouse @ Fe y Alegría - Panama City
- Panama - The Clubhouse @ Parroquia de Fátima - Panama City
- Panama - The Clubhouse @ San Pancracio
- Philippines - The Bacoor Clubhouse – Bacoor
- Philippines - The Clubhouse @ Mater Dolorosa Parish - Makati City
- Philippines - The General Trias Clubhouse - General Trias Cavite
- Russia - The Zabota Clubhouse - Nizhny Novgorod
- South Africa - The Bellavista Clubhouse - Johannesburg
- South Africa - The Clubhouse @ Youth Development Trust - Johannesburg
- South Africa - The Etwatwa Clubhouse - Benoni
- South Africa - The Johannesburg Region B Clubhouse - Johannesburg
- South Africa - The Sci-Bono Clubhouse - Johannesburg
- South Africa - The Soweto Clubhouse - Phefeni
- Taiwan - The Good Friend Mission Clubhouse - Taipei
- Turkey - The Clubhouse at Habitat - Istanbul
- United Kingdom - The Clubhouse @ Belfast - Northern Ireland



1841 Berkeley Way
Berkeley, CA 94703
510.665.6100

informingchange.com