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***Southeast Los Angeles Blueprint for Digital Inclusion:
Creating a Connected Community***

April 15, 2008

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I. Introduction

The Southeast Community Development Corporation (SCDC), a 501(c)3 nonprofit organization, was established in 1994 as a multi-jurisdictional sub regional planning entity specifically to encourage economic and community development activities. The SCDC consist of representatives from the business community, local elected officials, and community representatives from the Southeast cities. The Southeast area consists of nine cities and communities, including: Bell, Bell Gardens, Cudahy, Florence-Firestone, Huntington Park, Maywood, South Gate, Vernon, and Walnut Park.

The SCDC has a proven track record of successfully managing community projects and producing positive and transformational results. SCDC has administered bus shuttles for the cities of Montebello and Huntington Park, a federally funded house renovation project for the city of Huntington Park, a 2000 Census Questionnaire Assistance Center, a loan distribution program through the Small Business Micro Loan Program, a business assistance center, formed a Southeast Health Coalition, and co-sponsored for twelve years a college scholarship program and college conference fair for students in the Southeast area.

For almost 15 years, SCDC has built lasting relationships and developed a reputation amongst community residents and stakeholders as a reliable organization to deliver quality services throughout a region of Los Angeles that covers nine independent cities. Recently, stakeholders interested in assessing the regions technological infrastructure, resources, training programs and policies formed a group named the Southeast Cities Technology Collaborative (Collaborative). The partners of the Collaborative are numerous, diverse, and established in their respective areas of service. The range of community partners include elected city council members from the Southeast cities, local k-12 and higher educational institutions, social service organizations, and business development associations.

Recognizing the character of SCDC, the newly formed Collaborative selected SCDC as the lead and fiscal agency to pursue a community and technology assessment for the development of a regional digital inclusion blueprint. SCDC and the Collaborative worked with the Center for Latino Policy Research, led by Dr. Blanca Gordo, at the University of California, Berkeley to develop the community and technology assessment.

One Economy Partnership

Throughout this process, One Economy Corporation worked with Dr. Gordo, Mr. Zaldivar-Motts, Executive Director of SCDC and members of the Southeast Cities Technology Collaborative to develop this digital inclusion blueprint. Our collective effort documents the current state of disconnection for the Southeast region and the regional benefits of digital inclusion planning. This blueprint recommends strategies describing how the Collaborative can synergistically operate to minimize their digital gap and engage in the benefits of a connected community.

The goal of the digital inclusion blueprint is to inform the Collaborative on how their region is affected by the five factors that prohibit or limit access to the Internet: Access, Application, Affordability, Accessibility, and Assistance. Naturally, any new campaign, program, or infrastructure necessitates capital investment, accountability and administration. This blueprint should be utilized as a tool to inform and support the development of proposals to fund the operations of the Collaborative led by SCDC. Therefore, this blueprint will describe the assessment and recommendations of how to create and sustain local initiatives to strengthen families, improve neighborhoods, and expand the local economic and social infrastructure through digital inclusion in the Southeast Los Angeles region.

SCDC's goal of utilizing technology to help educate, train, and connect its communities is tremendously important because youth in very low-income families (less than \$15,000 annually) are a third as likely to use computers at home as youth in higher-income families (more than \$75,000 annually) (33% versus 94%). The demographics in the next section of the document emphasize that much of the population in the areas SCDC is targeting are comprised of low-income families.

The technology portion of this Blueprint covering the Southeast Los Angeles region of California will be modeled on digital inclusion best practices from across the globe. Similar programs have enabled an increase from 50% penetration rates to 95% in a brief 3-year period. It is anticipated that a similar impact could be achieved in the three years that this plan addresses and therefore the supports the interest of SCDC to secure seed funding for that period of time.

In its previous digital inclusion efforts, One Economy worked with city governments or local organizations to develop a plan. In Chicago, San Francisco, and Baltimore, there were anchor institutions that could serve as major role players in the process. Best practices in community development clearly necessitate a need to maximize community partnerships.

One Economy recommends SCDC maintain the lead entity to organize the Collaborative partnerships as a critical element of digital inclusion process with the following partners:

- 1) Los Angeles Unified School District and Adult School
- 2) Montebello Unified School District
- 3) Los Angeles Community College District
 - a. South Gate Center
 - b. Southwest College
 - c. Trade-Tech
- 4) Huntington Park Business Improvement District
- 5) Representatives from each of the following area
 - a. Bell
 - b. Bell Gardens
 - c. Cudahy
 - d. Florence-Firestone Area
 - e. Huntington Park
 - f. Maywood
 - g. Southgate
 - h. Vernon
 - i. Walnut Park
- 6) One Economy Corporation
- 7) Oldtimers Foundation
- 8) Fuerza
- 9) Community Union

By working closely with the above partners, the digital inclusion process engages community stakeholders in building their capacity to be long-term participants. For instance the Huntington Park Business Improvement District unites businesses and professional firms to ensure an improved economic well-being and quality of life for residents in Southeast Los Angeles and the surrounding areas. As a recognized leader with the experience in operating public education campaigns, SCDC is appropriately identified as the lead organization to plan and execute a public awareness campaign. SCDC is also suitable organization to coordinate the lobbying of local elected officials and residents on the benefit of policy development and investment for regional

technology coordination and financial support from each municipality designated to sustain a regional effort of digital inclusion.

As part of this Blueprint, One Economy will make specific recommendations. In certain cases, One Economy will be involved in carrying them out. In other cases, we recommend that SCDC and other organizations own and guide responsibility and implementation of said recommendations. Moreover, One Economy will utilize the results from the thorough community assessment (including interviews, surveys and extensive research) conducted by Dr. Blanca Gordo and her research team of the Center for Latino Policy Research (CLPR) at the University of California Berkeley to make our recommendations.

We hope that this Blueprint helps to provide the intellectual and programmatic construct for access, content, outside-of-school youth programming, and training that will be done as a complement to SCDC's public education campaign and policy development.

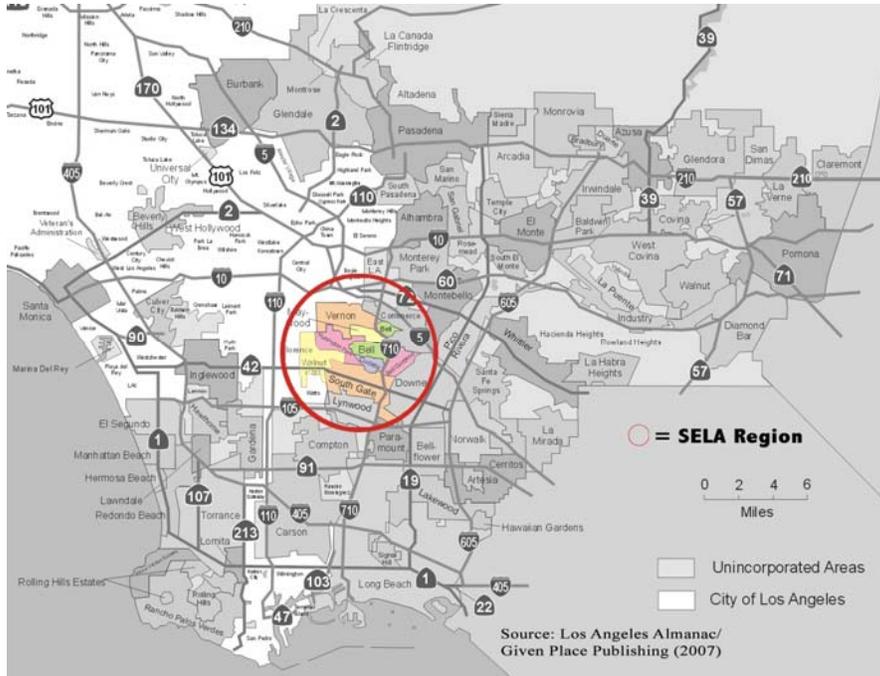
Finally, our ultimate goal in each section of the Blueprint is to begin a process for improving student achievement, increasing administrative effectiveness, creating small business development networks, building capacity of community based organizations, enhancing the skill level of the regional workforce, coordinating information technology efforts, and ultimately forming a *connected community* in the Southeast Los Angeles region. One Economy's Digital Inclusion Blueprint, inclusive of the CLPR's community and technology needs assessment, will be the first step in creating a *connected community*.

II. Demographic Overview

CLPR has provided SCDC and One Economy with thorough demographic information regarding the residents in the communities comprising the Southeast Los Angeles region. This information is utilized by One Economy to determine the recommendations that are made in concert with the findings by CLPR, throughout each section and during the development of this Blueprint.

Area at a Glance:

Context is relevant to understand the operation of the digital divide problem in Southeast Los Angeles area. At first glance, SELA appears to be an area thriving, advancing economically, and busy with social and economic activity. Yet, institutions are overburdened, and the population is underserved and struggling to make ends meet.

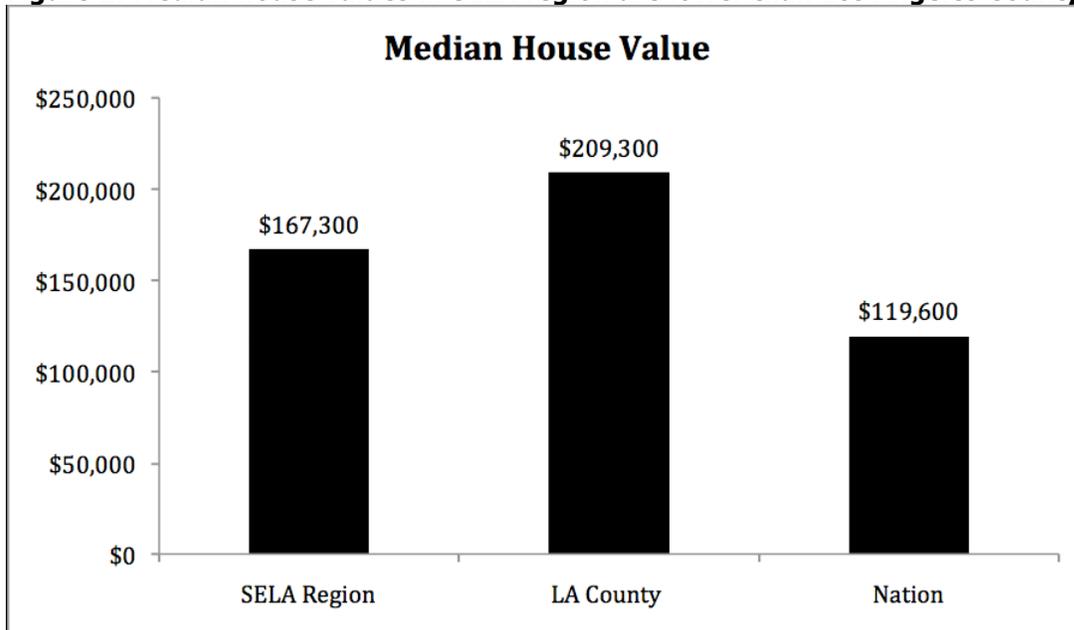


A. SELA Experienced Economic and Demographic Transitions

The Southeast Los Angeles area has experienced an economic downturn, social transition, and population shifts in the last three decades.

Until the 1970s, SELA was an economically thriving and vibrant White middle class area sustained by highly unionized manufacturing companies that have historically driven the region’s economy. After the deindustrialization of the area (from heavy steel industry, aerospace, giant meat packers and slaughterhouses, and other manufacturing companies), this population moved away, house market prices declined, the social infrastructure weakened and public education institutions entered a level of crisis, unable to prepare and plan for the needs of its students (See Figure 1).

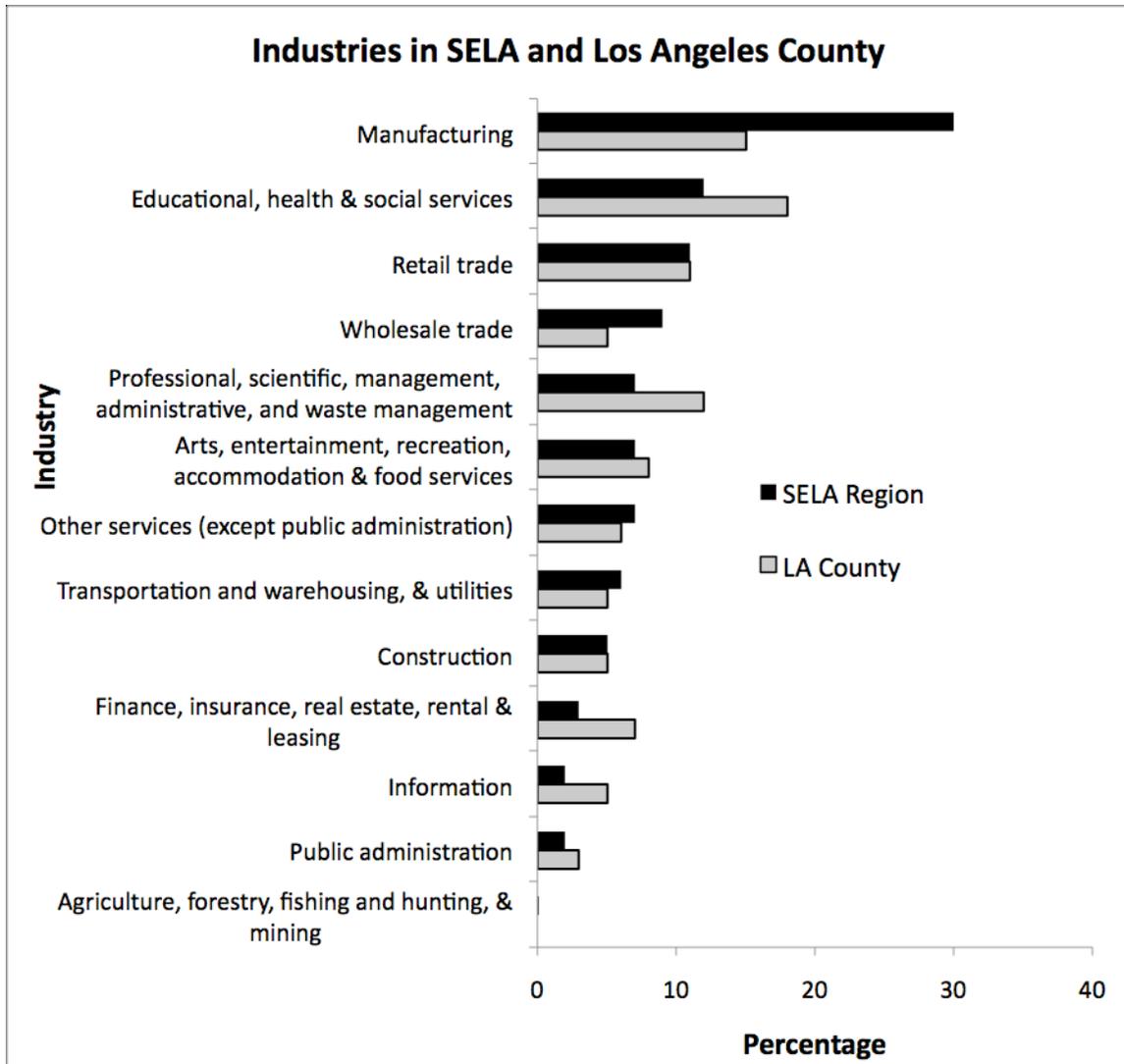
Figure 1: Median house values in SELA region are lower than Los Angeles County.



SOURCE: U.S. Decennial Census, 2000.

In turn, a primarily immigrant, low-income, young, Latino, and blue collar working class seeking affordable housing prices moved in. The distribution and type of economy also changed. According to the 2000 U.S. Census, 30% of the SELA economy is manufacturing, 12% education and health services, and approximately 11% is in the retail trade (See Figure 2).

Figure 2: The main industry in the SELA region is manufacturing.



SOURCE: U.S. Decennial Census, 2000.

For many families, the area represents a steppingstone on a mobility path. In general, the community experiences constant and dynamic mobility, where families can move every decade further and towards the east of the wider Los Angeles metropolitan area. According to the 2000 U.S. Census, 43% of the population 5 years and over lived in a different house in the in the United States in 1995, while approximately 51% lived in the same house in 1995.

For the most part, public institutions are now faced with populations in crisis (barely making ends meet). Public institutions have not recovered their once strong social and economic development infrastructure that prepared previous generations with a competitive education for well paying jobs and promoted community building.

According to the California Department of Education, the majority of the public schools in the area score below the average Academic Performance Index (API). API measures the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score on the API is an indicator of a school's performance level. The statewide API performance target for all schools is 800. A school's growth is measured by

how well it is moving toward or past that goal. A school's API Base is subtracted from its API Growth to determine how much the school improved in a year.

According to the California Department of Education DataQuest database, SELA has 35 elementary schools (including the only primary school in the area), 8 middle schools, 7 high schools, 2 continuing education schools, and 1 special education school serving a total of 81,769 students. Out of all 53 schools with API measures, none reached the 800 mark. Most ranged in the 600 and 700 score, which identifies them as under-performing schools.

SELA is a Densely Populated Area

SELA is a densely populated area. According to the 2000 United States Census, 333,227 people live in its 27.4 square miles. According to the California Department of Finance, the total SELA population for January 2007 is now estimated to be 383,850 with an additional 50,623 people since 2000. Estimates are based on the 2000 census total population corresponding to a general regional growth rate of 6.2%.

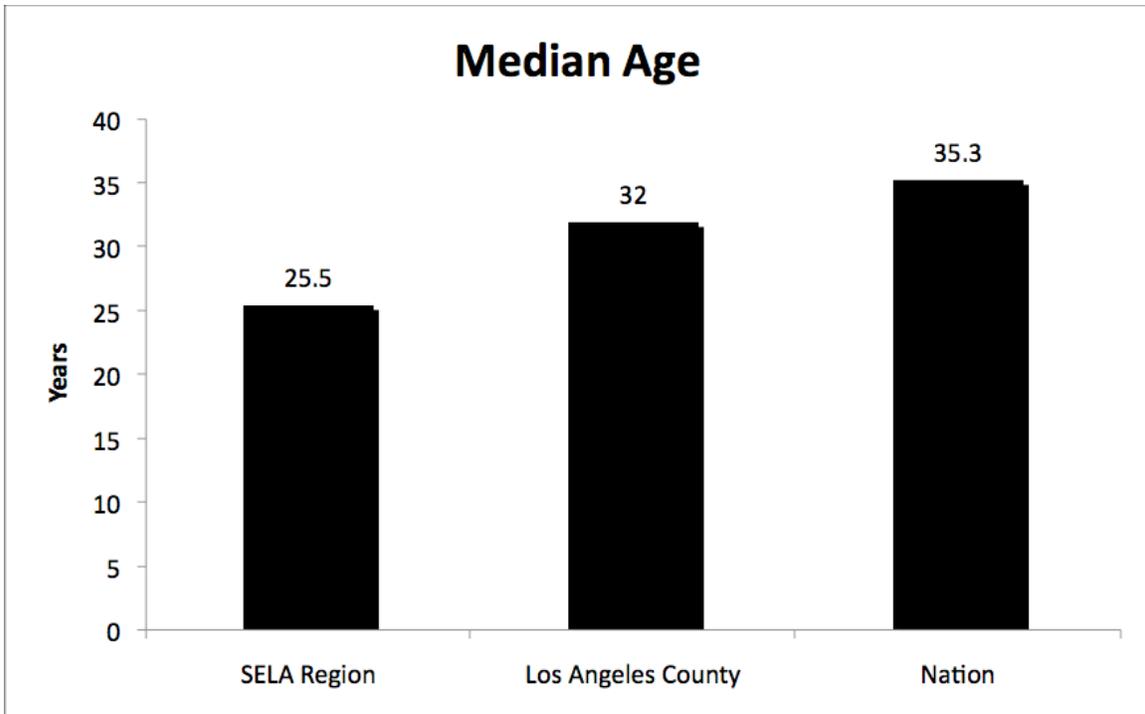
Latinos Make Up the Majority of SELA Residents

According to the U.S. Census, Latinos make up 92% of this region and 50% of this population is foreign born compared to approximately 45% of Latinos and 36% of immigrants in Los Angeles County. The Latinos in SELA are primarily Mexican, representing 77% of all Latinos.

SELA Populations are Young

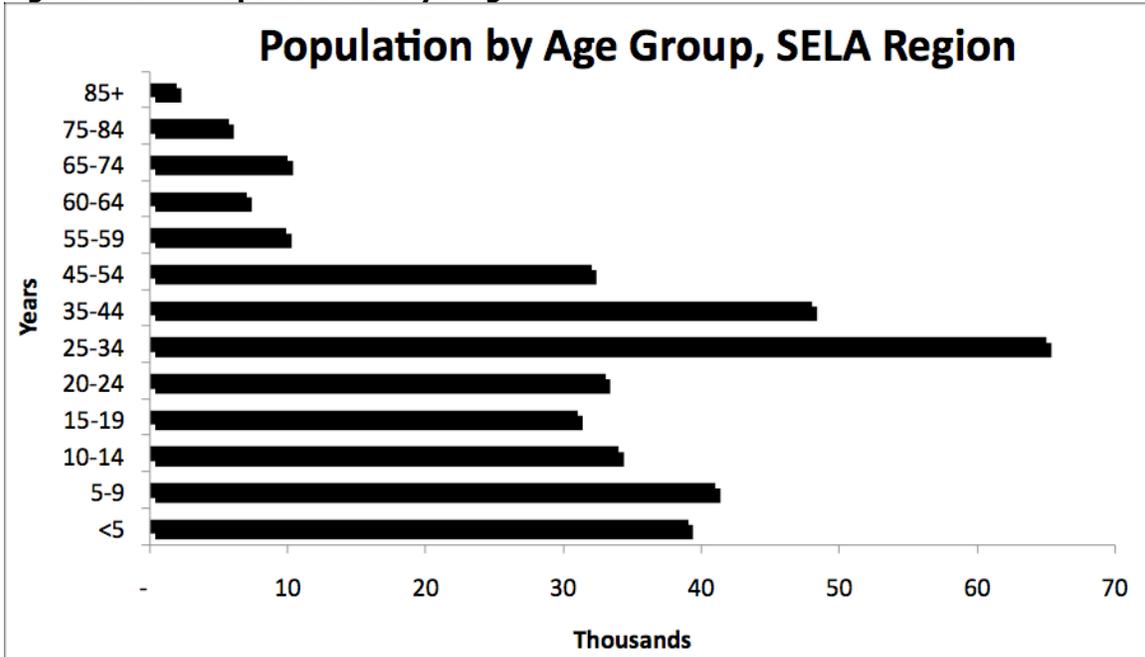
The population is young with a median age of 25.51 years, ten years younger than the 35 median age for the United States and 32 for L.A. County (See Figure 3). According to the U.S. Census, 18% of the SELA population is 25 to 34 years, 14% are 35-44 years, and approximately 12% of the population is 5-9 years. Teens, 10 to 19 years, make up 18% of the population while 9% are 20-24 years (See Figure 4).

Figure 3. The median age in SELA is lower than the United States.



SOURCE: U.S. Decennial Census, 2000.

Figure 4. SELA Populations are young.

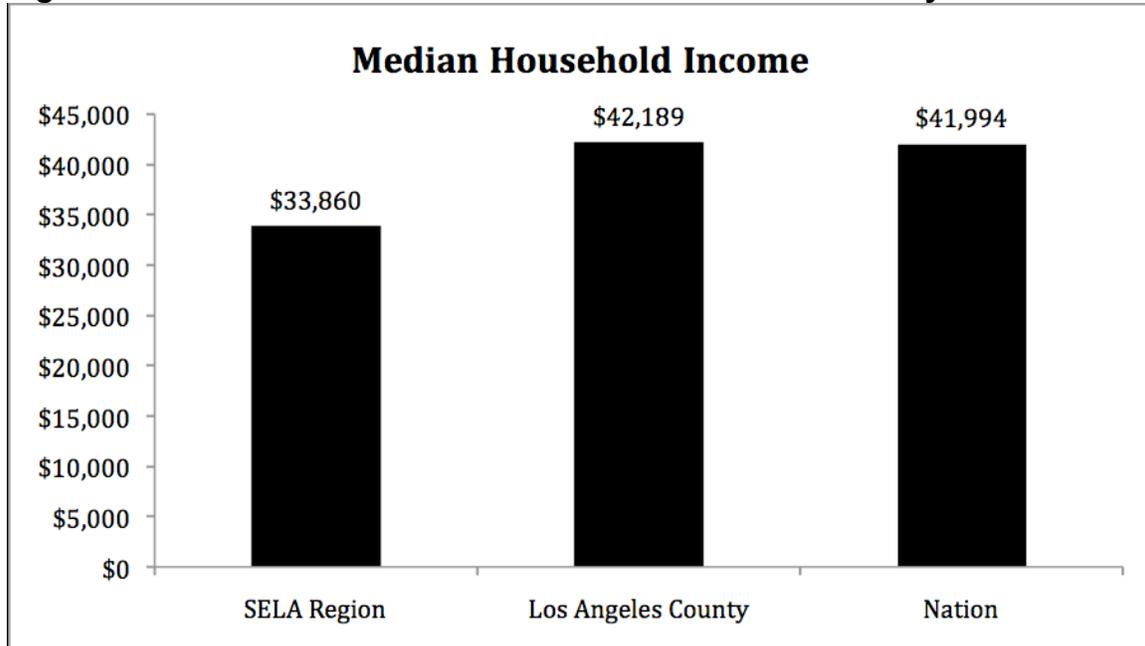


SOURCE: Decennial U.S. Census, 2000.

SELA Populations are Low-income

SELA has a high concentration of low-income people. According to the U.S. Census, the average household size is 4.24 compared to 2.98 for Los Angeles County. The average median household income is \$33,860 (see Figure 5). The per capita income is \$9,319.

Figure 5. Median Household Income is lower than L.A. County.



SOURCE: Decennial U.S. Census, 2000.

F. SELA has a Strong and Diverse Economic Base

The SELA region has a strong industrial economic base, primarily concentrated in Vernon (See Map B). SELA also has a high concentration of small business entrepreneurs. Some small business districts, such as the Brides and Quinceañera Dress Retail District on Pacific Boulevard in Huntington Park, are vibrant and competitive, serving a local market and attracting ethnic consumers outside the area. The Pacific Boulevard business district has a high volume of foot traffic. Most recently, the region has redeveloped formerly blighted areas with shopping malls that have attracted big box closeout resale retail stores such as Ross and other franchises such as Starbucks. It is unclear yet how these are affecting the small business and mom-and-pop stores in the area.

SELA’s Transport System is an Artery for the Global Economy

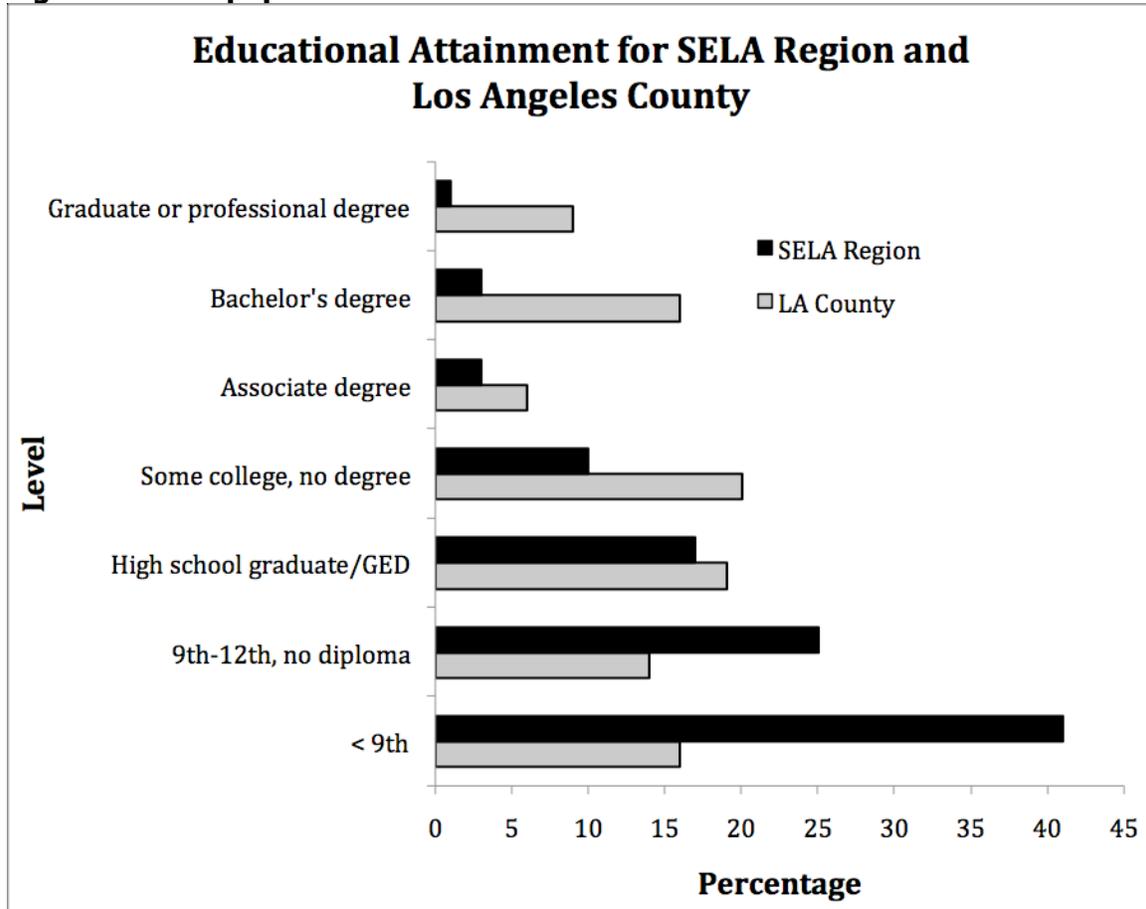
Key transit and freight corridors, such as the Alameda Corridor, run and cut through Southeast cities in Los Angeles. The corridor was built to transport billions of dollars in imports from the Long Beach port and cut down on polluting truck traffic (See Map B). This dedicated rail corridor was built to facilitate efficient transport of import goods throughout California and other neighboring states through a highly congested Los Angeles traffic area. The Los Angeles river basin also runs through SELA.

SELA Populations Have Low Educational Attainment

According to the 2000 U.S. Census, population 25 years and over, 41% have less than a 9th grade educational attainment compared to 16% for the Los Angeles County area. Even more, 25% of those attending 9th to 12th grade do not have a diploma compared to 14% for the

county. Only 17% have high school diploma, including equivalency, and approximately 3% have a Bachelors degree compared to 16% of Bachelors for the County (See Figure 6).

Figure 6. SELA populations tend to have low educational attainment.

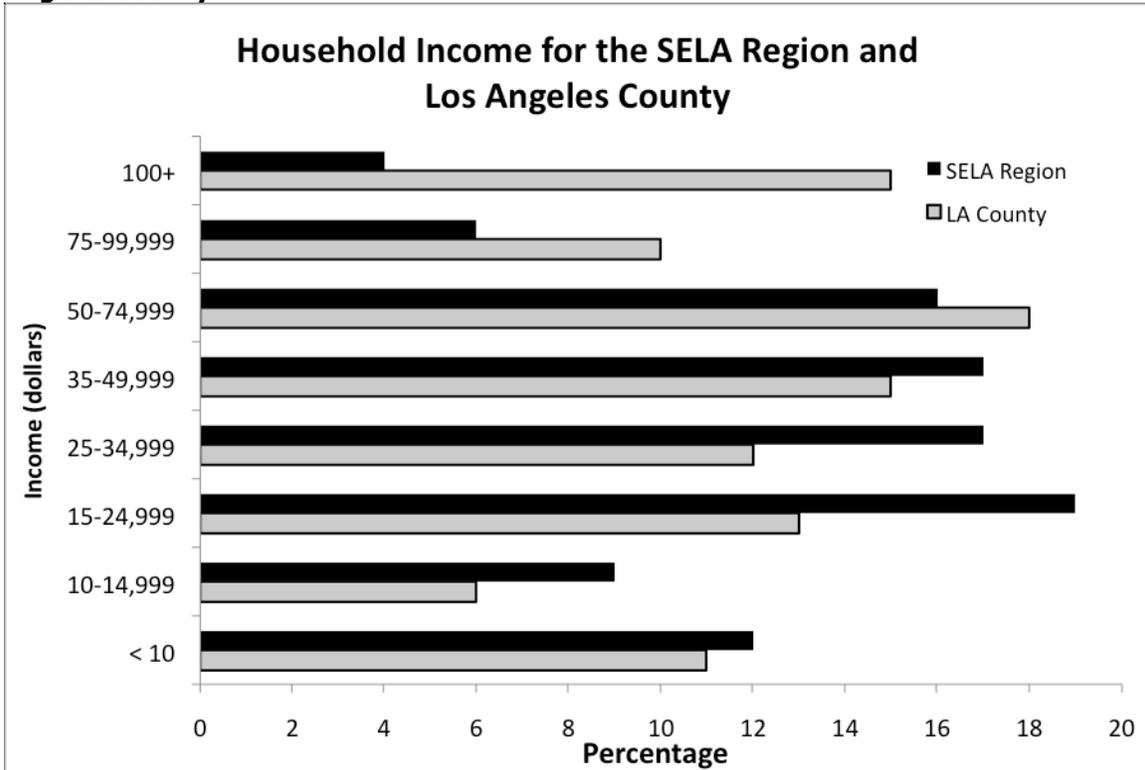


SOURCE: Decennial U.S. Census, 2000.

B. SELA Populations Have Low Household Incomes

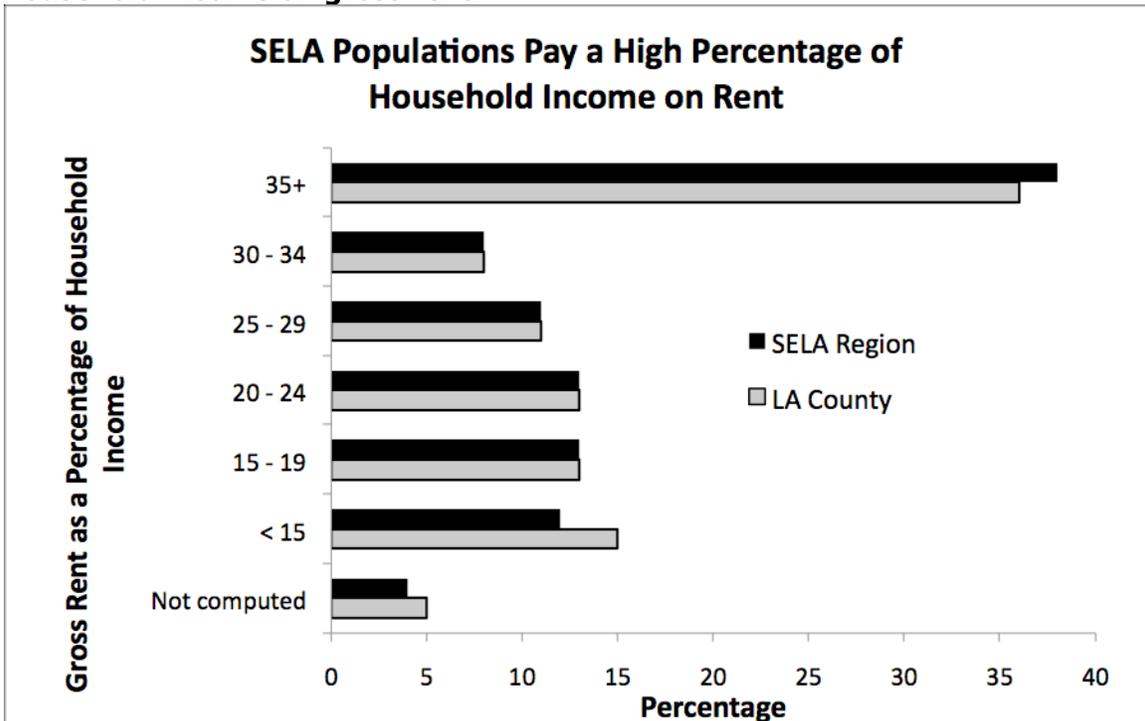
The majority of SELA populations tend to cluster in the low-income brackets. According to the U.S. Census, approximately 19% of SELA’s households make \$15,000 to \$24,999, 17% make \$35 to \$49,999 and only 6% earn \$75-\$99,999 in 2000 (See Figure 7). Also, a significant 38% of SELA populations pay over 35% of their household gross income on rent (See Figure 8).

Figure 7. SELA Region has a lower household income average than the rest of Los Angeles County.



SOURCE: U.S. Decennial Census, 2000.

Figure 8. A high percentage of SELA residents spend more than a third of their household income on gross rent.



SOURCE: Decennial U.S. Census, 2000.

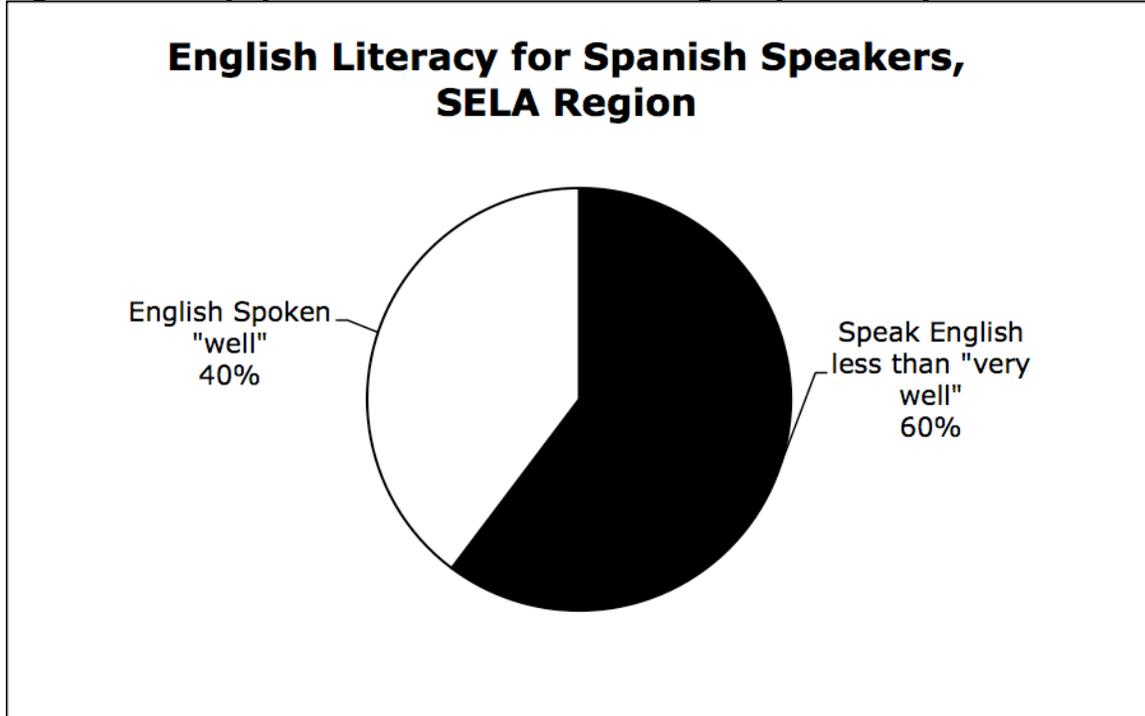
SELA Populations Work in the Manufacturing Industry

According to the U.S. Census (2000) 54% of the SELA population 16 years and over are in the formal labor force, approximately 48% are employed. However, this may be an undercount as many may be participating in the informal labor force to meet need. Compared to Los Angeles County, the majority of SELA populations work in lower paid jobs in production, transportation, and material moving occupations (37%). Approximately 25% are in sales and office occupations. The area has double the percentage of manufacturing industries compared to Los Angeles County.

Majority of SELA Populations Speak Spanish at Home

The SELA population is primarily Spanish speaking. According to the U.S. Census, the majority of the population speaks Spanish with only 13% speaking English only at home. Even more, 60% of Spanish speakers speak English less than "very well" and only 40% said they spoke it "well" (See Figure 9).

Figure 9. SELA populations tend to have low English proficiency.



SOURCE: U.S. Decennial Census, 2000.

Public School Districts:

SELA has a High Concentration of Public Schools

The development mechanism meant to prepare SELA populations for higher education and work skills training is made up of sixty K-12 public schools, two adult and continuation schools, and one satellite community college. The SELA region lacks public pre-schools and vocational training schools. The nonprofit Hub Cities Consortium is the only job placement and career planning center for job seekers in the area.

The majority of the K-12 schools in SELA are within District 6 of the Los Angeles Unified Schools District; two are under the Montebello Unified School District. Elementary public schools make up the majority, numbering 39, followed by 8 middle schools and 7 high schools.

SELA Has a High Concentration of Young Latino Students

The potential competitiveness of any well prepared labor market can be measured by the age and education levels of its labor force. SELA has 81,769 students enrolled in its K-12 public school system making up 12% of the Los Angeles Unified School District. Latinos represent 92% of all students in SELA's K-12 school system. The majority of students are in elementary, accounting for 42,588, followed by 19,205 in middle school, 19,781 in high school, and 195 served by others (See Appendix 3).

SELA Schools Have a High Concentration of English Learners

English proficiency can determine the facility in navigating a digital network system in English. According to the California Department of Education, SELA has a high concentration of English learners, making up 38,542 and accounting for 47% of total students enrolled in K-12 schools. Almost half of all elementary students are English learners, making up 47% of all K-12 students in SELA.

Few SELA Students are Eligible for the University of California and California State University

There are more dropouts than UC and CSU eligible graduates in the region. According to the California Department of Education, 939 SELA students dropped out while only 924 students were UC and CSU eligible graduates in the year 2005-2006.

Teachers in SELA are Behind in Educational Preparation

The capacity to teach can be determined by teacher preparation. According to the California Department of Education, teachers in K-12 schools are less likely to be fully credentialed. There is a 17.8 percentage point difference between the 77% fully credentialed teachers in SELA's K-12 schools and 95% for the State of California. SELA also trails behind its Los Angeles County and Los Angeles Unified counterparts with 92.6% and 91.4% respectively.

SELA Classrooms are Comparatively Small

Class size can affect the level of individual attention a teacher can give students. The average classroom size for K-12 schools in SELA is comparatively less with an average of approximately 23 compared to 27 for the State of California, 28 for Los Angeles County and 27 for Los Angeles Unified. However, the average class size increases with each educational level. For example, the average class size for elementary students is approximately 18, 30 for middle school students, and 31 for high school students in 2006-2007.

Technology Access in the State of California:

- At present, over half (56%) of employed Americans over age 18 use a computer at work.^[1]

- Between 2004 and 2014, jobs in the information technology fields are expected to increase by about 30%, for an addition of over 1 million jobs nationally.^[2]
- 71 out of every 1,000 private sector workers in California are employed by high-tech firms (8th highest rate in the nation).^[3]
- California ranks 1st in the U.S. for overall number of high-tech workers and 1st for average high-tech wage.^[4]
- In California, high-tech industry workers earn an average of \$49,630 more per year than other private sector workers.^[5]
- 64% of households in California earning less than \$15,000 per year do not own a computer compared to 34% of all California's households and 38% of all households nationally.^[6]
- 73% of households in California earning less than \$15,000 per year do not use the Internet at home compared to 40% of all California's households and 45% of all households nationally.^[7]
- 8% of households in California earning less than \$15,000 per year have broadband compared to 26% of all California's households and 20% of all households nationally.^[8]
- Among the 50 states and the District of Columbia, California ranks 12th in percentage of households with a computer, 11th in percentage of households with Internet access, and 4th in percentage of households with broadband access.^[9]
- 30% of 4th graders and 41% of 8th graders in California scored below the basic level of math that is expected in their grade (national average is 19% and 30%, respectively).^[10]
- Of the 9.5 million children in California, 1.8 million, or 19%, are living in poverty.^[14]

III. Recommendation One: Collaborative Development

The Southeast Technology Collaborative represents a collection of over thirty stakeholders throughout all nine communities. Throughout their development, representatives of government, education, non-profit and small business sectors are actively engaged in the discussion, issues and strategies needed to connect this region to the resources of broadband access and training. The collaborative possesses a network of over 120 opinion leaders with a direct relationship and interest in supporting the development of a regional digital inclusion plan. Although a couple of the collaborative members may push and pull the attention away from the overall goal of providing access and training to the region, the push and pull is nullified when a the discussion returns the groups focus from an individual to a regional concern.

The collaborative provides numerous examples of how small businesses, students or mothers quickly develop relationships, skills, and income when technology resources are made available and those who need them are well aware of how to access them and are trained on how to utilize technology tools. Yet, the unfortunate reality is that such progress is quickly erased when funding is absent to keep the doors open to such access and training facilities. Soon, the

excitement, confidence, and capacity retreats with the sorrow that accompanies a tremendous loss. The stakeholders within the collaborative are aware that collaboration with one another is key to winning the war of limited resources. SCDC is proven to be a capable and experienced leader with Mr. Zaldivar-Motts organizing those around the table to advance a truly ambitious and long term initiative.

One –Economy recommends that SCDC continue to lead the Southeast Technology Collaborative and pursue seed funding to continue the development of the STC that was originally funded by the participating independent cities in Southeast Los Angeles. Although this recommendation may initially cause concern for others around the collaborative table, we feel that the character and relationships possessed by SCDC will benefit the STC greatly. SCDC is a leading organization within the Southeast Los Angeles region and the committed membership of the STC will provide enough breadth and depth to justify the investment from any philanthropic organization into the initiatives developed by the STC.

We recommend further that the Southeast Technology Collaborative continue to organize around the three primary areas of access, affordability and assistance. These three pillars are essential to a cohesive strategy that will benefit the respective members of the STC.

Recommendation:

One Economy recommends that the Southeast Cities Technology Collaborative, led by Southeast Community Development Corporation, pursue seed funding for continued development and sustainability of the collaborative.

IV. Recommendation Two: Public Awareness Campaign

The culture of the Southeast Los Angeles area is prominent factor that must be accounted for in order for SCDC's program to achieve success. The fact that SCDC's regional interest is taking on a very large geographic area, results in significant barriers to success that will require investment.

Specific to the issue of culture, the high concentration of Latino's living in poverty and the historic factors that have perpetuated this poverty have led to some communities of California becoming a largely "closed society". These communities are deeply skeptical about and often resistant to outside assistance, particularly when the issues of residency surface. In order for the Southeast Los Angeles region to be successful, the cultural, educational and economic barriers that cause these communities to be disconnected from the benefits of technological resources must be addressed.

In a rural community, this is less of a factor for several reasons; the geographic area is smaller, there is significant community buy-in, and it is easier to get residents involved in community-engagement activities. In Southeast Los Angeles, we are addressing the needs and technological development of nine cities. Our digital inclusion plan, spearheaded by the Southeast Technological Collaborative, attempts to serve a far greater number of potential program participants and as such, will be a far greater challenge to ensure success. One Economy recommends significant investment in a bi-lingual (English and Spanish) community organizing

and marketing strategy, which One Economy has undertaken successfully in a number of other locales.

Community organizing requires a dedicated staff serving an integral role in the field with adults in the community. A public education campaign has to inform policy-makers about the importance of the Digital Divide problem. This is important to both raise awareness and to raise funding for future projects. One Economy would hope to draw on local leaders, such as former State Senator and California Emerging Technology Fund (CETF) board member Marta Escutia, and professionals who “come from” the region with inspiring success stories who can be viewed credibly by the community as indicators of success. The point of these activities is to give the residents of Southeast Los Angeles the ability to identify within the total context of the program because otherwise, the isolation will remain acute. While there may be some success with the school children, the broader goals of creating a truly *connected community* will not take root unless all residents are involved. One Economy only recommends grass roots community organizing on a selective basis, but we feel in this situation, it is a prerequisite to program success.

In addition to this, there is a significant challenge in trying to cover as much geographic territory as is proposed here. Therefore, we strongly recommend a marketing program. The purpose of the marketing program is to build awareness of the benefits of technology investment, education, training, and access, but more importantly, to drive people to the Beehive. This marketing program could take any one of several shapes, including a *Welcome to the Sweet Life* marketing program which One Economy successfully implemented in Chicago, or other types of community-marketing programs to increase engagement. This could include community organizing activities related to the program at block-parties, church picnics, as well as more guerilla-marketing activities. Traditional media and traditional ways of marketing and communicating to low income predominantly Spanish speaking Latino households in this region will not be successful unless the cultural challenges are addressed through concerted community organizing and a marketing push.

Recommendation:

One Economy recommends that SCDC and SCTC engage in a regional public awareness campaign on the limited access to broadband and technology training in an effort to encourage demand for additional services.

V. Recommendation Three: Policy Development

Broadband deployment initiatives are often complicated due to the regulatory climate and policies in the telecommunications arena. These complications can manifest at both the federal and state levels of government. However, due to the fact that none of the communities are collectively planning to deploy independent or a regional wireless network, the Southeast Los Angeles region must look towards policy development on a location, state and federal level. One of the primary functions of the Southeast Technology Collaborative should be to engage policy makers on each level and illustrate the potential benefits of providing broadband access to the residents of the region. Therefore, policy and regulatory concerns are of utmost importance.

The Telecommunications Act — legislation that shapes the world of communications was recently rewritten and encourages the development of municipal broadband. However, even if the bill did not support municipal broadband, SCDC would not be affected due to the philanthropic nature of their initiative.

Hundreds of municipal broadband projects have come up across the country in the recent years. In California there are limited numbers of free broadband access. The city of Riverside is one, but larger municipalities such as San Francisco, Los Angeles and other are running into resource shortages to sponsor such widespread initiatives. An example such as the Maywood WiFi project is operating but with limited penetration amongst residents, coupled with an absence of public education or training on the potential benefits of utilizing such a resource. In addition, there are no laws currently enacted or pending that impedes municipal communications networks. Again, even if a law was enacted in California to impede municipal broadband networks, the precedent set by the Maywood initiative could be used as leverage if residents are made aware of the access and training is available.

The communities which construct the Southeast Los Angeles Region also include two local k-12 school districts, an adult education complex, and a satellite community college. None of which, namely the municipalities, provide a line item in their respective budgets for Information Technology activities or coordination. Again, a major function of the Southeast Technology Collaborative must be a cohesive regional public awareness campaign on the outcomes of the needs assessment, and this digital inclusion plan. The purpose of such a campaign, will communicate to regional residents that broadband access, affordable computer ownership and technology training are almost non-existent in a region that possesses high dropout, high unemployment, low skill, and low income rates. SCDC would be able to inform the residents of Southeast Los Angeles to encourage the independent jurisdictions that investment in access, ownership and training would help the communities through long term investment. The provision of access, affordability, or assistance will add needed layers of services and information to help the residents of this region attain higher paying jobs, leading to homeownership, or increased economic development that in turn could create an enhanced tax base for the region.

Recommendation:

One Economy recommends that SCDC and SCTC engage in a regional public awareness campaign on the limited access to broadband and technology training in an effort to encourage demand for additional services.

VI. Recommendation Four: Access

This period in economic history has been dubbed the “information age” – a time when access to information and technology is the key to functioning locally and globally. As governments are beginning to understand the importance of technology to society, the information age is already redefining many aspects of our lives. How we learn, earn, bank, shop, and play have all been influenced by technology. As an integral part of today’s society, the Internet is not just a vital tool for global communication but also an engine of economic growth. The need for broadband Internet access, coupled with scalable computer acquisition programs and online content that facilitates success are critical to the residents, businesses and schools of Southeast Los Angeles that are striving to build their infrastructure and become full-fledged participants in the economy.

Households earning less than \$15,000 annually in California are far less likely than more affluent households to have a computer and broadband Internet connection at home – a reality born of economics, not culture. The Internet can connect people to needed self-help and educational resources. Lower-income individuals are more likely than higher income individuals to look online for information about a job – 50% of individuals earning less than \$30,000 have used the Internet to find information about jobs.

Online tools can also transform how governments engage local citizens with public benefits by encouraging online versus in line interactions. Conventional methods of contacting the government require government patrons to invest large amounts of time. According to Gloria Guard, President of the People’s Emergency Center in West Philadelphia, “homeless moms on average spend eleven to fourteen hours a month interacting face-to-face with a number of human services departments” making it difficult, if not impossible, to keep a job. While time constraints affect all populations, they are particularly discouraging for people who depend on government agencies for support. Most government patrons avoid contacting the government because of the amount of time it takes, but the Internet provides a source of hassle-free contact.

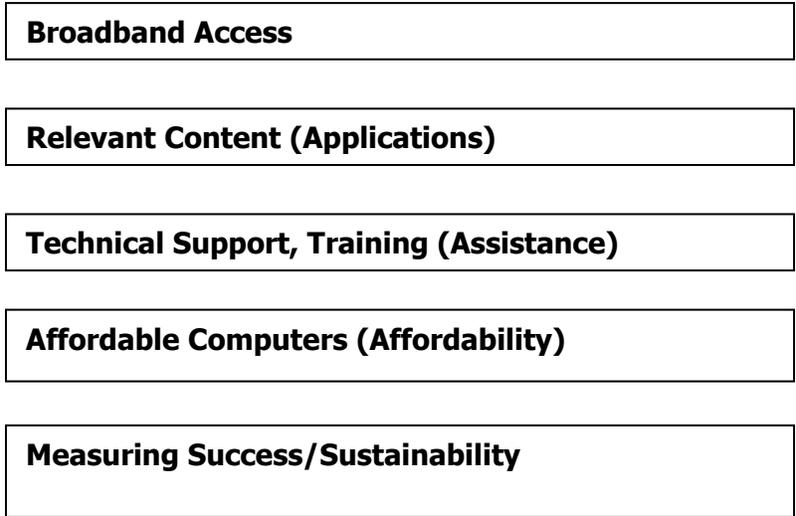
However, low income California families, and notably those in the Southeast region of Los Angeles, remain disconnected from technology. Among the 50 states and the District of Columbia, California ranks 12th in percentage of households with a computer; 11th in percentage of households with Internet access; and 4th in percentage of households with broadband access. Although these numbers are upper tier for the nation, the communities in Southeast Los Angeles rank below average within California.

Overcoming these barriers involves more than just providing access to the Internet; it also necessitates providing the tools to help people better their lives. People living in Southeast Los Angeles who have inadequate or non-existent social services or educational opportunities should be able to find the help they need anytime, anywhere through critical content on the Internet. With its capacity to expand options for low-income residents of Southeast Los Angeles, the Internet should be an integral part of SCDC’s strategy to utilize technology to increase interaction between the school, parents, local businesses, and the community as a whole.

Often, when low-income families do find public access to the Internet, it is difficult to find online content that is accessible and relevant for them to conduct private transactions that help fulfill basic human needs, such as work and educational supports, child care resources, and health insurance for children. Content barriers, such as the lack of local content and literacy, language, and cultural diversity barriers, prevent users from finding, reading, and understanding the wealth of information that exists on the World Wide Web. These barriers restrict opportunities for the poor, but they can be lifted with the appropriate use of technology. This Digital Inclusion Blueprint provides the strategy for addressing this problem in Southeast Los Angeles region.

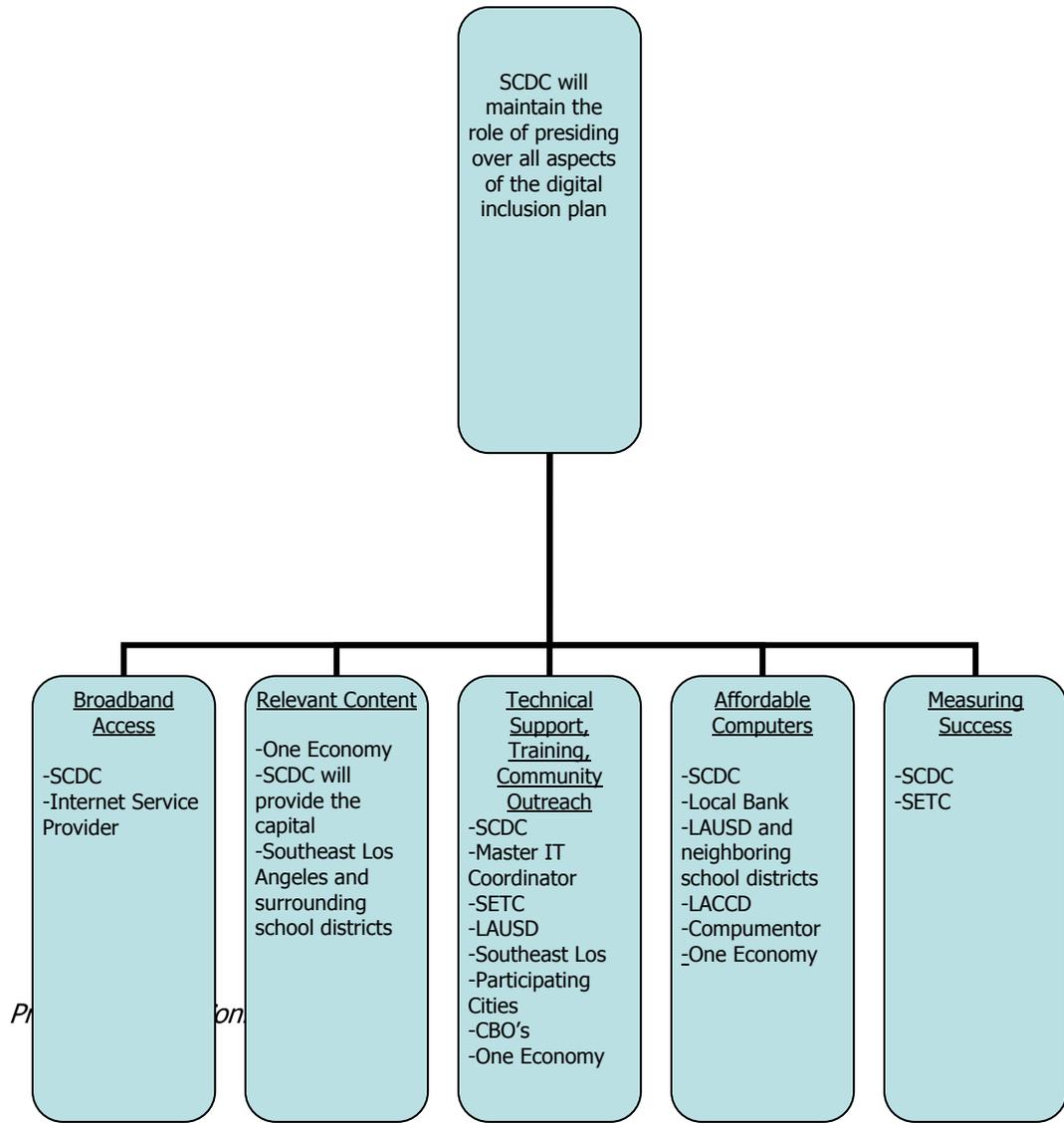
As SCDC invests the technology tools necessary for Southeast Los Angeles to enhance its resident education and skill level, a diverse set of needs must be met – from improving educational opportunities to delivering public services that improve the quality of life for residents to providing the tools for small businesses to grow and prosper. As we begin this educational rebuilding process, it is essential that new technologies are incorporated to provide Southeast Los Angeles with a sustainable communications infrastructure.

We have outlined a strategic model for extending the benefits of technology to schools, families and businesses with the goal of creating a *connected community* in Southeast Los Angeles. The Blueprint for Southeast Los Angeles and its surrounding communities focuses on five program areas and our recommendations for development:



In providing this model for digital inclusion, it is important that the relationships between all responsible parties are defined. We have divided these proposed responsibilities based upon the expertise of the parties involved. For example, we have differentiated between those entities whose expertise lies in online content space and policy and those who specialize in technology access or offline, on-the-ground community efforts. Therefore, when steps are taken to implement the recommendations that One Economy has listed in this Blueprint, the named

parties' tasks will complement each other rather than overlap.



Telecenters in Selected Schools:

One Economy understands that the selected schools already have access to broadband services. Thus, One Economy recommends that SCDC work with the Public School Districts to develop telecenters in at least ten of the schools that are open to all members of the community for the purpose of utilizing the technology. For the purposes of this document, telecenters refer to computer labs that are located in each of the communities participating in this project. This will help provide additional access points for training purposes and if SCTC applies and is selected for a 21st Century Community program from One-Economy and its partners, further access points could be layered on top of other initiatives led by SCTC. We believe that these services should be available to the public for free in at least ten of the schools.

Recommendations for Residential Broadband Access:

One Economy's recommendations for broadband access in Southeast Los Angeles were shaped and determined by our Access Services visit to the community. From the visit, we recommend that SCDC work with an existing Internet Service Provider (ISP) to establish a subsidized high-speed Internet access program for low-income households in the designated areas.

From the surveys One Economy conducted in Southeast Los Angeles and the surrounding area, we learned that the overwhelming majority of residents would be willing to pay \$10-15 per month for high-speed Internet access. Thus, we would recommend to SCDC that the cost of the service provided should be no more costly than \$10-\$15 per month. One Economy recommends that this subsidized service be available for households with children in the school districts that SCDC is targeting throughout this region.

One Economy could play a variety of roles in this process including helping to identify the best ISP, coordinating discussions with stakeholders, or facilitating the development of a workable plan with local stakeholders such as the City of Southeast Los Angeles or the local school districts.

Recommendations:

One Economy recommends opening ten of the schools' computer centers to the public to leverage this technology to help forge a *connected community*.

One Economy recommends that SCDC work with an existing Internet Service Provider to establish a subsidized high-speed Internet access program for low-income households in the school districts targeted by 21st Century Community.

VII. Recommendation Five: Applications

Broadband is an essential utility of the information age. It provides a vital link to an expansive online community that enables a person to take full advantage of the social, educational and economic opportunities available. The tragic events of Hurricane Katrina, for example, demonstrated the multiple applications of a wireless infrastructure. Many families used the Internet to search for relatives, apply for disaster aid, track human service supports and stay tuned to relocation plans. Even now, the Internet remains as critical as ever for those who were affected by Katrina to shop for items they are no longer able to buy locally due to damaged and shut down stores and reduced hours of shops that have remained open. The Internet also still remains a critical avenue for displaced residents in Southeast Los Angeles to contact relatives or friends. Moreover, very low-income people who were displaced continue to use email as a lifeline to contact friends, family, and critical public service agencies.

This past year, as Hurricane Katrina devastated the Gulf region, the Internet emerged as a crucial lifeline for many people, especially those isolated by geography or income. Evacuees, relief agencies, government and charitable organizations all turned to the Internet to facilitate rescue and relief efforts. One example was the effort of *NOLA.com*. The newspaper's coverage was continued for days only on NOLA's blogs since the newspaper lost its presses and evacuated its building as water rose around it on August 30. The site became a vital link for news by local media, and also became a vital link for rescue operations and later for reuniting scattered residents, as it accepted and posted thousands of individual pleas for rescue on its blogs and forums. In the first two weeks after the storm, it had over 200 million page views, compared to a typical week of 6 million page views. NOLA was monitored constantly by an array of rescue teams – from individuals to the Coast Guard – which used information in rescue efforts. Much of this information was relayed from trapped victims via the SMS functions of their cell phones, to friends and relatives outside the area, who then relayed the information back to *NOLA.com*¹. In addition, FEMA reported that 45% of its relief requests came via the Internet. Jeffrey Cole, director of the USC Annenberg School for Communication's Center for the Digital Future, recently noted, "The Web has become the media of public service, of communication, of original content. I think this will be viewed as the first event that demonstrates what the Web has become in terms of being transformational in people's lives."

Therefore, it is important that SCDC's 21st Century Community program be looked at through the prism of the history of the digital divide and technology improvement programs generally. In order to create a *connected community*, technology access is important, but we predict in five years, the *connected communities* program will be tied to content. We believe that the investment and support of relevant online content is paramount.

For broadband to be useful, it must generate solutions that are value-added to the user. The effectiveness of the technology comes in the application of web-based solutions that get things done for individuals and communities.

Studies show that there is currently a dearth of online content that is accessible and relevant to a low-income audience. Although they may have Internet access, low-income users will often encounter several obstacles when navigating the Internet. These obstacles, or content barriers, prevent users from finding, reading, and understanding the wealth of information that exists on the World Wide Webⁱⁱ.

The four most common content barriers are:

1. Lack of local information: Perhaps the most far-reaching barrier of all is the scarcity of the kind of information users want most -- local information about their community. This content barrier goes to the heart of how the Internet is evolving. Rather than enabling communities to tailor-make their own online content, it has become more and more common for large commercial companies to develop prepackaged information. This barrier disproportionately affects Internet users living on limited incomes, who cannot afford to travel and must struggle to meet their survival, needs (whether for housing, food, or child care)ⁱⁱⁱ. For the over 36 million Americans whose annual income is less than \$15,260 for a family of three (the level used by the federal government to define poverty), the general absence of community-level information on the Internet serves as a very real barrier^{iv}.
2. Literacy barriers: Fifty-four million American adults—roughly 19 percent of the adult population—do not have the reading and writing skills necessary for functioning in everyday life. They are served inadequately by current Internet content. While many websites require tenth grade, if not a college reading level, half the U.S. population reads at or below a ninth grade level^v.
3. Language barriers: Today, an estimated 87 percent of documents on the Internet are written in English^{vi}. Yet, at least 53 million Americans speak a language other than English at home. They are often left out of the benefits the Internet offers — either because current search tools are still primitive and difficult to use even for people for whom English is the primary language, because they cannot get easy access to translation programs, or because content in their native language may be developed in another country and may not include information relevant to their community in the United States.
4. Cultural diversity barriers: The Internet can be a powerful tool to share and celebrate the uniqueness of cultures in this country and beyond. However, the lack of Internet content generated by ethnic communities themselves or organized around their unique cultural interests and practices serves as a formidable barrier^{vii}, especially for many of the 34 million plus Americans who are foreign born.

Taking into account that many Americans fit into more than one of the four categories just discussed, a conservative estimate is that at least 85 million Americans—roughly 20 percent—face one or more content-related barriers that stand between them and the benefits offered by the Internet^{viii}.

One Economy recommends providing Southeast Los Angeles residents with the content applications that will help them overcome these barriers and achieve academically by providing critical information resources the community will rely upon.

For this portion of the Blueprint, we recommend that SCDC partner with One Economy. While One Economy has helped to bring technology into affordable housing around the country, we believe that access is only a means to an end. It is less relevant if people cannot use it to access content that they can use to raise their standard of living and connect to the economic mainstream.

The Beehive:

We recommend that SCDC work with One Economy to build a Beehive website for Southeast Los Angeles. The beehive (www.thebeehive.org) provides low-income users with thousands of pages of empowering content. Since the launch of the Beehive in 2001, the site has been visited over 9.6 million times. The Beehive now helps hundreds of thousands per month, over 70% of whom come from ZIP codes in low and moderate-income census tracts. We have developed 31 localized versions which provide area-specific information and resources. The Beehive employs multimedia and interactivity throughout, to make the material as engaging as possible. The Beehive's main sections are:

- **Money** – This section includes extensive self-paced, multimedia content for users to learn about all aspects of personal finance, including banking, savings, credit, retirement planning, and insurance. Interactive tools teach users how to write a check, use an ATM, and prepare a family budget. Through a special partnership with Citibank, users can even open a bank account through the Beehive. Tax issues, especially the Earned Income Tax Credit (EITC), are another major focus of the Money section.
- **Small Business** – The Beehive offers a comprehensive toolbox for micro-entrepreneurs to help them learn in four key areas: business start-up, increasing sales, obtaining financing, and managing. A central feature of this section—and one of the most heavily used components of the Beehive—is an interactive tool for generating a business plan.
- **Health** – This section provides basic information on diet, exercise, pregnancy, and the health care system, and educates users about available government and private insurance options. A special tool enables users to determine if their child qualifies for free health coverage through CHIP (Child Health Insurance Program) and other federal and state programs.
- **Jobs** – This section includes the Beehive's new interactive Career Coach tool, designed in conjunction with the non-profit group Women Employed, which allows users to browse profiles of real-life peers in hundreds of different careers. It offers an in-depth online quiz to help match interests and skills to a wide variety of job types, and helps users create a plan to move into their selected career. The jobs section also offers a resume builder tool, an interview coach, and links to job training resources and apprenticeship opportunities both on and off-line.
- **Family** – This section addresses a variety of parenting topics, including special help for single parents and those with special needs children. Also included are tools and information to help parents find, evaluate, and pay for childcare.

The following statistics detail some of the most impressive results we have seen since the launch of the Beehive:

- Over 235,000 people have learned about creating a family budget.
- During the 2006 tax season, \$1.8 million in tax refunds were returned through the EITC program to users who filed their taxes on the Beehive.

- In 2006 alone, over 7,200 parents determined they could acquire free health insurance for their children through the Beehive's resources.
- 16,000 people have created and saved business plans on the Beehive Entrepreneur's Center.

A recent report by the Brookings Institution called the Beehive the "de facto standard for reaching low-income people in America." One Economy has the unique ability to leverage this experience to create new content that is specific and localized to Southeast Los Angeles that will help SCDC forge a *connected community*.

One Economy recommends that the following content options are developed that will provide the students, teachers and parents of Southeast Los Angeles the tools they need to succeed:

- **Education Assistance Finder** – The Education Assistance Finder will allow users to enter their ZIP code or neighborhood and find local educational resources. With this tool, parents and caregivers will be able to find local after-school programs and tutoring services for their children in the Southeast Los Angeles community. By localizing this information, students will have the benefit of greater access to educational assistance that will help them succeed.
- **Online Homework/Test Prep Helper** – The Online Homework/Test Preparation Helper will assist students in locating a plethora of information related to any subject. This function will assist them in finding pertinent resources in an aggregated system. The Test Preparation section will guide students to resources that will help them better prepare for state standardized testing. The section will also help those students that are continuing their education beyond a high school diploma, by including assistance in locating SAT and ACT test preparation materials online and in and around Southeast Los Angeles. By making available educational resources both online and in communities, the Online Homework/Test Preparation Helper will be a resource that will help students receive assistance online and in person.
- **Financial Assistance Finder** – With the Financial Assistance Finder, students and parents/care providers will be able to find information pertaining to pre-college (Title I) funding in their school district and information on where to go to find financial aid for college. The tool will provide an extensive database of national and local scholarships, grants and financial aid available to students, and will provide help on applying for funding. This tool will help students and families better understand the choices they have on decisions related to their education. This is important because there is currently no resource available where a student can find extensive information on financial aid in one centralized location. Currently, a student must look to multiple sources to find information on scholarships or student aid.
- **Resources for Parents and Care Providers** – The resource area will house links for parents and caregivers to retrieve information about getting involved in their local PTA, information on special needs children and children with learning disabilities. This resource will help parents and caregivers research information related to their child's educational development in and out of school. Another component to the resource guide for parents and caregivers is a section that will help users better understand national and state standards. This section will provide information about standards in a way that parents and caregivers will be able to understand and use.
- **Featured Content** – The content in this section will be updated regularly and will be designed to inspire and foster communication. It may include the story of an

inspirational student, or a question for parents on how they foster their children's interest in college and their responses would be posted. This portion will keep the site fresh and lively, and the user-generated or focused input will help address questions and barriers particularly relevant to low-income and first-generation college families.

Recommendations:

One Economy recommends that SCDC and One Economy develop a Beehive website for the Southeast Los Angeles Community that contains national and local information and services to support the needs and potential of Southeast Los Angeles residents

VIII. Recommendation Six: Assistance

Young people have the greatest digital opportunity. They are digital innovators, integrating cell phones, text messaging, chats, email, and digital media in their everyday lives. They are the digital experts in after-school programs, schools and community technology centers, teaching children, teens and adults to use computers and the Internet. In this region, youth and adults require necessary investment in assistance (a.k.a. training) for enhanced skill development in school or work.

Local government agencies, k-12 and adult school districts, community college districts and business partnerships are essential to ensure that current limited resources are both accessible and affordable. For instance, many k-12 schools in the nine city region possess computers and labs, but are restricted to offer various types of training due to filtering policies enforced by the governing Board of Education. Community college technology or basic skill courses that could be provided bi-lingually are not providing enough classes or awareness of such classes throughout the region. Similarly, adult education cannot offer enough training without cross collaboration and support from its fellow educational institutions.

To that end, One Economy recommends that SCDC maximize the potential of youth to teach and understand technology. In the past, One Economy has utilized our youth Digital Connectors to facilitate technology development and training in communities.

Online Training:

One Economy recommends that both no-cost and fee-based online training resources are identified and made available to the residents of Southeast Los Angeles and its surrounding communities through the Beehive and Zip Road websites.

Free Online Training Content:

Thousands of websites offer free online technology training on topics ranging from computer orientation to website design and network security. However, the sheer volume of resources, some legitimate and others not, may be confusing. Furthermore, the resources are found at thousands of websites across the Internet.

One Economy recommends creating an online training website that organizes the best free resources based on topic (i.e. SCDC Networking Academies). A link to the free training website could be included on the Beehive or Zip Road websites.

As SCDC reviews and identifies the best training resources, One Economy recommends that they consider the level of information that users must share before accessing training. While many resources are offered by international technology firms, many others are provided by companies who may attempt to market additional products and services to those who use their online training. SCDC can minimize use of these types of sites and feature those online resources that either does not require identifying information or that allow users to opt out of receiving future communication from the company.

Fee-Based Online Training Content:

Many companies including computer manufacturers offer fee-based online training content. Often, computer manufacturers have hundreds of training courses that can be accessed for a flat fee over a given period of time. We suggest having a link to this information as well on the Beehive or Zip Road sites.

Recommendations:

One Economy recommends that SCDC and SCTC work with the k-12, adult education, and community college in the area to help market the availability of training courses and their locations.

One Economy also suggests that the educational institutions deploy teachers into facilities of SCTC membership organizations to provide additional training and access services.

One Economy recommends that both no-cost and fee-based online training resources are identified and made available to the residents of Southeast Los Angeles through the Beehive and Zip Road websites.

IX. Recommendation Seven: Affordability

Hardware and software are often the most expensive components for families to afford, thereby limiting their access to technology. However, due to the wide territory of the Southeast Los Angeles community, it will be difficult to provide ubiquitous computer purchase programs. Therefore, One Economy recommends providing a program in one of the schools where families are least likely to own a computer. Below, we have described two potential programs. It is recommended that SCDC and One Economy develop one or both programs.

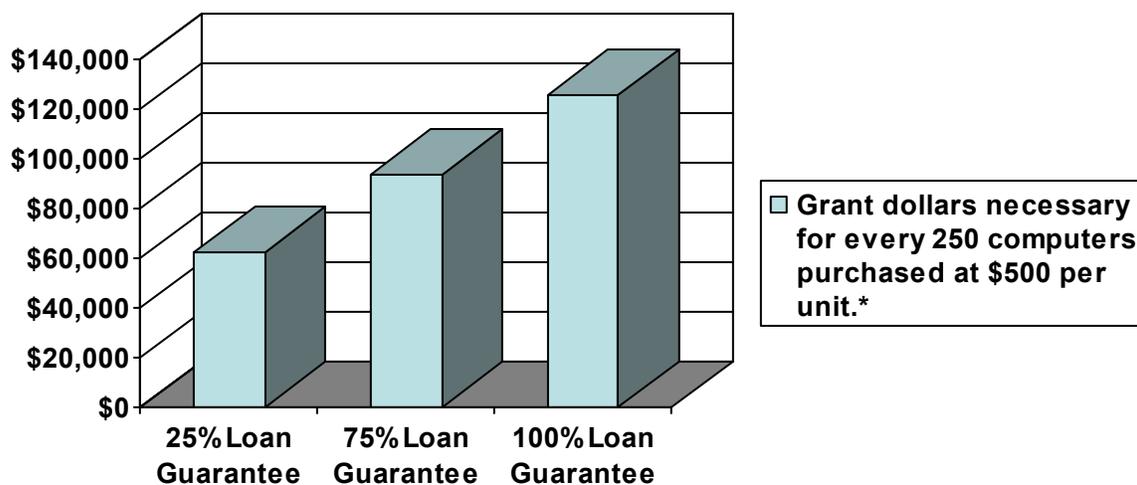
Opportunities for Providing Free or Reduced Cost PCs:

Citizen Purchase Programs/Digital Access Fund:

One Economy recommends that SCDC create a Digital Access Fund at a local financial institution in Southeast Los Angeles. Citizen purchase programs rely on enhancing the credit of targeted groups with poor or no credit histories. This fund will provide the financial backing for those with poor credit to receive loans. The most promising affordable computer purchase programs rely on the following critical factors:

- A financial institution willing to extend credit to families who may not qualify for mainstream financial services. We recommend that SCDC partner with an institution in Southeast Los Angeles.
- Support from an institution, such as SCDC, willing to buy down the cost of computers and/or guarantee loans to families with low incomes through a fund at a local bank.
- Administrative support organizations to link customers with low-incomes to financial mechanisms and computer purchase options.

Assuming a 100% loan guarantee in year one and \$500 average computer purchase price, a \$500,000 fund would make 1,000 computer purchase loans available to people with low-incomes. In successive years, the same investment could be reinvested to make more loans available. The following chart shows how loan dollars re-capitalize the fund through monthly payments:



How the Digital Access Fund Works

Families generally qualify based on the following eligibility requirements:

- Low-income families; combined income at or below 200% of median

- Southeast Los Angeles resident
- Families with at least one school age child (18 and under) residing in the home
- Families buying a home computer for the first time
- In Southeast Los Angeles, we recommend that any student attending the chosen school would be eligible for this program

Once approved, families will adhere to the following loan specifications:

- \$100 down payment
- Payments on a loan over 12, 18 or 24 month period with payments ranging from \$10 to \$20 per month

Refurbished Computers:

In addition to encouraging PC purchase programs for new computers, SCDC should endorse and support programs that make refurbished PCs available for purchase. The critical elements of any refurbished PC program are:

- **Basic Computing Requirements**
Developing basic computing requirements is important to providing computers that still work efficiently and that support the applications enabled by broadband access. SCDC should identify the minimal configuration for a refurbished PC.

In order to avoid obsolescence, SCDC should revisit the basic requirements for refurbished PCs annually to increase hardware requirements. The overall goal of the refurbishing program is to make sure households have operable systems that can handle broadband data and meet basic home computing needs.

- **Technical Support**
SCDC should require organizations that supply refurbished computers to provide some level of technical support for users for at least one year after the purchase.
- **Enrichment Services**
SCDC should support programs that encourage people to learn more about technology by rebuilding PCs, setting up networks and providing technical support, especially when such work is rewarded with a refurbished PC.

Recommendations:

One Economy recommends that SCDC work with One Economy in Southeast Los Angeles to work with the local Superintendents office of the respective unified school district to implement the Digital Access Fund and/or the Refurbished Computer program.

X. Recommendation Eight: Funding

It is no mystery that the above recommendations will require funding for deployment of such an ambitious initiative. Therefore, this recommendation simply states that the Collaborative will require seed funding over a three year period to maintain its development and initiate the regional coordination of information technologies activities and initiatives. The pursuit of funding should also include capital for initiating the public awareness campaign and policy advocacy initiative. SCDC and SCTC should identify numerous sources of funding including, but not limited

to, the California Emerging Technologies Fund and in-kind resources such as the 21st Century Community program from One Economy. Although these two entities cannot fund the entirety of the issues affecting the Southeast Los Angeles region, successful acquisition of grant and in-kind funding from these two entities would provide a signal to other funding sources that SCDC and SCTC and the residents of this region are in fact worthy of investment, and more than capable of creating positive change.

XI. Recommendation Nine: 21st Century Community

As of April 2006, 73% of all American adults, or 147 million people, are Internet users^{ix}. A divide still remains, however, based on income levels and racial and ethnic differences — low-income and minority Americans are less likely to be online. A study done by the Pew Internet and American Life Project in May 2006 revealed that 84 million adult Americans, or 42% of all adult Americans, have high-speed broadband connections in their home, a sharp increase from the 60 million adult Americans with broadband connections at home in 2005. However, as of October 2005, 22% of American adults said that they have never used the Internet and do not live in homes that are connected to the Internet, a number that has remained essentially the same over the past 3 years.

Over 80% of households without any access to the Internet have annual incomes of less than \$50,000. And while there has been substantial growth in broadband adoption over the past year, particularly among Americans with an annual income of \$40,000 to \$50,000, income remains a critical factor in broadband adoption. Despite the trend of lower broadband prices, for the most part, low-income families tend to diminish the importance of Internet access. Consequently, low-income individuals are less likely to access the Internet, unless they are working from a public access technology center or a public library.

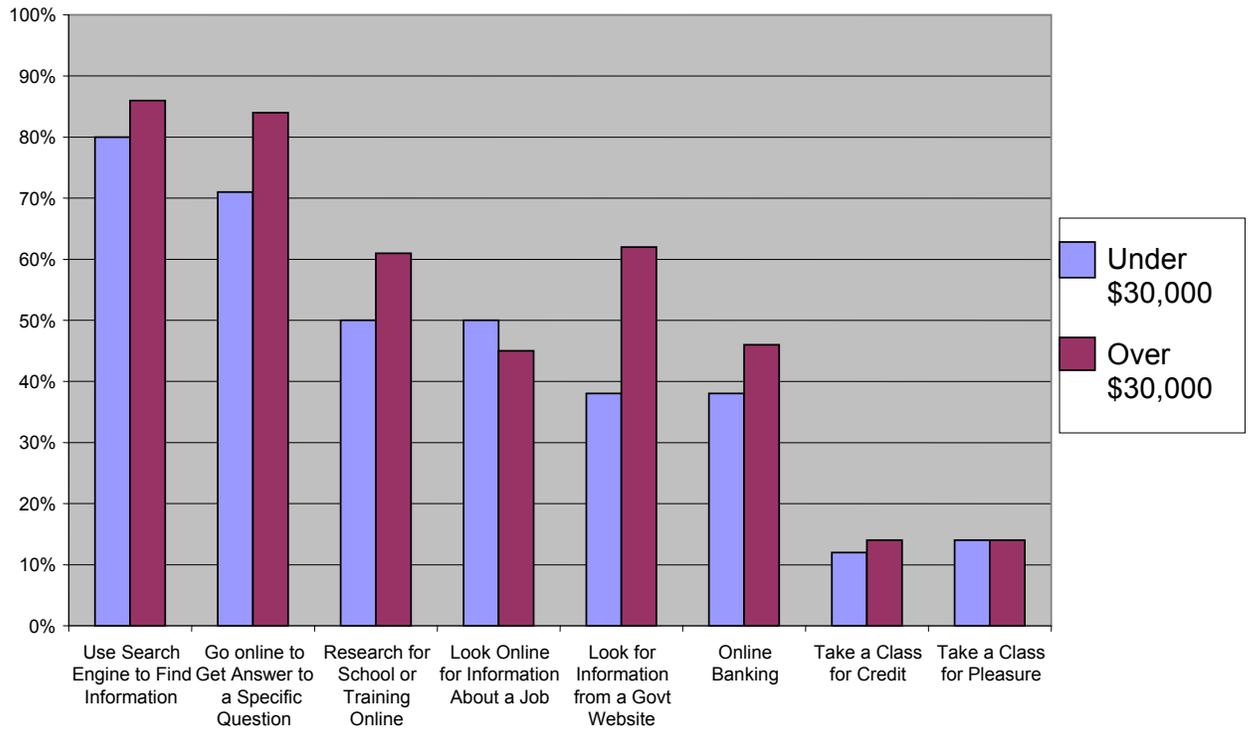
Studies have indicated that if given the opportunity, low-income people are willing to pay for computers and Internet access. For access to reach the poor, the cost of broadband must be affordable. In our work, we have found that lower-income families are more willing to pay \$10-\$15 per month for access without jeopardizing other necessary expenses.

Research demonstrates that what people do with the Internet at home produces significant individual development outcomes, especially in the areas of education and employment:

- Teenagers who have access to home computers are 6% to 8% more likely to graduate from high school than teens that lack access to a home computer^x.
- Ninety-four percent of youths ages 12-17 that have the Internet use it for school research^{xi}.
- Twenty-three percent of all Americans earning between \$10,000 and \$14,999 who have access to the Internet at home, use it for job searching, compared with 14.6% of those earning \$75,000 or more^{xii}.

The graph on the following page illustrates how low-income people benefit from Internet access.

Use of Internet for Activities by Income Level



Source: *Pew Internet and American Life Project (November 2005)*^{xiii}

This data underscores the desire underserved Americans have for content that improves their life prospects and also points out the potential of the medium to offer opportunities of genuine value to low-income communities.

The digital divide was essentially born from the lack of convenient public places for low-income people to access the Internet and quality computer hardware. The response to the digital divide has been the creation of multiple points of access to the Internet in underserved communities. Public places, however, are constrained by their designated hours of operation and long lines and this is particularly noticeable in the Southeast region. Often poor people are dissuaded from engaging in private transactions that include banking or searching for confidential health advice in public spaces. Moreover, many lower income citizens are unaware of the technology that exists in their own neighborhood and consequently miss opportunities to use the web to apply for better jobs or save money through online deals.

Technology has also become a critical component of education and a key determinate of high school graduation rates. This section of the Blueprint is based on the premise that selected schools in the Southeast Los Angeles area currently have broadband access and that in the future the surrounding communities will also be provided with this access. Moreover, the Blueprint is also based on the assumption that SCDC will be pursuing a 21st Century Community from the California Emerging Technology Fund, at&t and One Economy. The 21st Century Community program provides resources for residents to have an opportunity to access free broadband internet access for a minimum of two years.

One Economy has worked with nonprofit organizations and local governments in more than 50 communities around the world to build digital inclusion programs that function as technology

ecosystems for underserved communities. These local ecosystems include technical assistance for broadband deployment, building self-help and educational online content, developing community training programs for new Internet users, training young people to provide technical assistance to residents and, where needed, establishing low-cost computer purchase programs. The efforts are sustained through building partnerships with local organizations and increasing their capacity to integrate these new technology activities into their current program offerings.

The results of the comprehensive technology deployments touch every part of a community. In Greene County, North Carolina, for example, residents saw an increase in SAT scores, business and job opportunities, and the number of high school seniors applying to college.

In California, this comprehensive technology-based community development program will take place in urban and rural communities that are ready to partner with local organizations and One Economy to bring the benefits of technology to underserved residents. One Economy and CETF will help communities create a comprehensive approach that will result in greater digital inclusion while addressing many of the needs and aspirations of the target population.

Ultimately *21st Century Communities* will ensure California has a technology ecosystem permanently in place so the full potential of the information age is realized by underserved Californians. The overarching goal is to develop nine *21st Century Communities* in economically disadvantaged areas by introducing comprehensive technology-based programs where there are none and enhancing existing programs where a culture of technology use already exists. The components and related goals are described below: Access, Online Consumer Content, and Youth Education and Training and Low-Cost Computer Purchase Programs.

One Economy works with affordable housing developers to provide free Internet access to residents in their home. One Economy's Access Services team provides data design and consulting service, coordinates donations of hardware and Internet service, and provides a trusted source of information and advocacy for affordable housing developers and owners. For example, at the Hart Village Apartments in Canoga Park, CA, One Economy worked with the developer/owner, the Los Angeles Community Design Center, to provide free in-home Internet service for 47 homes for low-income families. Internet service, in this case, is provided by AT&T at no cost to the owner or residents for 24 months. After that the cost of Internet service will be paid by the owner. In each *21st Century Community* our goal is to provide approximately 1,000 households with Internet service and other technology support.

With the help of community stakeholders, funders, content experts and other partners, One Economy will develop and implement localized self-help content for each selected community. Local stakeholders will be invited to determine local content priorities and to provide guidance in content development. One Economy's award winning, multilingual, self-help website, the Beehive (www.thebeehive.org) has shown the nation that access alone is not enough. The Beehive has helped nearly 12 million people improve their lives by finding better jobs, filing for millions of dollars of earned income tax credits, building business plans and even managing their chronic diseases.

One Economy's Digital Connectors program trains youth to serve as technology ambassadors in their communities. These youth share the knowledge and provide a support base for adoption of technology in their communities. To date, more than 1,200 digital connectors have provided over 42,000 hours of community service to their communities—including California neighborhoods like East Oakland, where young people are providing technology support and training to the 1,000 residents of the East Bay Asian Local Development Corporation's Lion Creek Crossing property. A typical Digital Connectors class has 10 to 30 participants and the program lasts from three to six months. Among other things Digital Connectors provide direct training and

technical support to community residents. One Economy will implement the Digital Connectors program as part of each 21st Century Community strategy.

One Economy offers computers for sale to residents of program areas from a range of national organizations that offer new and refurbished computers. The program seeks demystify the computer buying process by providing consumers with a few dependable, durable and warranted models at excellent prices. In some cases we have partnered with local financial institutions to provide risk-tolerant, consumer loans to ease the financial strain on buyers.

The Bring IT Home California Initiative is made possible with the generous funding from the California Emerging Technology Fund (CETF). CETF provides leadership statewide to minimize the Digital Divide by accelerating the deployment of broadband and other advanced communication services to underserved communities and populations.

The ultimate reason for this recommendation is that One Economy's provisions under the 21st Century Community (a.k.a. Bring IT Home California program), parallels the results of the community and technology needs assessment conducted independently by the Center for Latino Policy Research.

XII. Recommendation Ten: Sustainability/Measuring Success

Knowing of SCDC's longstanding commitment to testing and assessing their work, in this section we have supplied some recommendations for measuring and evaluating work completed in Southeast Los Angeles. This portion of the Blueprint will eventually be expanded once decisions are made regarding One Economy's initial recommendations contained in this document.

Thus, this is merely a sampling of outcomes that is not an exhaustive list and One Economy would be happy to participate in the process of developing a more finalized list of measurements.

Below are some suggestions to determine the measurement of success in Southeast Los Angeles and its surrounding communities:

Broadband Access:

- Within one year, SCDC has begun working with an existing Internet Service provider to make available subsidized high-speed Internet access to low-income households in the school districts targeted by 21st Century Community.

Applications:

- Within one year, SCDC and One Economy will have developed implemented a Beehive website for the Southeast Los Angeles Community that contains national and local information and services to support the needs and potential of Southeast Los Angeles residents.
- Within one year, each of the technology centers currently identified in the needs assessment will each possess a basic version of Microsoft Office for the purposes of education and training.

Technical Support, Training, Community Outreach

- Within one year, SCDC would have secured funding for Collaborative development and sustainability over a three year period.
- Within one year, SCDC and SCTC would have secured funding for a regional public awareness campaign on where their technology assets are today and how they should look in the future.
- Within one year, SCTC, led by SCDC, would have met, gathered and communicated to local and state legislators the need for direct line-item funding for Information Technology coordination, access, applications, and assistance.
- Within three years, the SCTC will have established an extensive training network and will have taught thousands of community members in computer and Internet skills.
- Within three years, the SCTC will have created a training program through their community outreach that can be replicated by community organizations in the area.

Affordable Computers

- Within one year, a Computer Purchase Program will have been developed in one of the schools in Southeast Los Angeles through the Digital Access Fund program or the Refurbished Computer program.

XIII. Conclusion

In summary, One Economy recommends implementing the following suggestions to create a *Connected Community* and to facilitate digital inclusion in Southeast Los Angeles and its surrounding communities.

- One Economy recommends that the Southeast Cities Technology Collaborative, led by Southeast Community Development Corporation, pursue seed funding for continued development and sustainability of the collaborative.
- One Economy recommends that SCDC and SCTC engage in a regional public awareness campaign on the limited access to broadband and technology training in an effort to encourage demand for additional services.
- One Economy recommends that SCTC engage all levels of policy makers, especially local policy makers, to pursue and secure funding for a information technology coordination, access, applications, and assistance (e.g. additional hours of operation at publicly funded technology centers).
- One Economy recommends that SCDC work with an existing Internet Service Provider and One Economy to establish a subsidized high-speed Internet access program for low-income households in the respective school districts.
- One Economy recommends opening LAUSD's schools' computer centers to the public to leverage this technology to help forge a *connected community*.

- One Economy recommends that SCDC and One Economy develop a Beehive website for the Southeast Los Angeles community that contains national and local information and services to support the needs and potential of Southeast Los Angeles residents.
 - One Economy recommends developing an online education enhancement tool to benefit Southeast Los Angeles students, parents, and teachers. We suggest utilizing Zip Road, a website we are developing that can provide the necessary content on critical educational resources and services to the residents of Southeast Los Angeles.
 - One Economy recommends that SCDC maximize the potential of youth to teach and understand technology to conduct technical support, training, and community outreach. We recommend that this include technology support and training within the schools and communities surrounding the schools.
 - One Economy recommends that both no-cost and fee-based online training resources are identified and made available to the residents of Southeast Los Angeles through the Beehive and Zip Road websites (i.e. Non-Credit programs at South Gate Community College or LAUSD's adult education center)
 - One Economy recommends that SCDC work with One Economy in Southeast Los Angeles to select an appropriate school to implement his program the Affordable Computer Purchase Program and/or the refurbished computer program.
 - One Economy recommends that SCDC pursue funding for the benefit of any and all recommendations made by this Blueprint and other activities deemed necessary in the near future not yet determined by this Blueprint.
 - One Economy recommends that SCTC, led by SCDC, apply for the Bring IT Home California project funded in part by the California Emerging Technology Fund, at&t and One Economy for the 2009 – 2012 cycle.
 - One Economy recommends that any and all funding provided to SCTC through SCDC be utilized for the collective benefit of the SCTC collaborative whose purpose is to bring technology resources to the residents of the Southeast Los Angeles region. Such funding and commitment of the collaborative partners are to be utilized in an effort to sustain the existence and momentum of the SCTC and to provide access, assistance, affordability of technology resources.
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