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A Community and Technology Needs Assessment of the Southeast Los Angeles Region (SELA)

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GLOSSARY OF TERMS

Access "anytime anywhere" is unrestricted (in types of uses) and unlimited (in time and quality of applications) widespread (in coverage) high speed broadband access to the digital network technology system infrastructure that facilitates communication, exchange of digital information, and production of digital content whenever it is wanted and as needed.

Access "sometimes somewhere" is restricted (types of uses) and limited (time and quality of applications) short range (coverage) low speed broadband access to the digital network technology system infrastructure that facilitates communication, exchange of digital information, and production of digital content whenever it is wanted and as needed.

Digital network technology includes external technology artifacts that facilitate voice, print, and visual communication or representation to produce, consume, and exchange materials, products or public and private content. This all purpose technology includes technologies that facilitate training, formal education, social engagement, economic benefit, institutional exchange and collaboration, and the interface that makes possible the transfer of political voice and vote—for example, computers, the internet, the intranet, cell phones, online radios, standard software applications, hand-held digital devices, and in various organizational forms such as list serves, e-mail, operating Web pages, portals, online postings and transactions, and so on. This includes an interconnected digital network of compatible computer systems connected to the Internet at standard operation performance rates and sustained by a high speed broadband without time and online restriction uses of computational functions that can facilitate efficient and productive in time communication, transfer of data files, transaction exchanges, production, and sharing of digital content. All of these are online information and exchange mechanisms.

High road development is a trajectory of social and economic advancement—some indicators are higher income and wealth. Indicators of wealth are attainment of valuable material assets, such as capital, property, and credit, all of which facilitate among other benefits, human capital development, including higher educational attainment and infrastructural development, such as business growth, that in turn sustain social and economic advancement through feedback investment and creation of public tax funds based on growth.

"Obsolete functionality" is a special term referring to a digital network technology system that works but at low speed, increasing time per transaction and long delays in the communication, exchange of digital information, and the production of digital content it facilitates. The technology works slowly, reducing the real time benefits of its function (productivity and efficiency).[1]

Quality of technology is affected by the type of broadband that determines speed and price (i.e. dial up, cable, DSL, WI-FI, WI-MAX), alignment of hardware and software compatibilities, functional and generally used applications, and agreeable transfer digital network mechanisms to exchange and share data to mention a few.

[1] Eddie Bonilla, IT Coordinator at San Miguel Elementary introduced this term to the team. The researchers adopted the idea and Blanca Gordo has redefined the concept.

Southeast Los Angeles Region (SELA) is a sub-section of Los Angeles County and comprised by nine cities and unincorporated districts: Bell, Bell Gardens, Cudahy, Huntington Park, Maywood, South Gate, Vernon, Walnut Park and Florence-Firestone area.

EXECUTIVE SUMMARY

A. BACKGROUND AND FINDINGS

This report provides a framework for understanding the range and intensity of the digital divide problem in a cluster of Southeast Los Angeles cities. It also offers a roadmap for the Southeast Community Development Corporation (SCDC) regarding how the Southeast Cities Technology Collaborative (SCTC) could best meet this challenge.

In presenting its needs assessment, the Digital Divide Research Team based at the University of California, Berkeley Center for Latino Policy Research (CLPR) has identified barriers and gaps in service to inform the design of a regional multi-year development plan that would promote and institute the productive use of *digital network technology* into its society and its productive functions to advance social and economic development plans in the South East Los Angeles region (SELA).

The digital divide research team concluded that the **digital divide problem in SELA is, in fact, institutional in nature.** Thus, the assessment inventories the overall public infrastructure meant to provide use and training of computers and the internet.

Given research time constraints and resources, the CLPR Digital Divide Research Team interviewed a selected target sample of SELA populations. Policy decision makers and administrators, key technology program implementation representatives, and users were interviewed.

The researchers asked about and analyzed the quality of the technology now used by service providers in SELA. They also considered other inputs such as the process, rules, and human competency of hardware and software use. This would determine whether SELA populations are being prepared to use IT productively and thus gain benefits. In this report, the productive use of technology is an indicator for long-term IT consumers and potential development. The types of training, usage time and quality of access are indicators of productive use. Time is an important component of productivity and innovation. Technology facilitates doing more with less.

B. FISCAL, INSTITUTIONAL AND TECHNOLOGICAL CHALLENGES IN SELA

The Digital Divide in SELA is an Infrastructural and Planning Problem

What ails the productive use of information and digital network technology is a *planning problem of disconnected social and technical infrastructures*.

Generally, many other studies identify low-income and low-literacy as measurable indicators explaining why social ethnic populations (such as Latinos and African Americans) are not consuming, adopting, or using technologies in ways that generate positive economic returns on their investment. However, these are outcomes of failing institutions and civic programs not structured or financed to support creatively endowed human talent seeking high road development. The interviews and site visits revealed that SELA populations have limited public access to and training in the productive use of information and network technology services available *sometimes and somewhere*. While SELA populations can attain free public and affordable access, it is limited by lack of time and training.

Independent of institutional inefficiencies and deficiencies, short term and disjointed technology development planning is another common failure in upgrading SELA's digital network infrastructure. Digital divide intervention planners do not appear to be working together and lack an updated strategic regional technology development plan.

We also find that SELA lacks a regional plan to intervene in the digital divide. Currently, private and public institutions that serve the technology needs of SELA populations are still at the early stages of integrating technology into its productive social and economic development infrastructure.

A technology development plan has fundamental components for the process of integrating digital network technology into its productive function. Such a plan supports necessary social and digital network infrastructural investments. Some are adoption and integration plans tailored to the SELA populations and current institutional conditions. The institutions in SELA have yet to integrate technology into their governance, work process, and social service delivery system in ways that reach the population and thus, maximize efficiency and improve productivity. Currently, SELA development institutions lack the capacity to provide residents with open access and training that would support learning.

One of the single biggest deficits in SELA institutions moving forward in the IT process of development in the lack of a budget line item: a full time program and an IT coordinator in charge of facilitating the connection between the technical systems and functional use to meet the region's IT development goals. Well trained and culturally sensitive IT coordinators are an essential and necessary component of enacting adoption and integration plans for creating productive use of digital network technology.

Like other older industrial cities with a low tax base, elected officials, city administrators and service providers in SELA are facing changing social and economic demands brought through the integration of IT in the labor market during a time of declining federal and state resources.

The goal to educate and train an educated and well prepared labor market depends upon SELA elected and appointed officials, direct service providers in the public school system, public libraries, community and government led technology public access centers. However, these stakeholders are facing challenges by which to achieve this objective as the learning process and work skill demands in the local economy are also changing with the increasing demand for computer literacy skills in SELA and the larger Los Angeles metropolitan region's thriving industries.

Residents in SELA are often expected to know computer and web based application systems to search for job postings so that they can find low entry jobs in construction or retail for example. Also, employers increasingly use web applications to seek employees otherwise qualified from the area.

A number of persistent problems in the region make it challenging and difficult to upgrade the development and informational technology infrastructure in the area. For the most part, public education and public library institutions meant to prepare populations for economic and social advancement are in crisis, unable to plan for and prepare populations and places.

Moreover, the community network and strategies meant to address these shortfalls are hard pressed to meet these demands because of the decline in available public funds that can be used to maintain

digital network systems. This decline in funds is due to overall federal and state budget cuts on digital divide intervention efforts since the dot.com bust in the early 2000s.

Some challenging factors faced by SELA policy makers, planners, and those who implement digital divide development programs in the area include the following:

1. **High concentration of :**
    a. Low performing schools.
    b. Populations with low educational attainment.
    c. Low income populations.
    d. Young Latinos.
    e. A foreign born Mexican population.
    f. Limited English proficiency.
    f. Industrial pollution.
    g. Populations with high digital divide inequality indicators.

And,

2. **Low concentration of:**
    a. Green and recreational places.
    b. Alternative learning and experimental centers.
    c. Free and open access IT production studios.

SELA is also far behind and at the early stages of a development process that can generate social and economic benefit for both the people and the place. On the other hand, SELA does indeed possess various human assets and organized development efforts that if complemented and networked could mutually reinforce each other and create a base that supports talented populations on a path of advancement.

Children and youth have endowed talent and in great need of fun and engaging learning activities that tap into their creativity and interest in new technologies. Youth want and need direct tangible benefits for their work. Adults are engaged in the idea of having open access and instructional guidance on the basic and advanced uses of internet, to communicate with relatives, look for jobs, find information, purchase items, and pay bills. The most glaring missing link in moving SELA towards a path of IT development through the productive use of technology is **training**.

The SELA population could benefit from:

1. **Basic computer and internet skills training and literacy development for adults, and**

2. **Advanced educational opportunities integrating high level digital networks and hands on work skills training for youth (especially at the middle and high school age) and small business entrepreneurs.**

Training that yields direct tangible benefits for the population will facilitate the increase in consumption and long term adoption of digital network technologies and internet connection. Once IT becomes useful, the cost justifies itself.

C. SELA Development Leaders can Plan and Address the Digital Divide

Notwithstanding the talent and dedication in the leadership of social service provision in the area, change is required. To improve the efficiency and effectiveness of public access to digital network technology while also complementing existing services with limited resources, SELA leadership and stakeholders must encourage *partnerships, collaboration, and sharing of resources*.

To meet the development needs of a primarily young SELA population, everyone involved in the planning of public policy making, regulation, implementation, and use of IT, must address the relevance of IT for economic, professional, and job opportunities. They must engage in constructing the Technology Development Plan to determine how the development teams are going to partner, share and complement resources to create a competitive training mechanism that facilitates populations cycling through the IT development process as described in Section III.

The general SELA population is most interested in learning to use the Internet. Correspondingly, concern among the implementers of technology based services is evident in their ability to provide high level instruction and hands on training and basic literacy training for adults in Spanish and English. The great need to provide age appropriate, culturally, and linguistically appropriate training and skill development is recognized as a way to increase the productive use of IT. The need ranges from classes to learn the basic functions of IT applications for youth and adults to the instruction of advanced manipulation of high end design applications for professional business purposes.

SELA Can Benefit From a Community Technology and Development Model
SELA can indeed benefit from a model of IT-led improvement. Getting SELA "connected" into the digital economy should be a top priority, and the recommendations below are an initial step in achieving the goals of a Community Technology and Development Model.

It is important that the SCTC begin by:

1. **Supporting a Public Education Campaign**

    - Educating local public policy makers about the need to address the digital divide to support social and economic development will, in turn, facilitate collaboration.

Leadership needs to recognize the Digital Divide as a set of institutional needs that can either facilitate or obstruct development.

- Educating populations about current available training services and access to free broadband could increase participation and utilization. Public education campaigns should consider literacy levels when translating benefits.

- Educating small business services about the benefits of IT investment and by providing free or affordable technical assistance and counseling training on the creation and institution of digital network adoption plans that support their work process and business development plans. Providing small business owners and entrepreneurs with the training can support their integration process.

2. Network Exchange of Digital Divide Intervention Projects

- SCTC could convene practitioners exemplifying best practices and those in leadership roles to design well-structured and independent after-school programs that provide instruction using available state of the art technology programs. A well-structured program in a friendly and flexible environment provides learning, experimental and communal spaces to innovate and produce with the use of state of the art computer applications and internet.

- Collaborators could develop project based IT curriculums designed to deliver tangible products that can support productive uses of technology.

- SCTC could create partnerships with public schools and business improvement administrators to create and sustain work skill training program curriculums that support small business entrepreneurs using digital network technology.

- SCTC could work with business improvement administrators, business associations, government, and community technology instructors to build a business digital network technology adoption plan to assist the maximizing of existing technology resources in the area. Training local entrepreneurs in the use of digital network.

Hardware Alone Will Not Achieve Development

This report strongly recommends making use of what resources already exist. Hardware alone is not enough. Training and management of hardware and content is essential to achieve the development model. Training and supervision are essential foundations and only then can the expansion of hardware and content-use happen. This ultimately establishes greater use of computers. Key to maintaining training is the availability of skilled IT coordinators. Since development is networking, IT coordinators make sure the network is maintained and functional.

- SELA institutions and other civic programs need the alignment of hardware and software applications. IT coordinators, and creative instructors that can plan, reinforce and restructure digital divide intervention programs to advance the social and economic

development plans promoted by the SCDC are crucial. Without a dedicated IT coordinator, state of the art technology can be underutilized.

Public Schools and Public Libraries Have Existing Assets Worth Tapping Into

Public schools and libraries do have existing assets in hardware, content, internet connection, and training, even if it is limited at times. Publicly available computers do exist in the SELA community. These computer centers are not necessarily the best, but they are certainly important existing resources. In coming up with a development model, the development strategy should build upon what already exists.

The Nonprofit Community Based Sector Has a Strong Community Base and is Flexible

The strongest asset the nonprofit sector has is the trusted engagement of SELA populations and the flexibility to provide unrestricted access to the internet for all ages in a communal comfortable place to meet personal, economic, social, and institutional needs and goals. The few and limited service available in SELA, due to downsize of available public and private finance resources, are in high demand and utilized in SELA--when available and designed to meet the needs demanded by the population it is serving.

The nonprofit community based organization in SELA makes up for institutional shortfalls and its inefficiencies. These organizations are flexible in that they can serve the "family unit from children to adults, all in one place, and specialized to their specific needs." The greatest asset is the connection it retains with the community, especially those in need, and its capacity to attain their active participation. The nonprofit sector can provide an unmet service, such as basic and advanced computer and Internet training to support educational and work skills designed to meet qualification standards for available jobs within the SELA region because it connects to its population and is not limited by restrictive institutional policies like the public library and the K-12 public school system.

Institutions Can Integrate Through Digital Network Technology

The way institutions can make the most of their existing assets is to integrate through digital network technology. This point emphasizes that IT coordinators can facilitate in the networking of institutions. IT coordinators can build efficiencies into the larger system of exchange of innovation. Institutions can achieve efficiencies in operation through the use of IT coordinators, as opposed to the erroneous assumption that IT coordinators are just an "extra cost" or "extra burden". Having in-house technical assistance by hiring or enlisting a technical coordinator for each and any effort is important and makes all the difference. Each school and community effort should have an IT coordinator. This recommendation also involves the creation of new IT coordinators and the securing of budget funding for dedicated IT coordinators. Using existing discretionary funding sources is always a plus, but identifying new ones is also a possibility:

- Institutions can connect technology training structured for talented youth with an entrepreneurial economic benefit.

- Collaborators can develop a training program with business administrators to both train students and provide a fair market price for promotional and marketing materials (such as banners, flyers, cards, promotional videos, web sites, etc.). The model would be financed by businesses that would attain affordable services and products while investing in local talent. The students would gain skill-acquiring opportunities and even future internships.

- Teachers and other service providers directly implementing public access and training of advanced information and digital network technology applications could create an advanced after-school IT design and entrepreneurial business training program for talented K-12 school age youth and college age young adults. Partnering with business district improvement administrators could facilitate connections to market IT based services that could enhance small business development and complement development plans of extending reach, communication, and promotional marketing materials.

This recommendation also involves the streamlining of bureaucratic procedures, such as those involving filtering. This involves the decentralization of authority, which is what network technology can readily empower. Teachers and other administrators can be given the authority and trained in the capacity to disable filters when they obstruct access to educational content.

D. THE SCTC SHOULD CREATE THE ROLE OF THE "MASTER NETWORKER COORDINATOR"

This recommendation entails the role of SCTC to be the professional facilitator of the existing institutions' IT capabilities. The SCTC can take a leadership role in coordinating the larger plan of getting all institutions to work together and collaborate. This proposed role involves a formal chain of command. The "Master IT Coordinator" would not necessarily be anyone's "boss", but the role should provide incentives to get institutions to cooperate and participate in the master plan for regional IT development.

E. CONCLUSION

The digital divide can obstruct people and place based development. SELA needs an aligned, interconnected, and well-structured plan for organizing resources that could upgrade the social and technical infrastructures in the region. Effective digital divide intervention strategies will depend on collaborative partnerships and effective planning and decision making processes. SCTC could build upon the established multi-agency partnerships that have already benefited the region. For example, the public schools and local cities have created partnerships to make up for the lack of green recreational space at the school site. During school hours, some parks near schools are reserved for students. This is a good precedent to follow. Currently, schools have some state of the art technology labs now underutilized after school hours. Partnerships can be built to improve public access to school computer labs after hours.

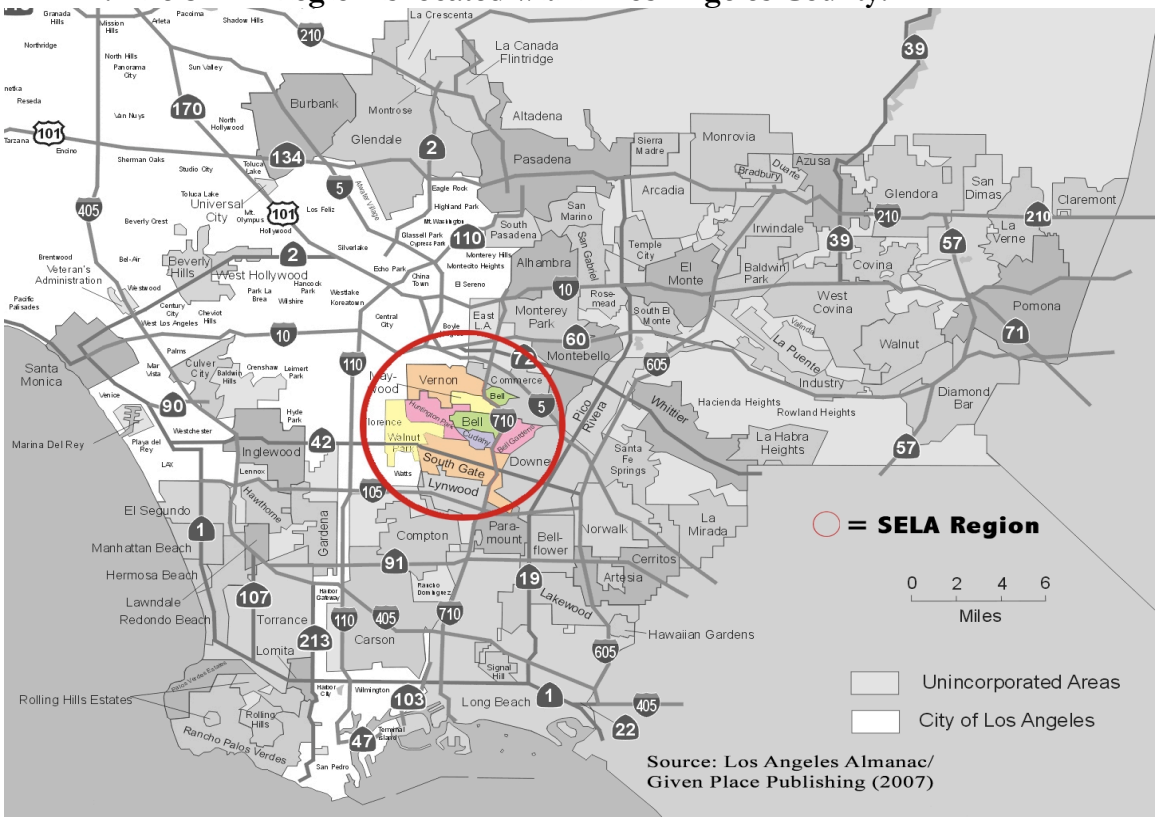
Development of the technology base requires both improvements to existing infrastructure and "soft" project based training programs and open access that support learning, experimentation, and entrepreneurship. An open access and innovative technology program that taps into the youth's engagement with multi-media and digital network technologies could support learning and work skills training to develop a skilled workforce that can maintain and support such improved infrastructural systems.

I. INTRODUCTION

The Southeast Community Development Corporation (SCDC) asked the Digital Divide Research Team at the Center for Latino Policy Research (CLPR) at the University of California, Berkeley to conduct a needs assessment of information technology (IT) in Southeast Los Angeles cities. The idea is to inform local public policy makers about adoption and use patterns of information technology. Also, the purpose is to give service providers insight about current community and technology based needs and resources related to learning, work skills and entrepreneurial small business development, and community building.

Currently, SCDC is coordinating the newly created Southeast Cities Technology Collaborative (SCTC). SCTC is a multi-jurisdictional collective of elected officials, public representatives from local government, community based and nonprofit organizations, representatives from business associations, public school and community college administrators serving the Southeast Los Angeles region (SELA) (See Map A). SCTC is discussing ways to invest and benefit from the deployment of high speed broadband in the Southeast Los Angeles Region. SELA is a sub-section of Los Angeles County and comprised by nine cities and unincorporated districts: Bell, Bell Gardens, Cudahy, Huntington Park, Maywood, South Gate, Vernon, Walnut Park and Florence-Firestone area (See Map A).

MAP A. The SELA Region is located within Los Angeles County.



How can SCTC structure a regional digital divide intervention project that spearheads development in the productive use of information technology and benefits a low-income population with low educational attainment in Southeast Cities?

There is little understanding on the ways digital divide intervention programs can be (re)designed to meet need and attain development goals because there is no documented study that captures the problem as it now operates and relates to the specific social conditions of people living in SELA. This is primarily due to the lack of one available representative dataset about SELA populations and their IT uses.

To increase adoption and advance regional social and economic development in SELA through IT use, the Collaborative wants to know:

- What is the need?
- Which efforts could advance broadband development in low-income places?
- What civic mechanism can train low-income populations in the use of IT?
- How can productive use and benefit of IT be achieved by a primarily Latino population with low literacy levels and lack of IT training?
- What types of resources and technology-based services are available or needed for the community at large and populations with disabilities?
- Ultimately, the SCTC needs to know: Under which conditions can under-served low-income Latinos, with low literacy levels and living in low-income areas of the Southeast Los Angeles region, benefit from the use of IT and through which civic resources can this be attained?

Disconnected estimates the digital divide problem in SELA and identifies a range of population needs and obstacles towards IT adoption. The report gives a basic analytical snapshot of available information about technology based social services (i.e. public access, instruction, and training) and, and potential changes to align and maximize existing resources.

Current general population trends, aggregate social demographics, economic conditions, and development goals of SELA populations were used to estimate need.

This baseline report identifies factors that block the development of productive IT use to advance desired economic, institutional, personal, and social goals. Also outlined are programmatic needs for intervention, including policy recommendations for local officials and service providers about how they could design a well-structured Digital Divide Intervention Program that meets current gaps, meets institutional shortfalls, and generates a productive labor force that can support business entrepreneurship in the area. The

integration of technology into the governance, work process, and social service delivery process of public institutions and civic programs can radically increase efficiency, productivity, and cost savings on multiple fronts.

II. A Regional Snapshot of The Southeast Los Angeles Region (SELA)

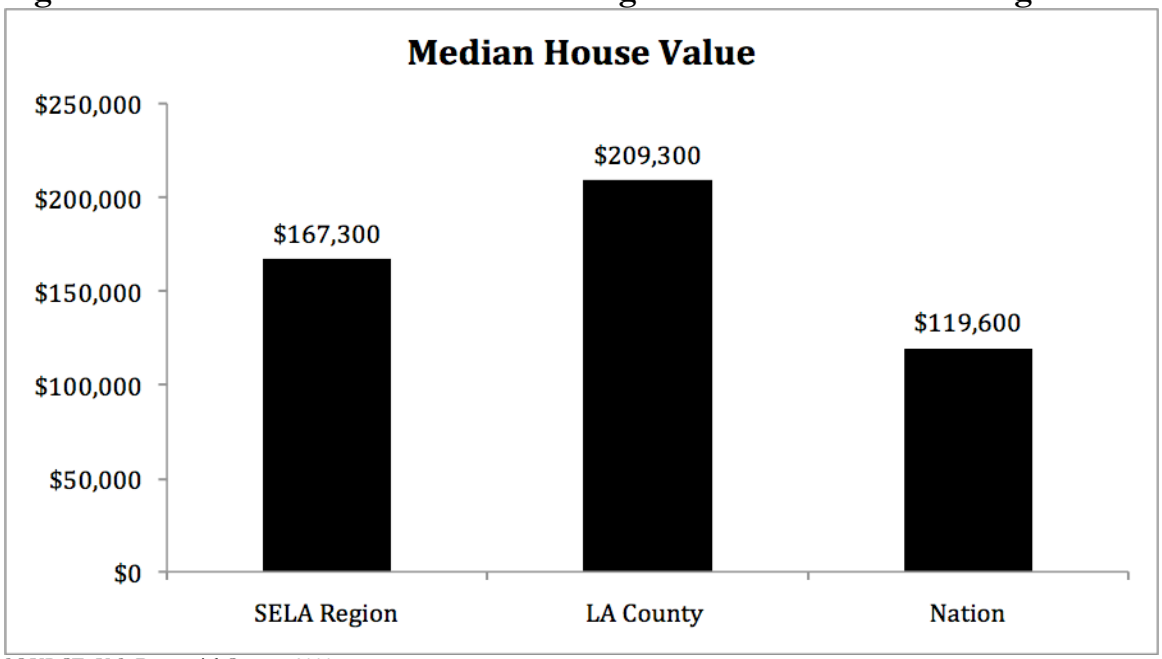
Context is relevant to understand the operation of the digital divide problem in the Southeast Los Angeles area. At first glance, SELA appears to be an area thriving, advancing economically, and busy with social and economic activity. Yet, institutions are overburdened, and the population is underserved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

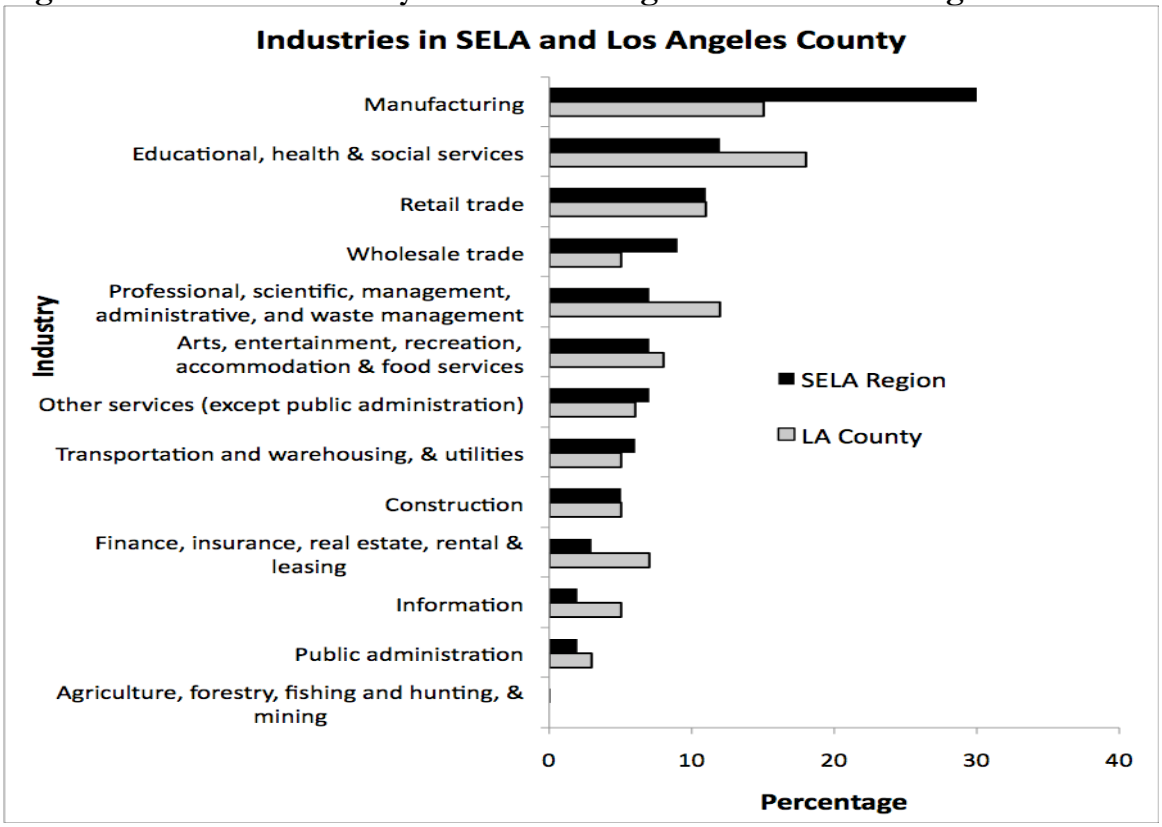
Figure 1: Median house values in SELA region are lower than Los Angeles County.



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 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.

B. SELA is a Densely Populated Area

SELA is a densely populated area. According to the 2000 U.S 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%.

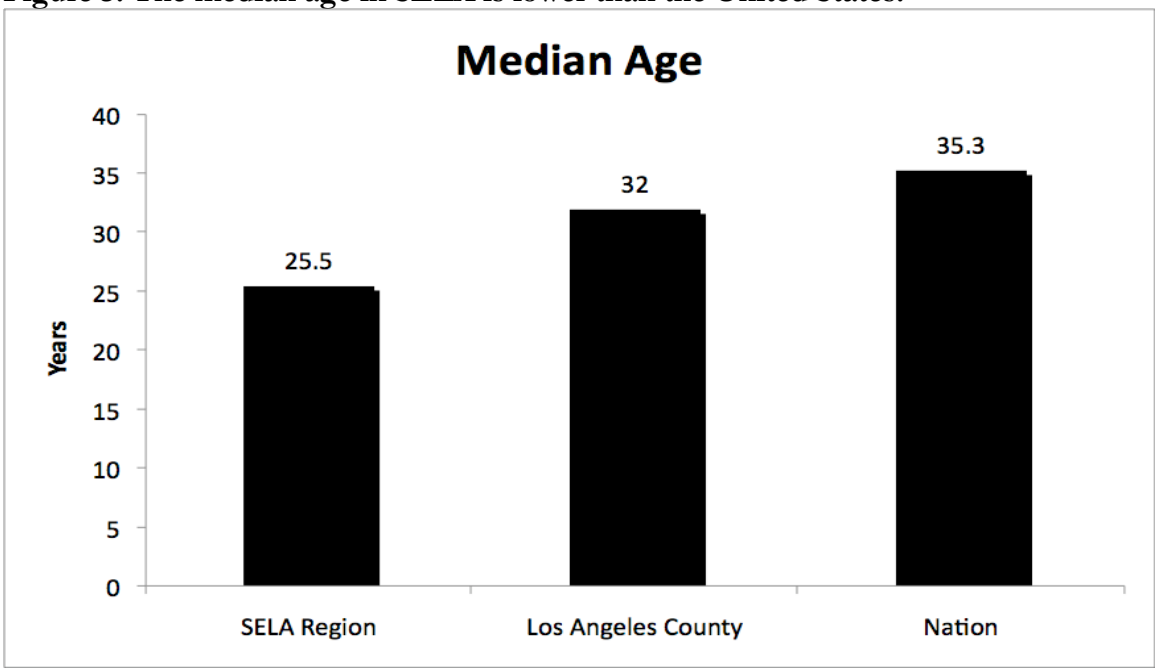
C. Latinos Make Up the Majority of SELA Residents

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.

D. SELA Populations are Young

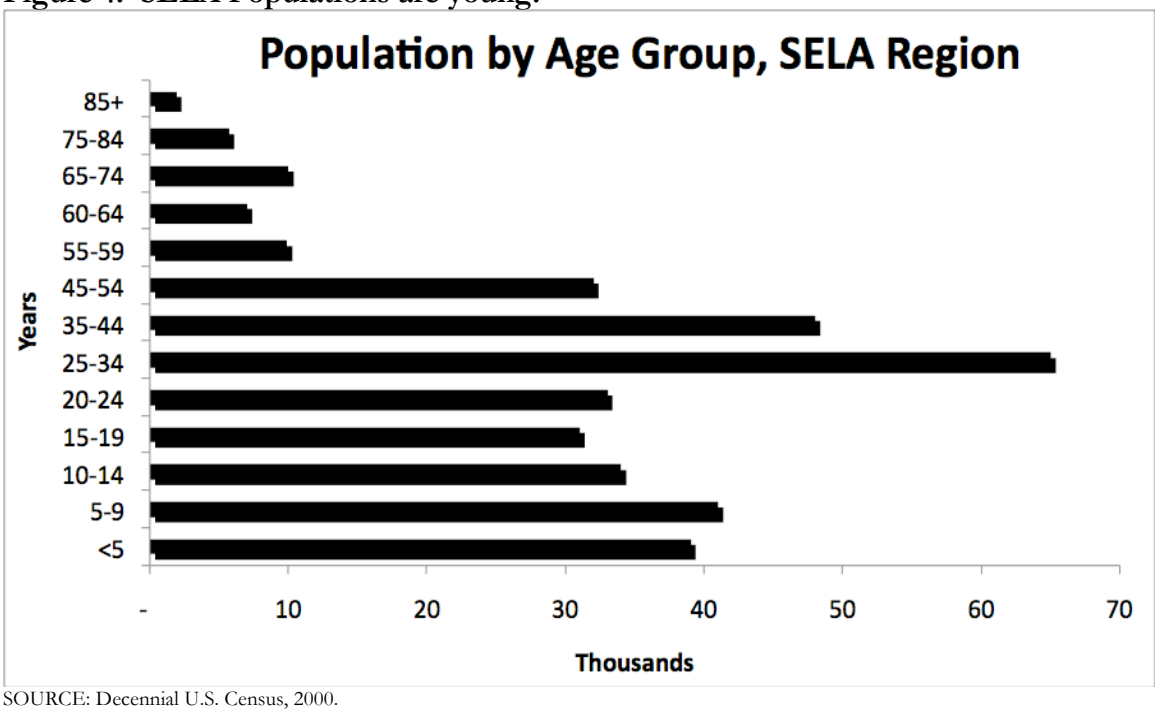
The population is young with a median age of 25.51 years, ten years younger than the 35 median age for the United States and 32 for L.A. County (See Figure 3). According to the U.S. Census, 18% of the SELA population is 25 to 34 years, 14% are 35-44 years, and approximately 12% of the population is 5-9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

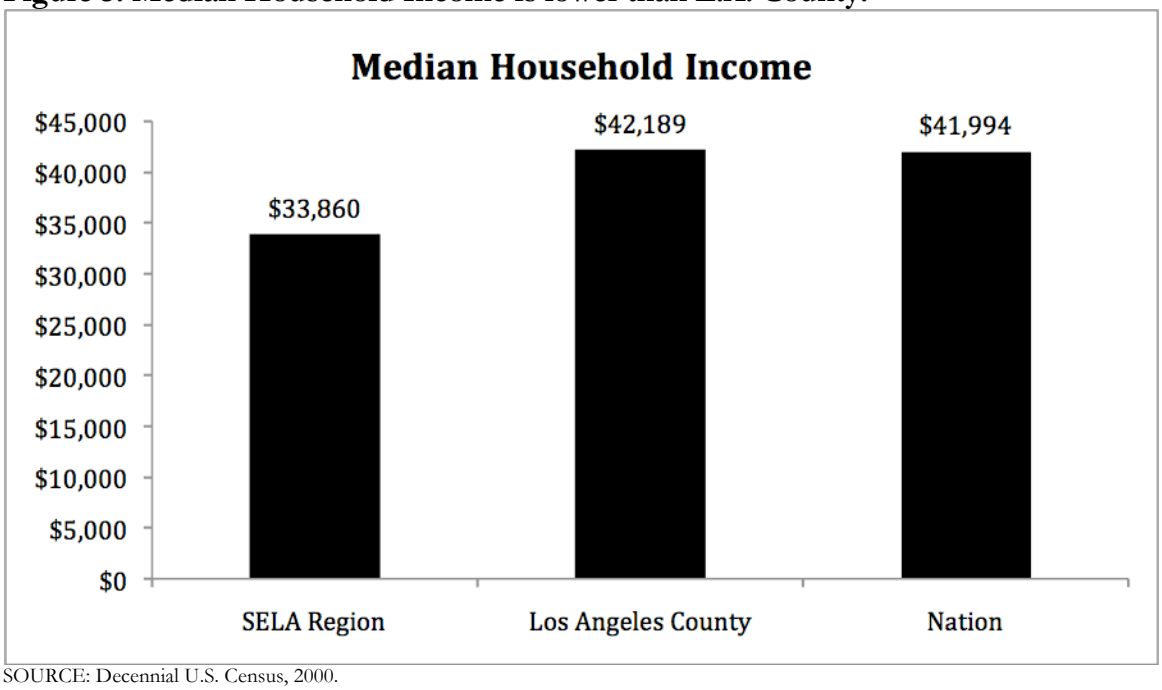


SOURCE: Decennial U.S. Census, 2000.

E. 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 A). 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 businesses like Starbucks. It is unclear yet how these are affecting the small business and mom-and-pop stores in the area.

G. 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 A). 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.

III. A FRAMEWORK OF THE DIGITAL DIVIDE PROBLEM: COMPONENTS AND DIMENSIONS

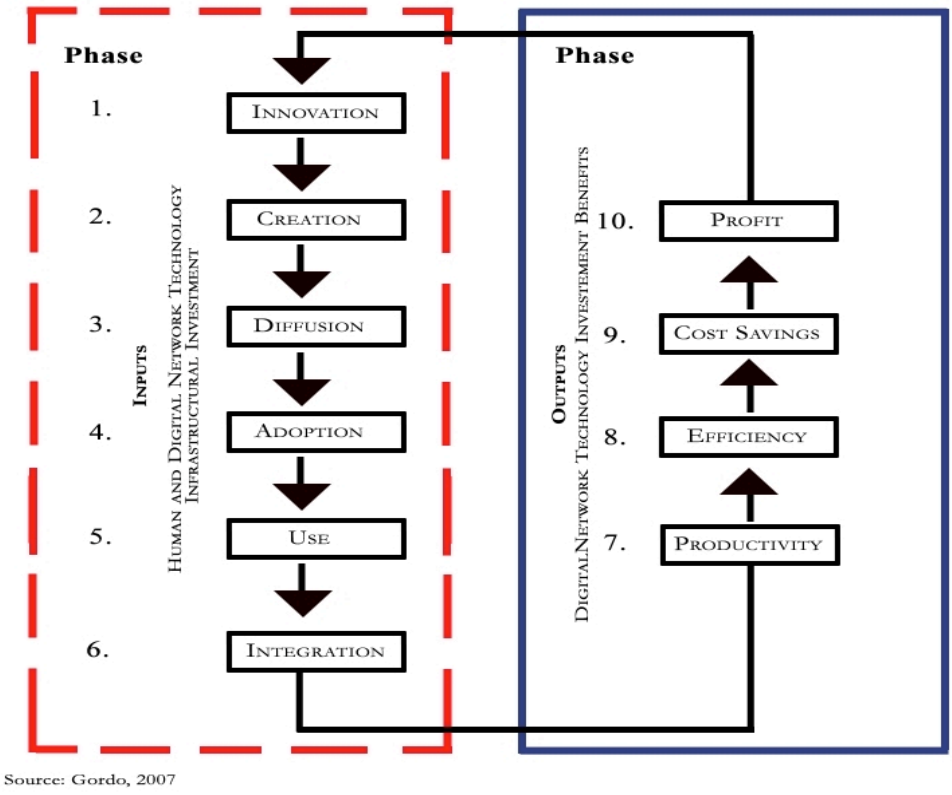
A. Technology is a Process of Production

The *digital divide* in this report refers to the *difference between those who are and those who are not able to participate and prosper* in the society's productive social, economic, political, cultural, and institutional processes increasingly integrating digital network technology. *Technology* is more than a tool; it is *a process of production, consumption, and exchange*. This process is regulated according to the policy and governance of any given place. New to this process is the use of information and digital network technology into the delivery mechanisms of formal institutions that are adopted and used by the general population. This can maximize profit for entrepreneurs and industry, and benefit places from its generative economic growth and development.

Some *indicators of development* are the increasing number of populations that attain gainful employment and the generation of a strong and secure tax base for public development budgets. Such positive development can channel back local public finance tax dollars for reinvestment in public development projects of any given place.

Those individuals and places that prosper within the productive technology processes in almost any given industry continuously cycle through the IT development process, and generate consistent patterns of growth (jobs) and development (higher incomes, higher education). See Chart 1 on page 22 for a description of IT development as a multi-phase circular process with necessary human and infrastructural investment inputs, and which identifies benefit outcomes on social and economic returns on investment. Controlling for the state-of-the-art technology, intervening factors in the speed and capacity to maximize potential and attain return on investments are infrastructural resource components. Institutional and human capital factors determine the productive use of IT. Also, relevant are policy and governing rules.

Chart 1. Information & Digital Network Development is a Circular Process.



Source: Gordo, 2007

The process of IT-led social development can be broken into phases. The cycle of development involves a circular interconnected set of stages. This development model operates within institutional work processes, sustains governing bodies, and is used in web based electronic and digital social service delivery systems that are increasingly maintained by public and private institutions. The development process operates through various units: the individual, collective populations, organizations, institutions, and by geographic place. The development process can also work at a different pace and time line. Overall operations are affected by policy, quality of technical infrastructure, human capital, and institutional resources. It is also affected by investment and the learning curve involved in establishing the capacity to support those who manipulate the productive function of technology.

The technical infrastructure involved ranges from "obsolete functionality" to state-of-the-art digital network technology, sustained by low to high levels of high speed broadband, (i.e. dial up, Cable, Wi-Fi, Wi-Max, and DSL are some types). Together, these elements determine whether it is a weak, standard or high quality cycle that an agent moves through in the development process. These elements are also affected by an increase in economic returns for investment (profit), and a reinvestment in the process to maintain advancement.

B. Institutions are Integrating Digital Network Technology

Public and private institutions are integrating technology into work processes, redesigning social service delivery systems, and automating material exchange in an attempt to maximize efficiency, reduce transaction costs, and save time. By and large, competitive pressures have driven businesses and public institutions to adopt a wide range of digital network technology and computer systems to improve productivity, maintain both internal and external communications, manage production, and offer customers new services (Castells, 1996). The integration of technology involves: (1) maintaining complex management structures, extending outside the agency or locale, (2) enhancing productive work processes; and (3) reinforcing beneficial social service delivery systems. In short, network technology is what some call "a general purpose technology", with applicability across a broad range of uses in a wide variety of work processes, institutional forms of collaboration and governing, and varied in the types of digital social services it enables. Whether or not populations can manipulate the productive function of digital network technology is crucially important.

In today's economic marketplace, competitive industries seek workers that can adapt, work and sustain the digitally based social service delivery systems and work processes facilitated by new digital network technologies. A place that lacks a well- prepared labor force will not attract advanced long-term investment. It will also need to profitably attract talented workers with a high level of education and a high value skill set. Regardless, thriving industries located in areas that lack a supply of skilled workers, will likely hire workers living outside the region. Thus, a public incentive (such as a tax break, to attract jobs to the area) may not benefit the area and might fail to meet the needs of local talent and needy populations preparing a young work force for regional economic development is a better alternative. A quality and trained labor force will attract long-term investment.

C. Productive Use of Technology Generates Benefit

Technology can be used to facilitate learning (i.e. by providing access to educational resources and facilitating the production of content). Technology can also be employed to reduce cost per any transaction. For instance, public and private institutions are increasingly replacing paper-based systems of exchange with a digitally based process of exchanging pay per online service. For example, today Wells Fargo and Bank of America are providing web based banking through the Internet. A customer can check balances, request paying services, etc. Telecommunications and wireless cellular companies, such as AT&T and Sprint, are using web-based applications to facilitate buying and paying for services. Services through this medium often offer discounted prices or considerable convenience. People can reserve appointments for the Department of Motor and Vehicles to reduce waiting time to register a car, obtain a driver's license, or pay for vehicle registration. The use of technology can generate economic benefit (i.e. savings on available discounts online and a positive rate of return on productive IT based skill sets in the labor market in almost any industry) (Castells, 2001; Gordo, 2003; Cohen, Garibaldi, and Scarpetta, 2004). For instance, Southwest airlines offers Internet based discounted prices for some flights. The United States Immigration and Naturalization Office provide and accept applications for certain visas only through the internet.

D. The Components of the Digital Divide

Various and necessary *interconnected factors* that *determine participation in the technology process exist*. Some fundamental determinant inputs that explain cycling in the development process and attaining benefit (i.e. profit) within the technology process are:

1. *Technology hardware.* The hardware operates at different levels: capacity, speed, time, electric and digital power, broadband, function, digital network alignment of compatible software. Digital power measures the pace of change of the digital infrastructure and it is a function of computing, communication, storage, and content (Brown and Dugid, 2002).

2. *Content.* Digital applications, information and materials online. The public and private content transferred through the intranet and internet is the intersection of information, knowledge, and ideas. This content includes information generated through the following domains: .gov, .edu, .com, .org, .info, .name, etc.

3. *Human skill.* This includes the embodiment of social technical abilities operating at the following standard types: ability to analyze, facility in computing functions that maximize capacity to work efficiently and productively in less time through the use of computer and web based tools, ability to communicate online, creativity, and ability to maintain social networks across time and space productively with the use of digital network technology.

4. *Policy and Governing Rules.* The policy, regulatory process, institutional environment, and culture embedded within public and private institutions, play a role in shaping the different outcomes.

The digital divide problem operates at different levels, moving from the unit of the individual and collective to organizations, institutions, and is measured by geographic areas. The intensity is determined by the integration and strength and capacity of the digital network technology integrated into a global social institutional digital network system through all the components mentioned above. The context and social living conditions of the population also determine the capacity to use technology productively. Controlling for all these factors, the generated benefits intersect with the level of education and embodied skills of the user.

E. Digital Divide Measures

Scientific research on the digital divide problem has established a correlation between place, income levels, educational attainment, language, English proficiency, age with use of digital network technology (Castells, 2001; Cohen, Garibaldi, and Scarpetta, 2004; Gordo, 2003; Robinson, DiMaggio and Hagarti, 2003; Alvarez, 2003).

Most scholars agree that areas with high income populations and high educational attainment are most likely to have *access anytime, anywhere*—and these indicators include:

computer ownership and internet connection at home, school, work, library, and in mobility sustained by high speed broadband, i.e. Cable, DSL, Wi-FI, Wi-Max.

On the other hand, low-income populations with low educational attainment and living in rural or low-income urban areas are least likely to own, use, and benefit from a functional computer and internet connection at home. This population tends to have *connection sometimes somewhere* or *no connection anytime.*

Most analyses of the U.S. Census Community Population Survey, the most reliable survey sample of the general American population with a statistically significant sample of Latinos and African Americans, support the following general findings:

- Populations with low-income and educational underachievement, living in urban areas with a high concentration of people with low income and educational attainment levels are less likely to own computers and use the internet at home than their counterparts. More specifically, older and immigrant populations with limited English proficiency are even less likely to own and use digital network technology. These populations are also more likely to access internet at a community center and library.

- Populations with high incomes and educational achievement, living in urban areas with a high concentration of people with high income and educational attainment levels, are more likely to own computers and use the internet at home.

Many market studies claim the gap in percentage numbers have narrowed the digital divide problem among Latinos and African Americans.[1] These market studies, diverging only in small percentage numbers, still find a gap between income, education, ethnicity, age, immigrant status, and nationality.

The closure in the gap is explained by various popular general factors, such as:

1). *Technology is less expensive.* Indicators are declining market prices for computers. The decline in price per computer signifies that anyone can now afford buying technology if valued by the individual, organization, and institution.

2). *Policy investment.* Public schools, public libraries, and community technology centers have used public funds to buy technology and give services to those who need or qualify for it. The presumption is that all schools are wired and technology is functioning and meeting the capacity and needs of the public. The high number of technology penetration in the public schools and library means that populations who cannot afford and or have IT at home can, if they want, have access.

3). *Digital divide populations have public access* to technology at school, the library, community technology center, and or internet cafes. There is no need to invest in this problem with other more pressing priorities.

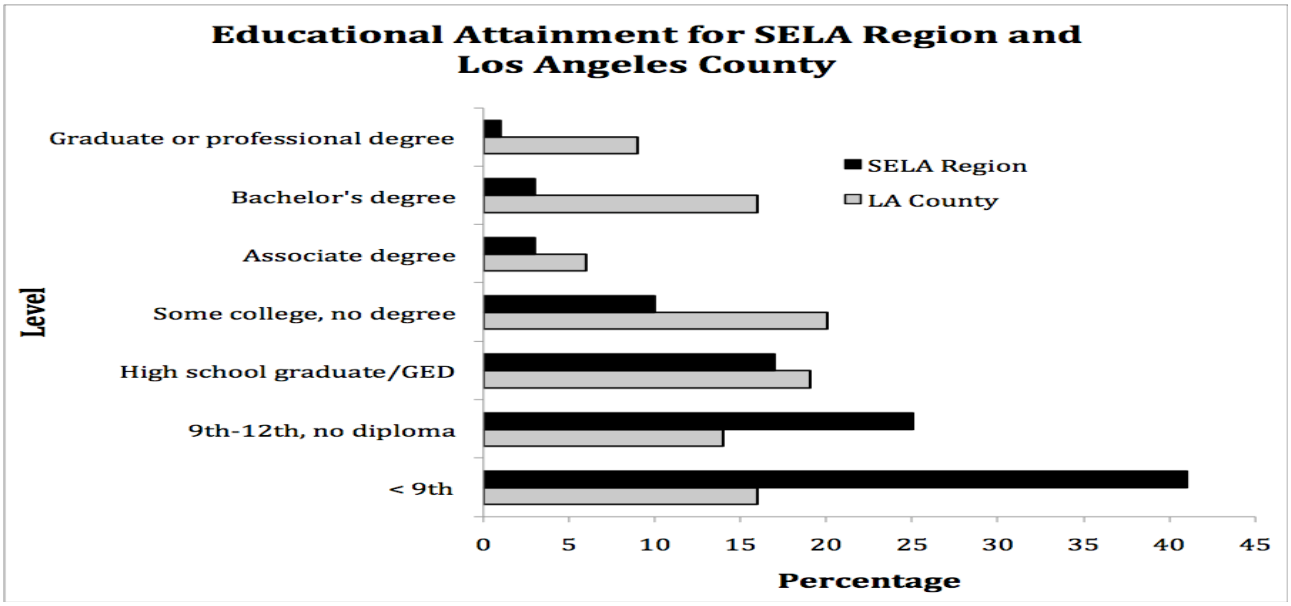
IV. The SELA Region has a Disproportionate number of Populations with High Indicators of Digital Divide Inequality

The SELA region has a high concentration of people with digital divide indicators. Digital divide indicators are low levels of computer ownership and use of Internet at home and elsewhere. Using levels of: 1) educational attainment 2) household income, and concentration of urban populations with low incomes as proxies for estimating the number of digital populations in SELA 3) one can estimate that a large proportion of the SELA population: 1) does not own an Internet connection 2) do not know how to operate state of the art computers and internet 3) do not have the instruction and training needed to maximize and benefit from its use 4) and is less likely to live in an area that has high speed broadband.

A. 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.

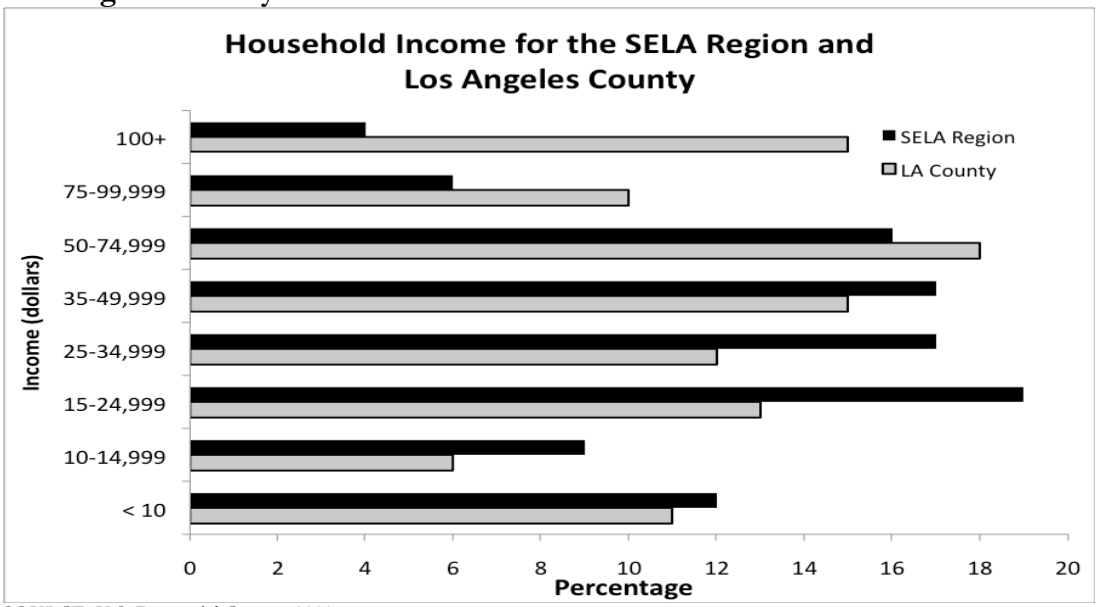


SOURCE: Decennial U.S. Census, 2000.

B. SELA Populations Have Low Household Incomes

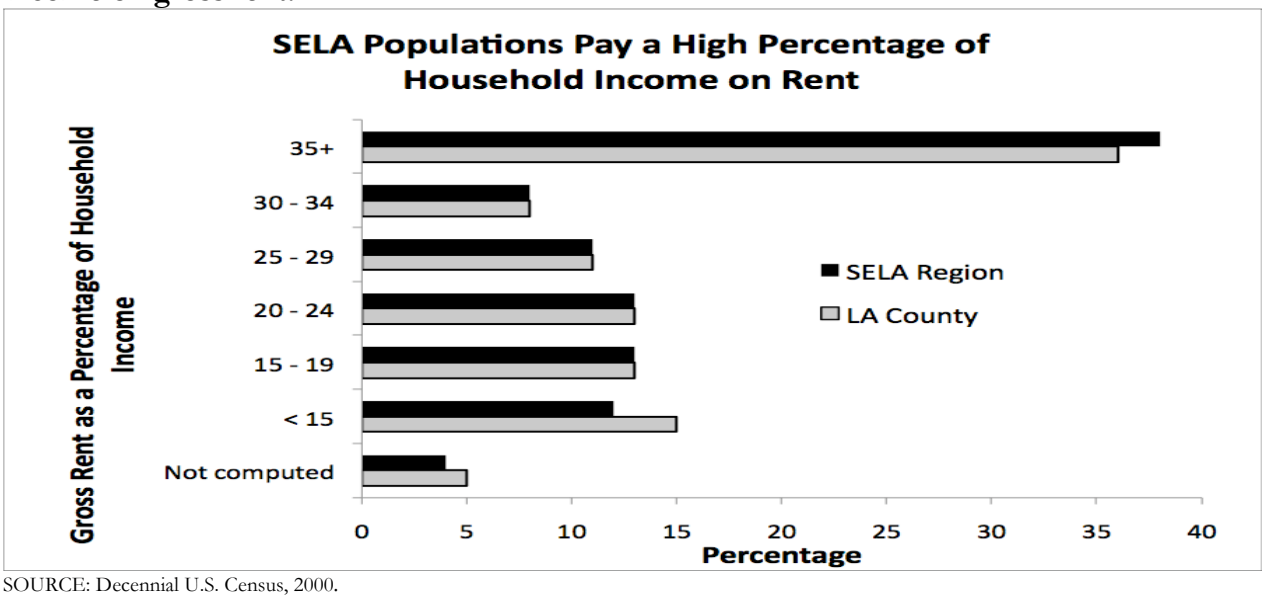
The majority of SELA populations tend to cluster in the low-income brackets. According to the U.S. Census, approximately 19% of SELA's households make $15,000 to $24,999, 17% make $35-$49,999 and only 6% earn $75-$99,999 in 2000 (See Figure 7). Also, a significant 38% of SELA populations pay over 35%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

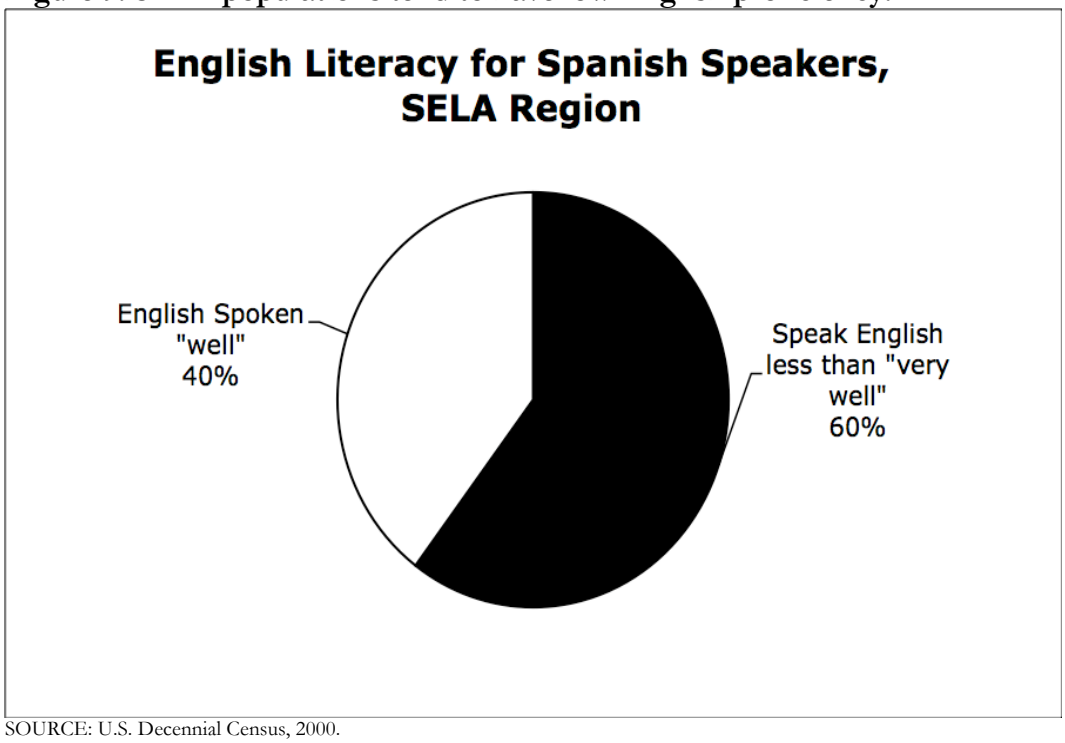
C. SELA Populations Work in the Manufacturing Industry

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 LA 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.

D. 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.

V. An Assessment of Digital Divide Intervention Efforts in SELA

What can public and private institutions do to increase labor market skills and the level of education for SELA populations to attain gainful employment that can generate wealth for young and future SELA populations, and in return produce a sustainable tax base that can maintain the social technical infrastructure that sustains the cycle of technology development?

A. The Technology Needs of SELA Populations is Unknown

Although there is general agreement on a clear association between IT use and economic gains, there is less knowledge about the processes, conditions, and context of IT use among a primarily immigrant and Latino population living in the low income areas of the Southeast Los Angeles region with high rates of indicators of digital divide inequality, as described above.

B. The Contribution and Limitations of Digital Divide Services in SELA is Unknown

The scholarly empirical record has yet to create a theoretical framework outlining the inputs of the social and institutional processes that can connect and propel a low-income place and its digital divide population to cycle the IT development process and attain returns on investment as described in Chart 1 on page 22 of this report.

C. Mapping of Technology Based Social Services in SELA

This SELA needs assessment report on the performance of public access of information and digital network technology is based on triangulation of available quantitative data from the California Department of Education and qualitative analysis of data collected from site visits and interviews with users in various social contexts in SELA.

Inputs Determine Outcomes

To attain a baseline of the type of inputs (technology based social services) in the Southeast Los Angeles region the research team took a sample of public schools, public libraries, community led and government run technology access points, and private ventures, such as cybercafés, to uncover the practical components and degrees of community technology access and assistance in SELA. The points of examination to determine relevant input factors for the type of IT public access available and the potential to innovate are used:

1. *Hours of Operation*. Learning is a process that operates within a curve of comfort and easy familiarity to productive manipulation of the digital network system that can facilitate innovation and sustain the IT development process described in Chart 1. This learning process has various components, one of which is *time*. Innovation takes time and constant experimentation. Access and the use of wide range information facilitate this process. Unrestricted technology access, measured by time and types of use, allotted to productive computational tools is vital to the innovation process.

2. *Rules of operation and technology engagement* determine type of use and potential to develop a skill set according to the time and type of digital network system. The quality of the digital network system is determined by the speed and potential technology function and benefits available and possible to meet the specific needs of populations. Generally, institutions and organizations set up rules according to their purpose. Achievement of goals is dependent on the structure of programs.

3. *Target populations* of public and private institutions determine who gets to access available public IT service.

4. *Purpose of technology access point* determines the type of applications available and uses allowed by established policy and ways space is organized.

5. *Uses* is determined by the network alignment between the standard and established technology applications that determine the type of computation and tools it facilitates.

6. *Users* determine productive use of technology by their embodied talent and ability to manipulate technology. Engagement of students in the use of IT is determined by instructor's encouragement and potential benefits to be gained.

7. *Organization of Learning Spaces* can be determined by space and purpose of IT use, curriculum, instructions, philosophy and skill set.

8. *Policy* of institutions and organizations and level of resources can determine the type of IT service delivered. The number of available functional computers connected to the Internet and number of paid staff time by number of potential user populations can determine time restrictions to meet demand.

Together, these factors are used as a lens to determine the chance of SELA populations developing a level of IT expertise that can generate benefits as described in Chart 1 on page 23.

D. Local Leaders Informed SELA's Technology Needs Assessment

Interviews and sites visits were conducted to obtain more detailed information about the experiences of people in charge of delivering services and best practices, as identified by the leadership. The sites that were visited represented a cross section of these institutions and organizations that assumed primary responsibility for IT public access projects available and those considered to be best practices by the local leadership (See Appendix 1 for research design). By talking with those administering policies and providing public access to technology, we can identify any disconnect between available services and needs of low-income populations that seek social and economic development.

CLPR collected government data about and interviewed a sample of SELA representatives from:

- *K-12 public schools,* including continuation and adult schools, administrators, teachers, computer lab supervisors, technology instructors, serving SELA students and their parents.

- *Community college* administrators, instructors and computer lab supervisors.

- *Public library administrators*, front desk technicians and patrons.

- *Nonprofit run public technology centers* and *community based organization* representatives extending public access to information technology and users.

- *Privately owned cyber cafe* employees in major SELA shopping districts and city owned internet centers.

- *Small business* district improvement managers, small business association members, and owners.

- *Social service providers*, *government representatives*, and *elected officials* serving or advocating for SELA populations.

- *Maywood Wi-Fi* project advocates and potential beneficiaries.

- *Model program* representatives serving digital divide populations living under comparable structural conditions in Los Angeles.

The overall research goal of interviews and focus groups was to determine what opportunities and barriers SELA service providers face in providing public access and training for SELA populations to use information technology (IT) productively. Also, attain insight about what it is like for any SELA user to access public IT services. Barriers can be identified within a closed field of informants representing a wide range of service providers and users at the sites mentioned above.

The broad assessment questions addressed by this study are:

- To what extent are SELA institutions and organizations accomplishing technology based learning and work skills training?

- Where projects goals have been accomplished, what factors and opportunities facilitated accomplishment? What were the barriers?

- To what extent is public IT service accomplishing community access and training for the productive use of IT of SELA populations?

- Are the needs of end users in SELA being met?

- What are the policy factors at the local project level that influence the extent of public access and IT literacy training offered in SELA?

- What are some of the important contextual differences in public access services that need to be taken into account when accessing service?

The premise in this report is that low income populations can learn to use IT productively when they are provided hands on skills training, informal guidance and assistance, and open access to affordable computers and internet use, in a flexible and inviting communal setting. When training is connected to learning opportunities with direct tangible benefits, they become consumers of what they can realize is a necessary all purpose technology that can maintain productivity and facilitate daily activity. A comprehensive program that has alignment meeting technical functions with the capacity to meet desired outcomes (transfer of information, economic transactions, production of information materials, etc).

E. SELA Populations Have Few and Varied Public Access IT Points

There are various types of places where the SELA community can access technology:

1. Public Schools:
    a. K-12
    b. Adult and continuation schools
    c. Community college

2. Community based organizations
    a. Social and human service providers

3. City recreational centers

4. Cyber cafes in shopping malls and business districts

5. Job skills, business development and financial planning programs

VI. Assets and Barriers to IT Training in K-12 Public Schools in SELA

A. 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 School 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.

B. 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).

C. 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.

D. 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 SELA 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.

E. 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 SELA's 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.

F. 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.

G. SELA K-12 Schools Have Technology

The schools in the SELA region do not suffer from a particular shortage of computers. According to the California Department of Education Dataquest, School Technology Survey Report (STS), SELA K-12 schools have a total of 18,860 computers of the 173,143 computers for the Los Angeles Unified District 6.[2] The majority of computers are concentrated in elementary schools with 9,179 followed by 4,561 in high schools and 4,172 in middle schools.

Indeed, the schools actually have a slightly higher number of computers per student than the larger Los Angeles region (Region 11) and the state. In the SELA region, the number of students per computer and the number of students per connected computer is surprisingly lower (better) than both the Region 11 and state average (See Table 1). The concern is that the number of SELA high school students per computer is slightly higher than the Region 11 and state averages, and the number of SELA high school students per Internet-connected computer is significantly higher (worse) than the Region 11 and state averages.

Thirty one percent of computers in SELA high schools are not connected to the Internet, which is considerably higher than the region 11 average of 14.95% and the state average of 10.37%.

Table 1. Computers and Internet in SELA Schools

	Students per Computer	Students per Internet Connected Computer
SELA High Schools	4.19	8.56
SELA Total	3.61	5.35
Region 11	4.16	4.9
California	4.11	4.59

SOURCE: California Department of Education, Dataquest, School Technology Survey (STS) Report, 2006-2007.

The average computer age in SELA schools is not appreciably older than the average computer age of Region 11 and California overall. The age of hardware can determine the updated capacity to run high level applications that facilitate productivity. For example, the most updated version of Excel, Photoshop, or Microsoft Office doesn't function as fast as it is possible in a computer that functions at lower speed. Hardware can determine the function of operations facilitated by the computer designed applications that can facilitate productivity and efficiency in the workplace.

The technology in SELA's K-12 public schools is still primarily old, approximately 51% of the computers reported to the California Department of Education are four years and over and 11% less than one year in 2006-2007. The majority of these new computers are at the high schools,

accounting for 27% of computers 1 year and less, followed by 11% for middle schools, and 3% for elementary. This pattern reflects the overall quality of technology in Los Angeles Unified District.

H. Computers in the Classroom are not Connected to the Internet

The majority of the computers in SELA K-12 schools are in the classroom. According to the California Department of Education (CDE), approximately 67% of the computers in SELA K-12 schools are in the classroom, while 20% are in a lab and 3% in the library. High schools tend to have more computer labs than middle schools and elementary schools, while elementary schools tend to have computers decentralized throughout the classrooms.

I. Computer Lab Time is Restricted by Lack of Budget Item Lines and Limited Resources

According to computer lab coordinators, students are allowed to use the computer labs when teachers reserve time for the classroom. The teacher is generally responsible for crafting lessons plans for computer lab time and the lab coordinator if available, troubleshoots technical problems. According to computer lab coordinators and instructors, the largest determinant of efficient and productive use of computer lab time is determined by the level of planning and coordination on the teacher's part and the function of the digital network system. Due to the high volume of students and limited internet connections, schools have established computer lab time limits by teacher per month. For example, in one of the most overcrowded high schools in SELA, the computer lab has a reservation policy of 12 hours per teacher per month. For a teacher who teaches six periods and decides to take each class to the computer lab, that is an average of two hours for students per month for those with teachers who distribute computer time use evenly among their classes. This type of limitation is also one factor teachers and instructors reported as limiting the implementation of long term project based learning curriculums that attract student interest and engagement.

J. Filters in Schools Can Block Access to Relevant and Valuable Information Online

Project based learning that integrates technology requires looking for relevant information that is now only online and using applications that facilitate productive use of technology. Teachers say their student's ability to develop high level navigational skills to search and find necessary or relevant information for their school projects can be blocked by the use of filters that block access to valuable free software applications (such as email) and ability to upload educational material that has been considered potentially pornographic (hotmail.com). The main school district administrative office for District 6 is in charge of the disabling process for filters. Generally, the process of disabling filters that clearly block educational material takes longer than the allotted time in the computer lab. Thus, instructors found a lot of inefficiencies in this process as they could not disable filters on the spot.

K. Public Access for Students at Schools is Limited by Time

Students can sometimes use the computer labs half hour before or one hour after school and or during the lunch hour time. This service relies heavily on the voluntary time of the teacher or computer lab coordinator who is willing to take on extra responsibility before, after school and during lunch. Teachers and lab coordinators say there is a high demand for this service, especially as the year progresses and when assignments are due. When there is heavy traffic and exams begin, the time allowed per student per type of project is weighed in to set limits in time use by student before and after school.

L. Students Must Have Parent Consent to Use Technology at School

The use of computers is heavily regulated, only students with a parental signed consent form on file can use the computer in the classroom and or lab. The form warns parents about the risk of pornography through the use of internet at school. Students are required to post their school identification card (with a recognized star symbolizing parental consent) on top of the computer to be allowed to use the computer at school.

M. SELA Teachers Have Email Accounts

The majority of teachers in SELA schools have an email account but the majority of classroom computers are not connected to the internet. According to the CDE EdTech Profile, School Technology Survey (STS) Report for SELA K-12 schools, 99.36% of the classrooms are not connected to the internet. Of the total computers in these schools, 80% are connected to the Internet.

Teachers also say the majority of the students have an email connection but not the internet connection necessary to become regular users.

N. SELA Schools Lack Technical and Curriculum Support

The indicator of quality in the integration of IT to the learning process is the technical and institutional support in the development of technology base shared learning objectives with supported practical curriculums designed for the needs of students. The CDE's STS report shows the majority of SELA schools may lack the technical and curriculum support for integrating technology into learning processes. According to the STS, only 1.53% of total SELA K-12 schools have certificated technical support staffing and 1.64% certificated curriculum support staffing. Though it is a low overall percentage, SELA schools perform comparatively higher than the Los Angeles School Unified District, where 0.19% has certificated technical support and 0.42 % certificated curriculum support.

The function of the digital network system is often measured by the time it takes to fix any error that disrupts the overall function and integration of the digital network technology system. The response is determined by availability of needed service with levels of demand. Since the technical support system for SELA K-12 schools is decentralized, dependent, for the most part, on LAUSD's District 6 offices for servicing, distance is a component that affects the length of time it takes to fix the digital network system when it breaks down. There are a few exceptions where local schools can use discretionary funds for technical support onsite.

O. Technical Assistance for SELA K-12 Public Schools are Decentralized

According to the LAUSD District 6 Administration, schools have the authority to use discretionary funds on technology related plans. Currently, there is no updated or mandatory technology plan for District 6. The District is in the beginning stages of updating (at discussion stage) district wide technology goals and wanting to move from basic uses of applications to broader analytical learning goals sustained by IT. The barrier is allocation of budget line item resources that would support the transition to develop curriculums and processes of integrating technology to advance overall learning objectives. Ultimately, the challenge facing SELA schools is a regional plan that would support both low level and high performing users of IT in ways that match the labor demands of the regional economy.

Also, there is no overall budget line item in the LAUSD District 6 budgets that would ensure technical assistance onsite. Each school can make the autonomous decision to use discretionary funds for technology investment and each school can also determine what, if any, technology plans they want to implement. There are parent advisory boards whereby there is a parent vote on decision making of certain public discretionary funds. Each school can determine, with various degrees of discretion by the governing body and parental vote, what they prioritize in terms of budget line items. With increasing academic performance demands and a wide range of critical learning needs SELA students have, some schools choose other than technology.

Only one of the thirty nine elementary public schools in the SELA region have an IT coordinator in charge of the technology purchase, uses and training of teachers within the school. Even in this case, the position is not permanent and is based on discretionary funds and parental vote every year. This can make it difficult to plan beyond a year.

P. Technical Repair Service is Centralized at the District Level

The LAUSD District 6 offers technical repair services for its schools. When there is a technical problem that schools cannot resolve, the school can file a request for technical repairs either online or via phone. Schools that lack the technical assistance onsite or voluntary capacity to resolve a technical problem, rely heavily on this service.

K-12 SELA schools have slightly higher time responses to technology related problems. According to the California Department of Education Technology Profile, School Technology Survey (STS) results, the hardware fix time for SELA schools is two to five days more than the one day average for the same problems for schools in the Los Angeles Unified School District (LAUSD). Teachers reported this system as a constant frustration creating inefficiencies in activating their lessons planned in their limited computer lab time. Teachers often encountered interruptions in retrieving information blocked by filters.

Q. Filters Can Intervene Access to Relevant Educational Content

The disabling of filters is administered by the Los Angeles Unified Public School District Office. District 6 has instituted a web based and phone process whereby SELA teachers can request the disabling of filters to access relevant learning materials and free software applications online. This current decentralized process can diminish the implementation of lesson plans. If a teacher encounters and wants to override a block they can request changes. However, by the time the request to disable filters that block educational material are submitted, processed and answered, the time limits in use of the laboratory for the classroom for X time allotted would have expired. Thus, inefficiencies are exacerbated when filters have to be disabled by the district rather than the teacher working with imposed limited times for computer use and a decentralized timely process of disabling filters.

Teachers noted the disadvantage students had in being able to attain a potential number of available and relevant information online due to filters. The curtailment of certain computer applications and disabled functions that prevent access to information diminishes the potential learning benefits that could be attained by students when they are limited in what they can download and do vis-à-vis the quality of the technology and filters that teachers are not enabled or authorized to disable.

R. Planned Time for Project Based Technology Curriculums Can Deliver Benefits

SELA teachers and IT instructors reported having success in engaging students in learning IT related skills through project based curriculums with a tangible product. Most agreed that project based learning works best when teachers tap into the youth's engagement in multimedia and other information technology to facilitate their creative expression. For teachers who reported success in developing integrated multi-disciplinary based projects that delivered benefits for students and teachers alike, *allocation of time for planning was a crucial factor*. The administrative support and provision of necessary time for planning and coordination between teachers across disciplines and state of the art IT equipment made execution of learning objectives possible where students enjoyed learning and gained tangible benefit (profit, job, educational opportunity). Students were most engaged in projects when they were connected to an after school opportunity in the graphics and design industries.

Instructors cited the lack of local after school opportunities for talented students to develop their skill set or work on their projects. One of the barriers cited was the lack of an after school lab that would allow free unrestricted use of high end design production applications (that students cannot afford to maintain) and high speed internet use. One component of project based learning is involving students in the making of projects from beginning to end and through this process productive skills are gained. The agility in the use of technology applications comes with time and repetition. Student reported that talented and creative students were constantly at a disadvantage because they were least likely to access the necessary tools that would reinforce the necessary skill set to advance in the making of the project. Thus, students took longer to complete and their ability to learn was only deterred by the lack of access to the needed resources.

Another barrier to advancing productive IT based learning goals was the lack of tangible job opportunities available and extended to the youth. The youth needed to see a direct pay off to their investment in learning a skill set within a set of resource constraints. The youth often work to help families make ends meet.

S. IT Adoption is a Learning Process

Most SELA teachers and instructors identified training and open access (unrestricted use) as a key to preparing populations to reach potential benefits (i.e. jobs, education, cost savings, productivity). Indicators of benefit include populations learning and using internet to meet their personal, social, political, economic, institutional goals and defined by them. Teachers identified the lack of unrestricted IT access and assistance after school for youth as a barrier in developing their skill set. Talented students often do not have high speed technology access at home. Even more, those who have a connection at home are less likely to have access to high end applications at home. The few available centers usually don't have the applications used in advanced graphic design classes. Teachers identified the lack of learning and experimental spaces with technology for students locally after school as a barrier in the development of talented students in SELA. The lack of practical opportunity within the locality was also a block towards the investment made in project based planning. The distance from SELA outside the region, such as Pasadena, can be long and make it more difficult for students to attain opportunity. The teaches pointed to the need of creating local business and higher learning skill training opportunities matching the lessons in the class for talented youth in the SELA region after school.

VII. BARRIERS TO PRODUCTIVE IT USE AT PUBLIC LIBRARIES IN SELA

A. SELA Public Libraries are Limited in Hours of Operation

The SELA region has eight libraries, all run by the County of Los Angeles. The size and level of services vary from a small one-story building for the Bell Library in Bell City to the two-story building for the Huntington Park Library. The number of computers available for public use also varies from 2 for two of the SELA libraries in Bell and South Gate to 14 in the Huntington Park Library. Some of these computers are reserved for children.

Table 2. Public Access to Technology is Limited at SELA Public Libraries.

	Computers for Public Use			Computers Connected to the Internet		
	Children	**Adults**	**Total**	**Children**	**Adults**	**Total**
Bell Library	1	1	2	1	1	2
Bell Gardens Library	2	8	10	2	8	10
Cudahy Library	4	3	7	4	3	7
Huntington Park Library	7	7	14	7	7	14
Florence Library	6	5	11	4	2	6
Maywood Cesar Chavez Library	4*		4*	4*		4
Hollydale Library	2*		2*	2*		2
Leland R. Weaver Library	9*		9*	9*		9
		Total	**59**			**54**

SOURCE: CLPR Phone Survey of Librarians and front desk clerks, 2008.
NOTE: * signals computers are shared by both children and adults.

While the libraries provide public access to IT and free Wi-Fi, their hours of operation are limited at all eight libraries in the SELA region. All eight libraries in the region are closed on Sunday (precisely the day most employed residents are off work), and six of the eight are closed for two days each week. None of the libraries open before 10 A.M., and all are closed by 8P.M., although most close earlier. Even though all libraries have Wi-Fi access without filtering, access to the public computer hardware is limited and restricted.

Parents of primary school age children said that when their child was required to complete an assignment that would require use of information technology, they would most likely and with "some embarrassment, run around asking anyone they knew with Internet for favors." Some were more likely to choose this option over going to the public library because if they "go to the library" someone "is almost always using the computer" and they "don't have enough time to wait."

Some elders said they chose to go to the community center for public access to IT because the library was limited by time and use and "given that there are not many computers" and "limits in time to use the computer it is better to reserve it for the youth who need it more."

B. IT Assistance is Limited to finding information at the Public Library

The primary function of the public library is to assist patrons on their search for books and other collections in its database. The library is not designed or expected to teach or instruct patrons on the

use of IT. The librarians may provide assistance related to their collection database but not in the use of the digital network system; it is beyond their expected job duties. Sometimes and some librarians may take the time to "help people beyond the call of duty." Generally, "it is not the policy of the library to train people in computer use."

Library computers in SELA are limited in number (ranging from 2-14 computers at eight libraries in the region). The central maintenance service is widely considered by several librarians to be very strong and responsive to addressing technical problems with the computers.

Free printing up to ten pages per session is available, although the filtering process blocks access to many useful online web pages and applications. Also, librarians reported that printers tend to not work and are difficult to maintain.

C. The Public Library has Established Procedures for Public Use

Libraries have restrictive use policies. Only patrons with a library card are allowed to receive a log in that will facilitate entry into the library's database and internet. The login also tracks time used and when time limitations are expired (one hour per session and two hours maximum) the patron is logged out. Patrons can either call in advance to reserve a space (beginning with increments of 15 minutes to 1 hour) to first come first walk in sign ins.

All computer sessions are limited to one hour, and none of the libraries allow more than 2 hours of use per individual per day. The computer log in system will exclude the individual once it has reached its one hour limit per session and two hours per day per patron. All libraries have filtering policies which can block free internet applications, such as certain free email systems. All library computer users require a library card.

D. WI-FI is Available at Public Libraries in SELA

Patrons with wireless hardware (laptops with Wi-Fi mechanisms) do use Wi-Fi. Its utilization is still low. Most cite the lack of hardware ownership as a general barrier to maximum utilization. Laptops are generally more expensive because they provide mobility. The physical space of the library can be a limitation as well. For example, the Bell Library is physically small and doesn't have much working areas. The space doesn't lend itself for Wi-Fi connection when there is not enough working space and supporting furniture in the smaller public libraries in SELA.

VIII. NONPROFIT AND PUBLIC ACCESS POINTS IN SELA

A. Nonprofit Public Access Points in SELA Support Community Development Goals

There are some nonprofit agencies in the SELA region that have responded to the community's need for public access to IT. These projects differ by the type of agency specific program goals. The different types of agencies identified for this study are: social and human service providers, job skills, business development, and financial planning programs that use computers and internet to connect people to services online. Some agencies provide basic IT literacy for any age group. This involves basic typing and handling of the mouse to creating power point presentations and navigating on the Internet.

B. Technology Facilitates Community Building

The strongest asset the nonprofit sector has is the trusted engagement of SELA populations and the flexibility to provide unrestricted access to the internet in a communal comfortable place. Participants cited the "community feeling and interaction," the "desire to learn to use internet for everything," "to communicate with relatives," "travel the world," "stay tuned to what is happening at home" and "everything the internet makes possible" as major reasons to take classes. The Oldtimers Foundation is a clear example of a historically strong community base and active engagement, especially among the elderly in the SELA region. Like other social and benefit activities at the foundation, the computer lab is crowded and alive with active engagement of a young and primarily elder population. Though the computers are old and the specialized learning space generally old, classes are crowded when available. The long term connection between the instructor and primarily elderly population has facilitated a space for learning. Students generally enjoyed the flexibility to use the internet and computers according to their level and at their pace. Each became a resource for each other in the sharing of "how to." The students pointed to the "artistas" or the ones "who know it all," "the good students," and all expressed "appreciation" of the "computers and internet training" because they "could still learn." The population appreciated the personal guidance from the instructor who guided everyone and was highly respected by everyone. The greatest desire among the population is: "having faster connections" because "they are slow" and "bad for those who have to work and can't wait around." "Having a spacious area would be great as well." "The old computers" some said can be "okay for those who have time and patience to wait around but what about the rest that can't wait to transfer an email or pay for a bill because they have to go back to work?"

C. The Nonprofit Sector is Challenged to Meet IT Training Services

The greatest barrier in increasing and improving the quality of service are the resources necessary to restructure technology training programs according to regional economic market demands and using technology to generate efficiencies in governing, work processes, and service delivery.

SELA nonprofits are overburdened assisting populations with increased problems during a time of budget cuts and fiscal crisis. Public budget cuts have squeezed services and have made it more challenging to provide low literacy and high end IT training for the population. All nonprofit organizations are challenged to maintain and upgrade high speed functional digital network system and generally lack this type of service in-house. One barrier encountered in the development of IT programs is the limited availability of funds supporting technology based resources, "funders don't want to pay for technology, especially for adults."

The nonprofit sector is widely utilized by the community for basic needs and sources. The greatest need was training opportunities and more sophisticated applications and software for youth, learning activities for children, and basic literary programs for adults.

D. Government Led Recreational Technology Access Points are Limited

Some public access points are led by local governments in SELA. These are primarily within the recreational centers serving primarily youth populations. Generally, these efforts provide basic computer application functions (email, MS Word). This is a useful service for quick and informal transactions for youth but these recreational centers are not organized for learning or production as the applications, guidance or training are not available.

E. Cybercafés in SELA Shopping Malls and Business Districts Are Limited and Costly for Long Term Use

There are a few cybercafés with varying schedules in SELA's small shopping and business districts. The majority charged an affordable rate if used on occasion for an hour but not for a weekly use. The cost per service ranges from $2-$3 per hour, $1 for 20 minutes and $1.50 for 30 minutes. For black and white printing the cost is .25¢ to 40¢ per page and for color it is .50¢ to $1.

The cyber cafes were often for casual use, not organized for learning. They generally lacked high end applications. Generally, these cybercafés offer basic word processing applications and Internet browsers. There was wide range uses at the primarily casual and music playing cyber cafe: email, internet navigation, letter writing, and other basic uses.

IX. Assets and Barriers for Small Business Development

A. Municipal Wireless Broadband is Available and Underutilized

One portion of the small business district on the major Slauson Avenue in the SELA region has the potential to access the Maywood Municipal Wireless Broadband Network (MMWB) range that anyone with wireless hardware can log into the internet without additional cost. This network range can be reached from approximately Maywood Avenue to Alamo Avenue on Slauson Avenue.

The MMWB network has been in operation for one year. Generally the service is underutilized. Small business representatives cited the lack of an available training service that can offer knowledge about the functions, hardware demands and benefits of utilizing Wi-Fi among their counterparts.

B. Lack of a Wi-Fi Adoption Plan and Type of Promotion Created Distrust for Consumers

Wi-Fi was promoted as a "free" service. However, due to environmental physical conditions (density and age of buildings) that can block access to the wireless signal range, small businesses would need to adopt additional hardware (external antennas) to access the network signal. When Wi-Fi was promoted as a "free service" the target population was not advised about the additional entry investment required to attain benefit. There was unanimous agreement that the lack of knowledge of the necessary additional technology required to attain a Wi-Fi connection from the initial stages of its diffusion was a failure in planning as it later created a sense of distrust. Some local entrepreneurs are selling affordable external antennas (around $100) that given potential benefit are an economic benefit. The problem with external technologies is not their price but the theft potential in a place of high reports of crime that can increase when the worth of internet is recognized and in high demand.

C. Small Businesses Can Benefit from the Nonprofit Training on Upgrading and Maximizing Profit through Digital Network Systems

There is a recognized need to have an objective nonprofit "IT counselor" that is knowledgeable and trust worthy in their advice about the best IT investment options for integrating a digital network system to facilitate small business work processes in ways that generate efficiency and profit. While some small businesses are open to invest in their technology development to maximize efficiency and promote their services, they are least likely to adopt new technologies without the necessary knowledge of the best investment for their buck in relation to what they need. There are some small business owners paying beyond the market rate price for web page production to promote their businesses. For example, some small business owners are paying $4,000 for a web page that they will

not be able to update on their own. Small business owners need training in developing an IT business adoption plan that meets their need and capacity.

D. Small Businesses in SELA are Low Tech and are on a Trajectory of Low Road Development

The majority of SELA small businesses operate on a cash exchange model, communicate face to face, and promote through old forms of advertisement. Generally, they uphold an "ethnic market" niche that can extend beyond SELA (such as the specialized Huntington Park Bridal and Quinceanera District) and are self employed and employers of local residents for some of the time. However, they have low capital and don't have or use credit. Their transactions are primarily paper based. The majority of SELA businesses do not offer digital credit transactions. These systems take (N) times longer than an automatic just in time legitimated bank economic transaction or the dollar per unit product or service, causing inefficiencies and consuming any profit.

E. Small Businesses Face Entry and Opportunity Costs in Integrating a Digital Network System for High Road Development

SELA's small business entry (by integrating a digital network system and restructuring of business and working processes to maximize efficiency and productivity that yields profit, as in Chart 1 on Page 22 in this report) can also becomes a barrier when additional fees are associated with the operation of digital technologies. At the same time, SELA small businesses and later adopters have one advantage in market consumption than the entry level costs that their counterparts had when they first entered the IT consumption market. This is the maturing and establishment of relatively affordable digital technologies that facilitate transactions and exchange of dollar per service diminishing potential waste (not attaining the desired or needed function or benefit because of incompatibility). Further, because of the opportunity costs in upgrading and digitizing systems of small businesses operation, that reduce time per transaction, cost is still a barrier. A cooperative or no interest loans could spark needed pilots in the area which in turn can promote the benefits technology can generate (profit) through direct proof of benefit from counterparts, increasing trust in the provision of available municipal technology assets in the SELA region.

X. COMMUNITY IMPRESSIONS

A. Disabled Populations Are Underserved

Populations with a physical disability (wheelchair-bound, for instance) are generally accommodated in the public library. Most libraries can reserve a desk where a "wheelchair fits in". Some centers have a clearly designated area for physical adjustment needs for wheelchairs, while others can make such an area available. For individuals with cognitive or visual impairments, however, no public social and technology-based accommodation exists.

Parents of children with a cognitive disability did not know of a place where their children with special needs could access IT based services that would support their development. Parents often negotiated between taking one child to the library while keeping the other at home as to not create disturbances that resulted in complaints. All parents of children with disabilities associated the lack of staff sensibility with the lack of understanding of disability conditions. Children with a disability were often identified as "problematic" rather than requiring other types of engagement by the staff. To protect their children from being "mistreated" by staff, parents were more likely to keep disabled children at home. This "is unfortunate as these children love technology;" "they are most creative;" and "sometimes more intelligent than us (parents)."

B. Spanish Speaking SELA Populations Need Bilingual IT Instructors

Teachers noted and adult students said SELA populations feel comfortable and learn when they are informed and given guidance in a language they can understand. Classes in the two K-12 adult schools (Huntington Park-Bell and South Gate) in the SELA region, where adults can attend, are only in English. Some of the nonprofit public IT access points provide assistance in Spanish. The most expressed need was for classes that provided understanding and training in IT functions.

Parents feel a gap between what they know about what their children know and what they are accessing through the use of internet. Parents welcome guidance and instruction on using the internet to keep up with their children and help them learn. All agreed on the importance of having a place where all age groups can get specialized training in collective spaces with customized learning areas for children, youth and adults.

C. Fear Precedes Training

Some adults reported fear of "breaking" "very expensive" computers because of "not knowing what to do" until they were "given some classes" or someone showed them what "you could do with computers and the internet." Those who expressed initial fear of technology said, "I used to be afraid of computers. Now the computer is *afraid* of *me* because I now tell it what to do." The adults who mentioned initial hesitancy to adopt technology said it was largely due to lack of knowing how to operate the technology system.

D. Conclusion

SELA populations have a disconnected digital divide intervention services network. Public access is fragmented, making it difficult and inefficient for people to use IT for daily activity. While public schools are more likely to have state of the art technology in the area, they are generally restricted for students and limited in the time and uses allowed. The public libraries offer internet connection but is limited by filtering policies that can block access to valuable educational online content. The service at the library is also limited by the software applications. Generally, library computers don't have word documents, graphic design, website and multimedia production applications that can facilitate production and transfer of information. Thus, limiting what an individual can do and during a limited time period. The nonprofit and government led public access points in the area are less restrictive in public access. While they have the trust and engagement with the SELA community they lack the hardware and broadband speed that can support the productive use of the community. Time limitations, fragmented applications and restricted internet use leave little room for skill development that comes through repeated action over time. In this way, IT assistance and training service in SELA is disconnected and weak.

Free or affordable training with the use of digital network technology within learning, experimental, and social spaces where children, youth, adults, and the collective community can develop critical, entrepreneurial, and production skills within their locale is lacking. Providing this type of service can attract active long term participation and communal engagement. The key component is customized IT based training that ranges from the beginning of a learning curve (basic computer skills training) to using IT to support the varied learning needs of the SELA population to meet productive skill demands. The creation and sustainability of this potential regional service will be determined by the cooperation and collaboration of all public agencies and civic efforts that have much to gain in resource sharing and meeting complex needs of their population.

XI. POTENTIAL SOLUTIONS AND RECOMMENDATIONS

What type of civic mechanism can be established to address the lack of digital network technology and human capital required to connect SELA populations with the region's high paying industries and join the highly qualified and educated labor market pool in the larger Los Angeles Metropolitan area?

Overall, the Southeast Los Angeles Region's development mechanism meant to prepare and train populations in the productive use of technology are not structured to meet this goal. As discussed in this report, available assistance is fragmented by the applications and limited by the population served and time allotted given constraints in institutional IT based professional resources. This is primarily due to a lack of a comprehensive and updated plan to design an integrated regional digital divide intervention program that addresses disconnect in service and the population's need for IT training to meet labor market demand to attain social and economic advancement.
Currently, available hardware in SELA is underutilized because there is no budget line item that secures functional and efficient coordination in the design of learning curriculums, planning for integrated learning instruction and sustainable support in the professional development of training in the productive use of IT; all important components to achieve social and economic development goals. This disconnect is seen in the available job opportunities and the lack of a SELA skilled labor force that can use IT productively and meet competition standards within the larger Los Angeles Metropolitan Area. Institutional constraints are seen in between institutional policies and available resources within a set of population needs and social and economic demands for development.

Technology provides an opportunity never before seen. This is the relative low cost of an all purpose technology, given its potential productive and efficient cost saving benefits generated when a skilled labor force manipulates its productive use. Even a low technology production skilled labor force can be trained to use technologies that previously required high skills to achieve productivity improvements with complex IT functions. One advantage low income populations have in the current IT market place (because they are late adopters) is the knowledge of well known and established proven standards. If given lessons, late adopters can save on investment trials and make the most out of their investment—maximizing utility.

The ways in which SELA leadership decides to address the digital divide will determine whether talented SELA young populations have the potential or not to attain high skilled and high wage development. Without an intervention, even SELA low wage workers will lack the potential to join the low skilled labor force that increasingly requires basic IT literacy. At best, SELA populations without the basic IT literacy will be locked into a path of low skilled and low wage jobs. Even more, without an intervention, a large number of Latino youth will lose access to opportunities outside their community.

In conclusion, the report offers ten major recommendations that can help reverse SELA's process of exclusion from the benefits of the digital network system.

Initial Steps

Recommendation #1: Create a Technology Plan.

Funding the preparation of a Technology Plan, of which this report represents the first stage, is the initial step for coordinating the present and future IT resources of the SELA region to maximize returns on further investment in the community. The plan is supposed to be the organizing document that holds together the coherent strategy for addressing the Digital Divide in the SELA region. The elements of this Technology Plan will be discussed below as additional recommendations.

Recommendation #2: Create the position of "Master Networker" to take responsibility for further development and implementation of the Technology Plan.

The "Master Networker" position involves hiring a full-time, well-trained person with strong "people skills." Working extensively with officials and community members, the Master Networker assumes the crucial role in seeing that the Technology Plan is developed and implemented. This person is dedicated to this task and assumes full responsibility. While having strong IT/computer knowledge is certainly a plus, the primary expectation is that the Master Networker be someone who is highly creative and skilled with working with different groups. Ideally, this person is a natural community organizer who also has a strong vision for building integrated IT networks throughout the region. Advanced IT/computer knowledge can be acquired on the job, but the ability to build coalitions, understand diverse institutional settings, and improvise creative solutions are necessary skills for the Master Networker. The Master Networker is absolutely crucial for implementing the Technology Plan to address the Digital Divide problem in the SELA region.

The Basic Elements of the Technology Plan

Recommendation #3: Establish that providing IT training is the most important element of the Technology Plan strategy.

Training is considerably more important than just hardware. The provision of IT skills-training is paramount in cultivating future consumers of IT technology. The Technology Plan should emphasize the creation of spaces where community members can learn IT technology, allowing them opportunities to experiment and freely explore the capabilities of digital technology.

Recommendation #4: Make the most of existing IT resources first and then build upon them.

As discussed in this report, the SELA region does have existing IT assets, and these assets should be utilized to the fullest extent. "Reinventing the wheel" with entirely new investments in IT infrastructure would be wasteful and counter-productive. Given the limited social service budgets in the SELA region, the strategy of the Technology Plan is to maximize what assets are already available and to build upon them.

Recommendation #5: Build off this report by having the Master Networker identify the IT Coordinator in each SCTC member agency and continue to build a robust database inventory of IT capabilities.

The Master Networker shall assume the task of further building an inventory of the IT resources in the SELA Region. This report constitutes a significant start of assessing resources, but the Master Networker should develop a familiarity and working relationship with all the IT Coordinators in the region.

Recommendation #6: Expect the Master Networker to strongly encourage or entice all identified IT Coordinators to actively participate in development and implementation of the training element of the Technology Plan. Create a resource-sharing intranet to make "the sum of efforts greater than the individual parts."

The Master Networker shall build a coalition of all the IT Coordinators in the SELA region. While each IT Coordinator will have their own institutional responsibilities and chain-of-command, the Master Networker shall seek innovative and creative ways of IT Coordinators to participate in achieving the larger goals of the Technology Plan. Through the power of digital network technologies, the Master Networker can integrate the IT skill capabilities across the region to maximize the use of existing assets. A Digital Divide Network Exchange can be established, and it could function as an intranet of resource exchange. Such a network of interaction would recognize opportunities for alliances and mutually-beneficial relationships.

Recommendation #7: Achieve agreement over technology standards and equipment protocols through the coordination of the Master Networker.

In order to facilitate the integration of IT hardware and software across the region, agreed-upon standards and protocols have to be established. The Master Networker, in cooperation with all the IT Coordinators, should facilitate the agreement on standard and protocol setting. This is to make any new purchases of hardware and software to be compatible across the whole public IT resources in the region.

Recommendation #8: Decentralize decision-making and authority, particularly over such issues as filtering, once the plan takes shape.

Once a unifying Technology Plan is firmly in place, decision-making can be increasingly decentralized, as that is a key advantage of digital information technology. Filtering can be increasingly monitored at the local level, allowing users access to appropriate material for their needs. Decentralizing filtering authority enables the user to avoid lengthy and burdensome delays in getting approval to access certain sites. While filtering is important, it is often frustrating and cumbersome to the user. Streamlining the process enhances the IT experience for users.

Recommendation #9: Support a public education campaign to inform policy-makers about the need to address the Digital Divide in the SELA Region.

In order for the Technology Plan and the Master Networker to be fully effective, 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. The Master Networker

should assume a key role in this public education campaign, as this person would be the figurehead of the entire drive to address the Digital Divide.

Recommendation #10: Install a system of performance review and evaluation to measure improvement and ensure accountability after the plan is established.

In order to ensure that goals are being met and progress is being made, a system of performance review and evaluation is necessary. In addition to ensuring accountability, this system also identifies successful elements of the Technology Plan and weak elements of the Technology Plan. The intention is to be reflective and adaptive in implementing the Technology Plan over the long term.

APPENDIX 1

RESEARCH DESIGN OF SELA REPORT

I. INTRODUCTION

The Digital Divide Research Team (CLPR-DDRT) collected data and conducted this *needs assessment* of populations in the Southeast Los Angeles region (SELA) to determine what barriers they may face in accessing and using information technology (IT). The intent is to capture a real life view of what it is like for any individual in SELA to use and not use, know and not have technology.

II. BACKGROUND

There is no blueprint with metrics to assess the technology based needs of low-income populations that seek social and economic development. Most research in the general study of uses of information technology today focus on high income users of IT. Many of these studies are market survey studies of consumers and users with a statistically insignificant representation of SELA populations. Most data about social uses of IT over-sample White and Asian populations with high educational attainment and high incomes in urbanized metropolitan areas with high IT market penetration rates of use. These studies are then used to predict potential public policy outcomes of civic experiments for less studied and understood low IT consumer markets such as low-income Latino and African American populations living in poverty pockets within a metropolitan urbanized region. The few studies that exist about this population are not reliable without a significant and representative sample size. The few survey studies that have attained a representative sample of Latino IT users do not ask the necessary questions which could inform the decision making process of the Southeast Cities Technology Collaborative (SCTC). The SCTC is an organized collective of elected officials, public and private representatives from local government, community based and non profit organizations, public school and community college administrators, and public librarians serving the Southeast Los Angeles area.

Although there is general agreement on a clear association between IT use and economic gains, there is less knowledge about the processes, conditions, and context of use among Latinos in the Southeast Los Angeles region with high rates of indictors of digital divide inequality.

This report is formative preliminary research and creates a basic blueprint of a community needs assessment representative of low-income places and people. The goal is to inform the SCTC about the current aggregate social and economic conditions and level of IT based needs of the SELA population for their planning of a regional technology development plan in Los Angeles.

III. RESEARCH QUESTION

Despite limited access and use of IT by SELA populations (involving small businesses, public and private service providers, school age populations, and young adults, and elderly), there is little understanding on the ways digital divide intervention programs can be (re)designed to meet need because there is no documented study that captures the problem as it relates to the specific social conditions of the people living in SELA.

How can SCTC structure a digital inclusion project that can intervene in the lack of limited access and use of information technology for a low income population with low educational attainment? The conditions, context, and relationship between availability, accessibility, affordability, applications, and assistance in the

productive use of information technology is virtually absent in academic research and there are no regional interventions in SELA.

IV. RESEARCH OBJECTIVES

The study has two components: the collection and use of primary and secondary data to provide insight on the following questions: 1) When are youth and adults most likely to use IT? 2) Where and how often are youth and adults attaining and using IT alone and in social groups? 3) What factors affect their use of IT and with which outcomes? 4) What types of opportunities and challenges do service providers face in addressing the interconnection between availability, accessibility, affordability, applications, assistance, and function of IT use in the provision of social service through public access to computers and or training in the use of Internet? The intent is to investigate what are the factors that underlie the use of IT by low income SELA populations. Through this process we hope to: 1) identify potential sites and points of intervention and examine whether in fact IT access presents a crisis that demands an intervention tailored specifically for populations in the SELA region.

V. METHODOLOGY

This project was broken into two phases:

A. Phase I

The CLPR-Digital Divide Research Team (CLPR-DDRT): 1) collected information to create a basic quantitative statistical database of socio-economic demographics of the population in the SELA region. A compendium of nine cities and areas was created. The profile was used by the research team to create an analytical base for reporting current social and economic conditions for school age children, young adults, and elderly—the target population for SCTC. This dataset includes the most current available public statistics collected and analyzed by government and relevant research institutes in the field of study, such as the decennial U.S. Census and public reports generated by the California Department of Education, California Department of Finance and other public institutions and organizations generating relevant public official reports representative of the general population.

B. Phase II

Content and theme analysis of collected primary qualitative data (i.e. focus groups, in-depth interviews with informants, site visits, observation, and use of formal public documents) is used to create a reliable report of the current general challenges a potential SELA user faces or may face in accessing IT to advance social and economic development goals in line with overall general trends.

To achieve these objectives, three types of people were interviewed. One is a representation of policymakers and administrators in charge of local service providers serving youth and adults within SELA to assess the range of potential challenges and identify opportunities to serve the aforementioned target group of the development plan. The second type is made up of representatives in charge of implementing social and educational programs representing the wide range of SCTC collaborators. The third group is a representation of end users of public access points, such as public libraries, public schools, non-profit and government led IT service providers. Data collected from interviews and focus groups served to frame interview questions. Currently, there are no culturally or linguistically appropriate interview instruments that incorporate IT and designed for the target group and inquiry.

Respondents were chosen by a snowball sample method. The sample population of respondents was selected from volunteering SCTC participants and affiliates who identified local leaders. This group identified key point persons (someone directly involved in implementation of programs) for Group 2. These key point people (Group 2) identified users (Group 3). The information attained from all three groups was triangulated to refine interview questions of users in SELA. Theme analysis was employed which provided meaningful insights to build a qualitative model that addresses the inquiry.

C. Group 1: A Sample Selection of SCTC Collaborative Representatives and Local Leadership in SELA

A small representative sample of SCTC members and SELA local leaders and administrators were interviewed in-depth. Participants in this group were selected through a targeted wide range representative sampling strategy. We primarily interviewed decision makers and public officials in charge of social service and development investment provisions. This pool of invited people represented various types of SCTC members and SELA policy administrators were asked to participate in an interview about their plans and work experience in implementing development projects and or serving the social service needs of SELA populations.

Additional criteria for selection of volunteering interviews and focus group participants are the following: (a) is a working representative of service and education providers within SELA, (b) has a minimum of 2 years direct experience or knowledge in the area of service, (c) works in the field of social service delivery, education and or business development, (d) and has or is investing in information technology and broadband plans in the area. Representatives from the following categories were asked to participate: mix of elected officials, public and private representatives from local government, public school and college administrators, public libraries administrators, PTA, disability advocates and or service providers, and community based organizations serving the Southeast Los Angeles region. Interview and focus group questions were open ended and relating to work experience and knowledge base of civic experiments using information technologies.

D. Group 2: Implementation Representatives

Participants in Group 2 are direct service providers, those who implement social and educational based services and or have used information technology to support their work. Snowball sampling was used to select direct service providers. The pool of potential participants was created from identified representatives by the SCDC. The selection of direct service providers will employ the same aforementioned categorization to sample representatives in *Group 1*.

The following are also selection criteria: (a) teaches within K-12 schools, (b) has taught and provided work skill training for youth and adults with the use of computers and Internet, (c) works at the front desk of public libraries, or (d) manages the use of public access to computers and internet at the public library, nonprofit organizations, faith based programs, adult school, and college, etc., (e) interfaces with the general public with the use of computers and internet in local government and nonprofit community based organization, all within the SELA region. This group involves representatives from within the same type of categories. In particular, those who have experience or are in charge of implementing and managing IT based social and skill training programs. This pool includes Los Angeles Unified School District (LAUSD) administrators and public school teachers who use computer labs, computer lab administrators within schools, front desk librarians, community based organizations, technology educators, agents and or teachers working with or serving disabled people, and city officials in charge of providing public access to IT. This would

include a representative sample of people who ran or are currently running the public computer technology sites in SELA.

E. Group 3: End Users

The pool of Group 1 and 2 participants were asked to identify well-known users of IT, targeting school age youth (middle and high school level) and adults living or working in SELA to establish Group 3. This includes representatives of public library IT users. For example, those who have or are using IT at the public library, school and outside school, those using IT based services and taking educational classes, etc.

All group respondents were asked to identify best practices for site visits. People and places that were mentioned at least 10 times by respondents were interviewed and visited.

APPENDIX 2
A STATISTICAL DEMOGRAPHIC PROFILE OF THE SELA REGION AND LOS ANGELES COUNTY

	SELA REGION		LOS ANGELES COUNTY	
	Number	**Percent**	**Number**	**Percent**
EMPLOYMENT STATUS				
Population 16 years and over	240,329	(X)	7,122,525	(X)
In labor force	129,880	54	4,312,264	61
Civilian labor force	129,813	54	4,307,762	60
Employed	114,589	47	3,953,415	56
Unemployed	15,224	6	354,347	5
Percent of civilian labor force		0.1		8
Armed Forces	67	0	4,502	0
Not in labor force	110,449	46	2,810,261	40
Females 16 years and over	121,290	50	3,656,757	51
In labor force	53,527	44	1,953,462	53
Civilian labor force	53,513	44	1,952,731	53
Employed	45,978	38	1,784,303	49
Own children under 6 years	42,704	18	815,809	11
All parents in family in labor force	16,741	7	397,242	6
COMMUTING TO WORK				
Workers 16 years and over	110,891	(X)	3,858,750	54
Car, truck, or van -- drove alone	63,535	57	2,714,944	70
Car, truck, or van -- carpooled	25,148	23	582,020	15
Public transportation (including taxicab)	13,031	12	254,091	7
Walked	4,700	4	113,004	3
Other means	2,447	2	60,048	2
Worked at home	2,030	2	134,643	3
Mean travel time to work (minutes)	29		29	
Employed civilian population 16 years and over	114,589	(X)	3,953,415	(X)
OCCUPATION				
Management, professional, and related occupations	13,960	12	1,355,973	34
Service occupations	17,383	15	580,809	15
Sales and office occupations	28,578	25	1,090,059	28
Farming, fishing, and forestry occupations	622	1	6,650	0
Construction, extraction, and maintenance occupations	11,747	10	306,450	8
Production, transportation, and material moving occupations	42,299	37	613,474	16
INDUSTRY				
Agriculture, forestry, fishing and hunting, and mining	290	0	10,188	0
Construction	6,262	5	202,829	5
Manufacturing	34,458	30	586,627	15
Wholesale trade	9,883	9	184,369	5
Retail trade	12,443	11	416,390	11
Transportation and warehousing, and utilities	6,372	6	198,375	5
Information	1,815	2	213,589	5
Finance, insurance, real estate, and rental and leasing	3,334	3	272,304	7
Professional, scientific, management, administrative, and waste management services	7,533	7	455,069	12
Educational, health and social services	14,166	12	722,792	18
Arts, entertainment, recreation, accommodation and food services	8,288	7	332,753	8
Other services (except public administration)	7,867	7	233,193	6
Public administration	1,878	2	124,937	3

SOURCE: U.S. Decennial Census, 2000.
NOTE: X indicates data not available.

	SELA REGION		LOS ANGELES COUNTY	
	Number	**Percent**	**Number**	**Percent**
CLASS OF WORKER				
Private wage and salary workers	97,962	85	3,097,864	78
Government workers	10,433	9	498,882	13
Self-employed workers in own not incorporated business	5,800	5	341,295	9
Unpaid family workers	394	0	15,374	0
INCOME IN 1999				
Households	84,516	100	3,136,279	100
Less than $10,000	9,951	12	330,000	11
$10,000 to $14,999	7,816	9	203,819	6
$15,000 to $24,999	15,969	19	398,292	13
$25,000 to $34,999	14,622	17	381,066	12
$35,000 to $49,999	14,355	17	472,306	15
$50,000 to $74,999	13,391	16	558,550	18
$75,000 to $99,999	4,973	6	318,521	10
$100,000 to $149,999	2,557	3	276,972	9
$150,000 to $199,999	391	0	87,864	3
$200,000 or more	491	1	108,889	3
Median household income (dollars)	$33,860.33	(X)	$42,189.00	(X)
With earnings	73,288	(X)	2,611,014	(X)
Mean earnings (dollars)	$41,815.22	(X)	$61,373.00	(X)
With Social Security income	13,370	(X)	618,121	(X)
Mean Social Security income (dollars)	$9,667.56	(X)	$11,098.00	(X)
With Supplemental Security Income	5,511	(X)	179,952	(X)
Mean Supplemental Security Income (dollars)	(X)	(X)	$7,031.00	(X)
With public assistance income	8,806	(X)	199,328	(X)
Mean public assistance income (dollars)	(X)	(X)	$4,946.00	(X)
With retirement income	6,736	(X)	380,518	(X)
Mean retirement income (dollars)	$13,225.44	(X)	$18,834.00	(X)
FAMILIES	74,034	100	2,154,311	100
Less than $10,000	7,567	10	166,376	8
$10,000 to $14,999	6,742	9	128,303	6
$15,000 to $24,999	14,592	20	267,900	12
$25,000 to $34,999	13,441	18	256,832	12
$35,000 to $49,999	12,883	17	323,690	15
$50,000 to $74,999	11,689	16	397,122	19
$75,000 to $99,999	4,312	6	242,750	11
$100,000 to $149,999	2,042	3	216,124	10
$150,000 to $199,999	337	0	69,451	3
$200,000 or more	429	1	85,763	4
Median family income (dollars)	$34,599.56		$46,452.00	
Per capita income (dollars)	$9,319.44		$20,683.00	
Median earnings (dollars):				
Male full-time, year-round workers	24,245		36,299	
Female full-time, year-round workers	19,116		30,981	

SOURCE: U.S. Decennial Census, 2000.
NOTE: X indicates data not available.

	SELA REGION		LOS ANGELES COUNTY	
	Number	**Percent**	**Number**	**Percent**
POVERTY STATUS IN 1999 (below poverty level)				
Families	17,438	100	311,226	100
Percent below poverty level		(X)	(X)	14.4
With related children under 18 years	(X)	(X)	258,769	(X)
Percent below poverty level	(X)	(X)	(X)	19.9
With related children under 5 years	(X)	(X)	137,542	(X)
Percent below poverty level	(X)	(X)	(X)	24.1
Families with female householder, no husband present	6,194	(X)	127,232	(X)
Percent below poverty level		(X)		28.5
With related children under 18 years	5,670	(X)	111,843	(X)
Percent below poverty level		(X)		37.1
With related children under 5 years	2,830	(X)	54,096	(X)
Percent below poverty level		(X)		47
Individuals	91,990	(X)	1,674,599	(X)
Percent below poverty level		(X)		17.9
18 years and over	49,932	(X)	1,034,454	(X)
Percent below poverty level		(X)		15.3
65 years and over	3,046	(X)	93,555	(X)
Percent below poverty level		(X)		10.5
Related children under 18 years	41,486	(X)	626,757	(X)
Percent below poverty level		(X)		24.2
Related children 5 to 17 years	29,022	(X)	445,284	(X)
Percent below poverty level		(X)		23.7
Unrelated individuals 15 years and over	12,013	(X)	404,978	(X)
Percent below poverty level		(X)		25.5
LANGUAGE SPOKEN AT HOME				
Population 5 years and over	312,712		8,791,096	
English only	41,164	13	4,032,614	46
Language other than English	281,548	90	4,758,482	54
Speak English less than 'very well	170,372	61	2,542,505	53
Spanish	277,850	89	3,330,935	38
Speak English less than "very well"	168,639	61	1,845,364	55
Other Indo-European languages	1,085	0	459,392	5
Speak English less than "very well"	555	51	183,686	40
Asian and Pacific Island languages	1,553	0	875,515	10
Speak English less than "very well"	673	43	482,637	55

SOURCE: U.S. Decennial Census, 2000.
NOTE: X indicates data not available.

	SELA REGION		LOS ANGELES COUNTY	
	Number	**Percent**	**Number**	**Percent**
SEX AND AGE				
Total Population	361,484		9,519,338	
Male	181,169	50	4,704,105	49
Female	180,315	50	4,815,233	51
Under 5 years	39,041	11	737,631	8
5 to 9 years	41,620	12	802,047	8
10 to 14 years	34,077	10	723,652	8
15 to 19 years	31,893	9	683,466	7
20 to 24 years	33,103	9	701,837	7
25 to 34 years	65,484	18	1,581,722	17
35 to 44 years	48,919	14	1,517,478	16
45 to 54 years	32,147	9	1,148,612	12
55 to 59 years	9,916	3	389,457	4
60 to 64 years	7,190	2	306,763	3
65 to 74 years	10,340	3	492,833	5
75 to 84 years	5,775	2	324,693	3
85 years and over	1,979	1	109,147	1
Median age (years)	25.5		32.0	
18 years and over	227,864	63	6,851,362	72
Male	113,134	50	3,337,184	49
Female	114,730	50	3,514,178	51
21 years and over	208,371	58	6,432,248	68
62 years and over	22,172	6	1,102,298	12
65 years and over	18,094	5	926,673	10
Male	7,227	40	383,240	41
Female	10,867	60	543,433	59
RACE				
One race	344,240	95	9,049,557	95
White	147,934	43	4,637,062	51
Black or African American	10,602	3	930,957	10
American Indian and Alaska Native	3,982	1	76,988	1
Asian	2,381	1	1,137,500	13
Asian Indian	357	0	60,268	1
Chinese	258	0	329,352	4
Filipino	756	0	260,158	3
Japanese	138	0	111,349	1
Korean	336	0	186,350	2
Vietnamese	229	0	78,102	1
Other Asian	307	0	111,921	1
Native Hawaiian / Pac. Island.	379	0	27,053	0
Native Hawaiian	75	0	4,347	0
Guamanian or Chamorro	58	0	3,277	0
Samoan	138	0	12,836	0
Other Pacific Islander	108	0	6,593	0
Some other race	178,962	52	2,239,997	25
Two or more races	17,244	5	469,781	5
Race alone or in combination with one or more other races				
White	163,563	45	5,022,646	53
Black or African American	11,425	3	999,747	11
American Indian and Alaska Native	5,205	1	138,696	1
Asian	3,138	1	1,245,019	13
Native Hawaiian and Other Pacific Islander	730	0	49,514	1
Some other race	194,972	54	2,558,599	27

SOURCE: U.S. Decennial Census, 2000.

	SELA REGION		LOS ANGELES COUNTY	
	Number	**Percent**	**Number**	**Percent**
HISPANIC OR LATINO AND RACE				
Total population	361,484		9,519,338	
Hispanic or Latino (of any race)	333,227	92	4,242,213	45
Mexican	258,020	77	3,041,974	72
Puerto Rican	1,560	0	37,862	1
Cuban	3,179	1	38,664	1
Other Hispanic or Latino	70,468	21	1,123,713	26
Not Hispanic or Latino	28,257	8	5,277,125	55
White alone	14,292	51	2,959,614	56
ANCESTRY (SINGLE OR MULTIPLE)				
Arab	892	0	65,836	1
Czech	75	0	24,710	0
Danish	138	0	32,957	0
Dutch	495	0	70,376	1
English	1,618	0	422,942	4
French (except Basque)	823	0	142,592	1
French Canadian	137	0	27,147	0
German	2,322	1	548,891	6
Greek	132	0	27,715	0
Hungarian	191	0	41,138	0
Irish	1,981	1	438,307	5
Italian	1,328	0	270,375	3
Lithuanian	14	0	13,640	0
Norwegian	200	0	69,832	1
Polish	265	0	122,680	1
Portuguese	68	0	19,386	0
Russian	127	0	146,697	2
Scotch-Irish	499	0	72,648	1
Scottish	264	0	92,347	1
Slovak	43	0	5,248	0
Subsaharan African	458	0	64,546	1
Swedish	179	0	75,763	1
Swiss	62	0	16,525	0
Ukrainian	37	0	22,543	0
United States or American	6,141	2	241,868	3
Welsh	82	0	30,985	0
West Indian (excluding Hispanic groups)	294	0	31,677	0
Other ancestries	311,159	86	6,482,421	68
REGION OF BIRTH OF FOREIGN BORN				
Total (excluding born at sea)	185,006		3,449,428	
Europe	948	1	194,503	6
Asia	2,114	1	1,022,289	30
Africa	126	0	43,024	1
Oceania	50	0	12,560	0
Latin America	181,603	98	2,143,049	62
Northern America	156	0	34,003	1

SOURCE: U.S. Decennial Census, 2000.

	SELA REGION		LOS ANGELES COUNTY	
	Number	**Percent**	**Number**	**Percent**
HOUSEHOLDS BY TYPE				
Total households	84,507		3,133,774	
Family households (families)	73,276	87	2,136,977	68
With own children under 18 years	50,735	60	1,152,502	54
Married-couple family	48,877	58	1,491,327	48
With own children under 18 years	35,865	42	811,522	54
Female householder, no husband present	16,547	20	459,392	15
With own children under 18 years	10,736	13	257,611	56
Nonfamily households	11,231	13	996,797	32
Householder living alone	8,485	10	771,854	25
Householder 65 years and over	3,745	4	223,473	7
Households with individuals under 18 years	57,024	67	1,293,674	41
Households with individuals 65 years and over	14,159	17	674,787	22
Average household size	4.24		2.98	
Average family size	4.41		3.61	
HOUSING OCCUPANCY				
Total housing units	87,992		3,270,909	
Occupied housing units	84,507	96	3,133,774	96
Vacant housing units	3,485	4	137,135	4
For seasonal, recreational, or occasional use	469	1	13,565	0
Homeowner vacancy rate (percent)		19.4		2.0
Rental vacancy rate (percent)		16.3		3.3
HOUSING TENURE				
Occupied housing units	84,507		3,133,774	
Owner-occupied housing units	29,271	35	1,499,744	48
Renter-occupied housing units	55,236	65	1,634,030	52
Average household size of owner-occupied unit	4.44		3.13	
Average household size of renter-occupied unit	4.14		2.85	
RELATIONSHIP				
In households	360,001	99	9,344,086	98
Householder	84,507	23	3,133,774	33
Spouse	48,877	14	1,491,327	16
Child	148,575	41	3,070,919	32
Own child under 18 years	112,460	31	2,274,290	24
Other relatives	55,994	15	1,009,388	11
Under 18 years	18,384	5	320,831	4
Nonrelatives	22,048	6	638,678	7
Unmarried partner	6,514	2	185,892	2
In group quarters	1,483	0	175,252	2
Institutionalized population	565	0	77,712	1
Noninstitutionalized population	918	0	97,540	1
SCHOOL ENROLLMENT				
Population 3 years and over enrolled in school	125,786	35	2,931,076	31
Nursery school, preschool	6,012	5	159,024	5
Kindergarten	8,448	7	166,635	6
Elementary school (grades 1-8)	62,306	50	1,259,161	43
High school (grades 9-12)	30,857	25	615,942	21
College or graduate school	18,163	14	730,314	25

SOURCE: U.S. Decennial Census, 2000.

	SELA REGION		LOS ANGELES COUNTY	
	Number	**Percent**	**Number**	**Percent**
EDUCATIONAL ATTAINMENT				
Population 25 years and over	181,282		5,882,948	
Less than 9th grade	74,818	41	955,932	16
9th to 12th grade, no diploma	44,640	25	814,592	14
High school graduate (includes equivalency)	31,587	17	1,108,314	19
Some college, no degree	18,219	10	1,174,477	20
Associate degree	4,762	3	367,244	6
Bachelor's degree	4,722	3	945,634	16
Graduate or professional degree	2,534	1	516,755	9
Percent high school graduate or higher				69.9
Percent bachelor's degree or higher				24.9
MARITAL STATUS				
Population 15 years and over	246,789		7,252,521	
Never Married	92,139	37	2,472,521	34
Now married, except separated	123,042	50	3,542,359	49
Separated	9,988	4	226,151	3
Widowed	10,205	4	397,823	5
Female	8,205	80	325,375	82
Divorced	11,415	5	613,667	8
Female	7,199	63	366,162	60
GRANDPARENTS AS CAREGIVERS				
Grandparent living in household with one or more own grandchildren under 18 years	16,563		308,530	
Grandparent responsible for grandchildren	4,145	25	88,511	29
VETERAN STATUS				
Civilian population 18 years and over	228,103		6,855,129	0
Civilian veterans	6,068	3	510,712	7
DISABILITY STATUS OF THE CIVILIAN NONINSTITUTIONALIZED POPULATION				
Population 5 to 20 years	114,552	(X)	2,338,627	(X)
With a disability	10,133	9	181,452	8
Population 21 to 64 years	189,694	(X)	5,475,226	58
With a disability	52,763	28	1,193,654	22
Percent employed	52	(X)	54	(X)
No disability	136,931	72	4,281,572	45
Percent employed	58	(X)	69	(X)
Population 65 years and over	17,813	5	893,212	9
With a disability	9,731	55	399,903	45
RESIDENCE IN 1995				
Population 5 years and over	322,712	89	8,791,096	92
Same house in 1995	164,217	51	4,571,423	52
Different house in the U.S. in 1995	139,319	43	3,753,068	43
Same county	131,484	41	3,136,120	36
Different county	7,835	2	616,948	7
Same state	5,446	2	329,991	4
Different state	2,389	1	286,957	3
Elsewhere in 1995	19,176	6	466,605	5

SOURCE: U.S. Decennial Census, 2000.
NOTE: X indicates data not available.

	SELA REGION		LOS ANGELES COUNTY	
	Number	**Percent**	**Number**	**Percent**
NATIVITY AND PLACE OF BIRTH				
Total population	361,661		9,519,338	
Native	176,655	49	6,069,894	64
Born in the United States	173,731	48	5,983,398	63
State of Residence	158,042	44	4,302,278	45
Different state	15,689	4	1,681,120	18
Born outside of United States	2,924	1	86,496	1
Foreign born	185,006	51	3,449,444	36
Entered 1990 to March 2000	58,750	16	1,201,034	13
Naturalized citizen	48,120	13	1,311,755	14
Not a citizen	136,886	38	2,137,689	22
UNITS IN STRUCTURE				
Total housing units	88,061		3,270,909	
1-unit, detached	39,182	44	1,593,516	49
1-unit, attached	15,324	17	241,571	7
2 units	4,024	5	89,608	3
3 or 4 units	9,055	10	197,916	6
5 to 9 units	8,500	10	269,122	8
10 to 19 units	5,463	6	263,319	8
20 or more units	4,892	6	559,236	17
Mobile home	1,567	2	53,475	2
Boat, RV, van, etc.	54	0	3,146	0
YEAR STRUCTURE BUILT				
1999 to March 2000	558	1	22,629	1
1995 to 1998	1,662	2	65,665	2
1990 to 1994	2,399	3	135,766	4
1980 to 1989	6,626	8	403,184	12
1970 to 1979	11,255	13	509,695	16
1960 to 1969	17,318	20	583,178	18
1940 to 1959	34,763	39	1,129,007	35
1939 or earlier	13,480	15	421,785	13
ROOMS				
1 room	11,713	13	285,396	9
2 rooms	19,102	22	440,384	13
3 rooms	19,755	22	569,280	17
4 rooms	16,067	18	512,747	16
5 rooms	11,934	14	534,555	16
6 rooms	6,219	7	431,193	13
7 rooms	2,066	2	253,341	8
8 rooms	761	1	134,947	4
9 or more rooms	444	1	109,066	3
Median (rooms)	3.4	0	4.2	0
YEAR HOUSEHOLDER MOVED INTO UNIT				
Occupied Housing Units	84,533		3,133,774	
1999 to March 2000	19,554	23	647,742	21
1995 to 1998	29,167	35	1,015,643	32
1990 to 1994	12,833	15	483,563	15
1980 to 1989	12,413	15	449,500	14
1970 to 1979	6,771	8	284,387	9
1969 or earlier	3,750	4	252,939	8

SOURCE: U.S. Decennial Census, 2000.

	SELA REGION		LOS ANGELES COUNTY	
	Number	**Percent**	**Number**	**Percent**
VEHICLES AVAILABLE				
None	15,330	18	393,309	13
1	30,810	36	1,158,027	37
2	24,865	29	1,079,792	34
3 or more	13,528	16	502,646	16
HOUSE HEATING FUEL				
Utility gas	61,766	73	2,404,745	77
Bottled, tank, or LP gas	881	1	47,933	2
Electricity	12,614	15	565,521	18
Fuel oil, kerosene, etc.	10	0	1,259	0
Coal or coke	0	0	235	0
Wood	176	0	7,533	0
Solar energy	580	1	6,349	0
Other fuel	62	0	3,723	0
No fuel used	8,444	10	96,476	3
SELECTED CHARACTERISTICS				
Lacking complete plumbing facilities	1,171	23	31,288	24
Lacking complete kitchen facilities	1,210	24	46,322	35
No telephone service	2,648	53	54,501	41
OCCUPANTS PER ROOM				
1.00 or less	37,171	44	2,413,405	77
1.01 to 1.50	13,868	16	249,094	8
1.51 or more	33,503	40	471,275	15
VALUE				
Specified owner-occupied units	25,513		1,287,679	
Less than $50,000	381	1	19,333	2
$50,000 to $99,999	1,126	4	57,345	4
$100,000 to $149,999	8,219	32	207,707	16
$150,000 to $199,999	11,991	47	324,055	25
$200,000 to $299,999	3,354	13	316,886	25
$300,000 to $499,999	365	1	217,697	17
$500,000 to $999,999	40	0	111,472	9
$1,000,000 or more	37	0	33,184	3
Median (dollars)	$167,300		$209,300	
MORTGAGE STATUS AND SELECTED MONTHLY OWNER COSTS				
With a mortgage	20,678		1,014,178	
Less than $300	108	1	3,192	0
$300 to $499	632	3	21,115	2
$500 to $699	981	5	42,420	4
$700 to $999	2,977	14	111,852	11
$1,000 to $1,499	9,343	45	315,052	31
$1,500 to $1,999	4,730	23	244,562	24
$2,000 or more	1,907	9	275,985	27
Median (dollars)	$1,339		$1,524	
Not mortgaged	4,835	(X)	273,501	(X)
Median (dollars)	$227		$303	

SOURCE: U.S. Decennial Census, 2000.
NOTE: X indicates data not available.

	SELA REGION		LOS ANGELES COUNTY	
	Number	**Percent**	**Number**	**Percent**
SELECTED MONTHLY OWNER COSTS AS A PERCENTAGE OF HOUSEHOLD INCOME IN 1999				
Less than 15 percent	5,388	21	351,126	27
15 to 19 percent	2,735	11	173,440	13
20 to 24 percent	2,779	11	167,242	13
25 to 29 percent	2,853	11	139,439	11
30 to 34 percent	2,163	8	99,472	8
35 percent or more	9,284	36	344,523	27
Not computed	311	1	12,437	1
GROSS RENT				
Specified renter-occupied units	55,061		1,630,542	
Less than $200	735	1	36,968	2
$200 to $299	883	2	38,195	2
$300 to $499	9,292	17	208,954	13
$500 to $749	30,855	56	625,808	38
$750 to $999	9,865	18	385,620	24
$1,000 to $1,499	2,367	4	230,290	14
$1,500 or more	240	0	72,706	4
No cash rent	824	1	32,001	2
Median (dollars)	581		704	
GROSS RENT AS A PERCENTAGE OF HOUSEHOLD INCOME IN 1999				
Less than 15 percent	6,750	12	237,089	15
15 to 19 percent	7,334	13	214,798	13
20 to 24 percent	6,979	13	205,852	13
25 to 29 percent	6,275	11	174,453	11
30 to 34 percent	4,378	8	130,377	8
35 percent or more	21,144	38	583,392	36
Not computed	2,176	4	84,581	5

SOURCE: U.S. Decennial Census, 2000.

APPENDIX 3
A TECHNOLOGY PROFILE OF K-12 PUBLIC SCHOOLS IN THE SELA REGION

Table 1. Total Number of Computers and Student Ratios

ELEMENTARY SCHOOLS				
			Ratios	
City	School Name	Total No. of Computers	Students Per Computer	Students Per Internet Connected Computer
Bell				
	Corona Avenue Elementary	230	5.55	5.55
	Ellen Ochoa Learning Center	412	4.76	7.21
	Woodlawn Avenue Elementary	319	3.04	3.04
Bell Gardens				
	Bell Gardens Elementary	477	2.18	2.96
	Cesar E. Chavez Elementary	127	6.52	8.72
	Garfield Elementary	125	6.01	6.01
	Suva Elementary	190	4.23	5.62
Cudahy				
	Teresa Hughes	170	7.29	7.29
Florence/Firestone				
	Cornerston Prep Charter	0	0	0
	Florence Avenue Elementary	274	3.16	3.16
	Graham Elementary	246	3.62	3.87
	Lillian Street Elementary	250	2.69	3.69
	McKinley Avenue Elementary	338	2.84	5.45
	Miramonte Elementary	519	3.41	3.41
	Parmelee Avenue Elementary	229	5.18	5.87
	Russell Elementary	233	5.3	6.49
	Wisdom Academy (K-5)	0	0	0
Huntington Park				
	Hope Street Elementary	308	4.34	4.34
	Middleton Street Elementary	321	4.78	5.97
	Miles Avenue Elementary	518	3.74	21.08
	Pacific Boulevard Elementary	251	2.53	2.53
	Pacific Boulevard Special Ed. Center	0	0	0
	San Antonio Elementary	185	3.95	3.95
	Walnut Park Elementary	308	3.49	3.87
Maywood				
	Maywood Elementary	168	2.96	19.15

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

ELEMENTARY SCHOOLS				
			Ratios	
City	**School Name**	**Total No. of Computers**	**Students Per Computer**	**Students Per Internet Connected Computer**
South Gate				
	Bryson Elementary	266	4.36	4.36
	Hollydale Elementary	111	10.01	10.01
	Independence Elementary	116	8.05	14.22
	Liberty Boulevard Elementary	270	3.06	3.06
	Montana Avenue Elementary	221	3.85	4.7
	San Gabriel Avenue Elementary	234	3.65	3.65
	San Miguel Elementary	563	2.15	2.8
	Stanford Avenue Elementary	172	6.09	20.15
	Stanford Primary Center	90	2.08	2.08
	State Street Elementary	249	4.49	4.49
	Tweedy Elementary	351	2.05	2.05
	Victoria Avenue Elementary	100	8.57	8.57
Vernon				
	Holmes Avenue Elementary	162	2.43	2.43
	Vernon City Elementary	76	3.01	11.45
	Total	**9,179**	**3.99**	**5.98**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 2. Expected Change in Computer Availability

ELEMENTARY SCHOOLS				
		Expected Change in Computer Availability		
City	School Name	% Computers to be Retired	% Computers to be Added	Net Gain or Loss
Bell				
	Corona Avenue Elementary	8.7	21.74	13.04
	Ellen Ochoa Learning Center	2.43	2.43	0
	Woodlawn Avenue Elementary	0	0	0
Bell Gardens				
	Bell Gardens Elementary	2.1	0	-2.1
	Cesar E. Chavez Elementary	0	0	0
	Garfield Elementary	4	0	-4
	Suva Elementary	6.32	0	-6.32
Cudahy				
	Teresa Hughes	11.76	0	-11.76
Florence/Firestone				
	Cornerston Prep Charter	0	0	0
	Florence Avenue Elementary	0	0	0
	Graham Elementary	0	0	0
	Lillian Street Elementary	0	0	0
	McKinley Avenue Elementary	0	11.83	11.83
	Miramonte Elementary	0.77	2.7	1.93
	Parmelee Avenue Elementary	7.42	0	-7.42
	Russell Elementary	2.15	0	-2.15
	Wisdom Academy (K-5)	0	0	0
Huntington Park				
	Hope Street Elementary	0	0	0
	Middleton Street Elementary	0	1.56	1.56
	Miles Avenue Elementary	4.83	0	-4.83
	Pacific Boulevard Elementary	0	0	0
	Pacific Boulevard Special Ed. Center	0	0	0
	San Antonio Elementary	16.22	0	-16.22
	Walnut Park Elementary	0	0	0
Maywood				
	Maywood Elementary	0	0	0

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

ELEMENTARY SCHOOLS				
		Expected Change in Computer Availability		
City	**School Name**	**% Computers to be Retired**	**% Computers to be Added**	**Net Gain or Loss**
South Gate				
	Bryson Elementary	0	0	0
	Hollydale Elementary	9.01	21.62	12.61
	Independence Elementary	18.87	0	-18.87
	Liberty Boulevard Elementary	0	3.7	3.7
	Montana Avenue Elementary	4.52	2.71	-1.81
	San Gabriel Avenue Elementary	4.7	0	-4.7
	San Miguel Elementary	5.33	1.78	-3.55
	Stanford Avenue Elementary	8.72	18.6	9.88
	Stanford Primary Center	0	0	0
	State Street Elementary	4.02	0	-4.02
	Tweedy Elementary	0	0	0
	Victoria Avenue Elementary	0	0	0
Vernon				
	Holmes Avenue Elementary	0	0	0

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 3. Equipment Location

ELEMENTARY SCHOOLS					
		Equipment Location			
City	School Name	Classroom	Lab	Library	Other
Bell					
	Corona Avenue Elementary	89.13	6.52	3.91	0.43
	Ellen Ochoa Learning Center	96.32	0	3.68	0
	Woodlawn Avenue Elementary	70.85	0	1.57	27.59
Bell Gardens					
	Bell Gardens Elementary	81.03	11.25	1.61	6.11
	Cesar E. Chavez Elementary	78.74	21.26	0	0
	Garfield Elementary	69.6	28	2.4	0
	Suva Elementary	54.14	36.31	4.46	5.1
Cudahy					
	Teresa Hughes	98.24	0	1.76	0
Florence/Firestone					
	Cornerston Prep Charter	0	0	0	0
	Florence Avenue Elementary	80.29	18.25	1.46	0
	Graham Elementary	79.67	8.94	1.22	10.16
	Lillian Street Elementary	72.8	0	2.4	24.8
	McKinley Avenue Elementary	94.38	0	1.18	4.44
	Miramonte Elementary	83.04	6.36	0.58	10.02
	Parmelee Avenue Elementary	87.77	11.79	0.44	0
	Russell Elementary	84.12	14.59	1.29	0
	Wisdom Academy (K-5)	0	0	0	0
Huntington Park					
	Hope Street Elementary	39.93	26.98	1.08	32.01
	Middleton Street Elementary	52.02	13.71	0.93	33.33
	Miles Avenue Elementary	74.71	11.58	1.16	12.55
	Pacific Boulevard Elementary	91.74	0	3.04	5.22
	Pacific Boulevard Special Ed. Center	0	0	0	0
	San Antonio Elementary	77.07	21.66	1.27	0
	Walnut Park Elementary	39.93	26.98	1.08	32.01
Maywood					
	Maywood Elementary	96.88	0	2.34	0.78

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

ELEMENTARY SCHOOLS					
		Equipment Location			
City	**School Name**	**Classroom**	**Lab**	**Library**	**Other**
South Gate	Bryson Elementary	77.88	13.72	1.77	6.64
	Hollydale Elementary	91.49	0	8.51	0
	Independence Elementary	98.36	0	1.64	0
	Liberty Boulevard Elementary	56.67	13.33	3.33	26.67
	Montana Avenue Elementary	76.47	13.57	1.81	8.14
	San Gabriel Avenue Elementary	69.23	29.49	1.28	0
	San Miguel Elementary	88.5	7.8	0.97	2.73
	Stanford Avenue Elementary	72.09	18.6	3.49	5.81
	Stanford Primary Center	72.22	5.56	22.22	0
	State Street Elementary	92.37	0	2.01	5.62
	Tweedy Elementary	82.96	13.83	2.57	0.64
	Victoria Avenue Elementary	57	38	5	0
Vernon	Holmes Avenue Elementary	78.4	19.75	1.85	0
	Vernon City Elementary	88.16	0	3.95	7.89
	Total	**71.65**	**11.23**	**2.55**	**6.89**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 4. Classrooms Connected to the Internet

ELEMENTARY SCHOOLS			
		Classrooms Connected to the Internet	
City	School Name	% Connected	% Not Connected
Bell			
	Corona Avenue Elementary	0	100
	Ellen Ochoa Learning Center	0	100
	Woodlawn Avenue Elementary	0	100
Bell Gardens			
	Bell Gardens Elementary	0	100
	Cesar E. Chavez Elementary	0	100
	Garfield Elementary	0	100
	Suva Elementary	0	100
Cudahy			
	Teresa Hughes	0	100
Florence/Firestone			
	Cornerston Prep Charter	0	0
	Florence Avenue Elementary	0	100
	Graham Elementary	0	100
	Lillian Street Elementary	0	100
	McKinley Avenue Elementary	0	100
	Miramonte Elementary	0	100
	Parmelee Avenue Elementary	0	100
	Russell Elementary	0	100
	Wisdom Academy (K-5)	0	100
Huntington Park			
	Hope Street Elementary	0	100
	Middleton Street Elementary	0	100
	Miles Avenue Elementary	0	100
	Pacific Boulevard Elementary	0	100
	Pacific Boulevard Special Ed. Center	0	100
	San Antonio Elementary	0	100
	Walnut Park Elementary	0	100
Maywood			
	Maywood Elementary	0	100

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

ELEMENTARY SCHOOLS			
		Classrooms Connected to the Internet	
City	School Name	% Connected	% Not Connected
South Gate			
	Bryson Elementary	0	100
	Hollydale Elementary	0	100
	Independence Elementary	0	100
	Liberty Boulevard Elementary	0	100
	Montana Avenue Elementary	0	100
	San Gabriel Avenue Elementary	0	100
	San Miguel Elementary	0	100
	Stanford Avenue Elementary	0	100
	Stanford Primary Center	0	100
	State Street Elementary	0	100
	Tweedy Elementary	0	100
	Victoria Avenue Elementary	0	100
Vernon			
	Holmes Avenue Elementary	0	100
	Vernon City Elementary	0	100
	Total	**0.00**	**97.44**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 5. Computers Connected to the Internet

ELEMENTARY SCHOOLS			
		Computers Connected to the Internet	
City	School Name	% Connected	% Not Connected
Bell			
	Corona Avenue Elementary	100	0
	Ellen Ochoa Learning Center	66.02	33.98
	Woodlawn Avenue Elementary	100	0
Bell Gardens			
	Bell Gardens Elementary	73.58	26.42
	Cesar E. Chavez Elementary	74.8	25.2
	Garfield Elementary	100	0
	Suva Elementary	75.26	24.74
Cudahy			
	Teresa Hughes	100	0
Florence/Firestone			
	Cornerston Prep Charter	0	0
	Florence Avenue Elementary	100	0
	Graham Elementary	93.5	6.5
	Lillian Street Elementary	72.8	27.2
	McKinley Avenue Elementary	52.07	47.93
	Miramonte Elementary	100	0
	Parmelee Avenue Elementary	88.21	11.79
	Russell Elementary	81.55	18.45
	Wisdom Academy (K-5)	0	100
Huntington Park			
	Hope Street Elementary	90.26	9.74
	Middleton Street Elementary	80.06	19.94
	Miles Avenue Elementary	17.76	82.24
	Pacific Boulevard Elementary	100	0
	Pacific Boulevard Special Ed. Center	0	100
	San Antonio Elementary	100	0
	Walnut Park Elementary	0.26	9.74
Maywood			
	Maywood Elementary	15.48	84.52

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

ELEMENTARY SCHOOLS			
		Computers Connected to the Internet	
City	School Name	% Connected	% Not Connected
South Gate			
	Bryson Elementary	100	0
	Hollydale Elementary	100	0
	Independence Elementary	56.6	43.4
	Liberty Boulevard Elementary	100	1
	Montana Avenue Elementary	81.9	18.1
	San Gabriel Avenue Elementary	100	0
	San Miguel Elementary	76.73	23.27
	Stanford Avenue Elementary	30.23	69.77
	Stanford Primary Center	100	0
	State Street Elementary	100	0
	Tweedy Elementary	100	0
	Victoria Avenue Elementary	100	0
Vernon			
	Holmes Avenue Elementary	100	0
	Vernon City Elementary	26.32	73.68
	Total	**73.16**	**21.99**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 6. Average Hardware Fix Time*

ELEMENTARY SCHOOLS		
		Average Hardware Fix Time*
City	**School Name**	**Hardware Fix Time**
Bell		
	Corona Avenue Elementary	3
	Ellen Ochoa Learning Center	1
	Woodlawn Avenue Elementary	4
Bell Gardens		
	Bell Gardens Elementary	5
	Cesar E. Chavez Elementary	4
	Garfield Elementary	2
	Suva Elementary	2
Cudahy		
	Teresa Hughes	2
Florence/Firestone		
	Cornerston Prep Charter	0
	Florence Avenue Elementary	2
	Graham Elementary	3
	Lillian Street Elementary	3
	McKinley Avenue Elementary	4
	Miramonte Elementary	2
	Parmelee Avenue Elementary	3
	Russell Elementary	3
	Wisdom Academy (K-5)	0
Huntington Park		
	Hope Street Elementary	2
	Middleton Street Elementary	3
	Miles Avenue Elementary	3
	Pacific Boulevard Elementary	3
	Pacific Boulevard Special Ed. Center	0
	San Antonio Elementary	3
	Walnut Park Elementary	2
Maywood		
	Maywood Elementary	3

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

ELEMENTARY SCHOOLS		
		Average Hardware Fix Time*
City	**School Name**	**Hardware Fix Time**
South Gate		
	Bryson Elementary	3
	Hollydale Elementary	3
	Independence Elementary	3
	Liberty Boulevard Elementary	3
	Montana Avenue Elementary	3
	San Gabriel Avenue Elementary	2
	San Miguel Elementary	3
	Stanford Avenue Elementary	3
	Stanford Primary Center	3
	State Street Elementary	3
	Tweedy Elementary	3
	Victoria Avenue Elementary	3
Vernon		
	Holmes Avenue Elementary	3
	Vernon City Elementary	2
	Total	**2.62**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 7. Technical Support Staffing

ELEMENTARY SCHOOLS			
		Technical Support Staffing	
City	School Name	Certificated Support	Classified Support
Bell			
	Corona Avenue Elementary	0	0.47
	Ellen Ochoa Learning Center	0.25	0
	Woodlawn Avenue Elementary	2.06	0
Bell Gardens			
	Bell Gardens Elementary	0	0
	Cesar E. Chavez Elementary	0	0
	Garfield Elementary	0.27	0
	Suva Elementary	0	1.24
Cudahy			
	Teresa Hughes	0	0
Florence/Firestone			
	Cornerston Prep Charter	0	0
	Florence Avenue Elementary	0	1.15
	Graham Elementary	0	0
	Lillian Street Elementary	0	0
	McKinley Avenue Elementary	0.1	0
	Miramonte Elementary	0.56	0
	Parmelee Avenue Elementary	0	0
	Russell Elementary	0.41	0
	Wisdom Academy (K-5)	0	0
Huntington Park			
	Hope Street Elementary	0	0.46
	Middleton Street Elementary	0.13	0.65
	Miles Avenue Elementary	0	1.03
	Pacific Boulevard Elementary	0	1.58
	Pacific Boulevard Special Ed. Center	0	0
	San Antonio Elementary	0	0.68
	Walnut Park Elementary	0	0.46
Maywood			
	Maywood Elementary	0	0

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

ELEMENTARY SCHOOLS			
		Technical Support Staffing	
City	**School Name**	**Certificated Support**	**Classified Support**
South Gate			
	Bryson Elementary	0.86	0
	Hollydale Elementary	0	0
	Independence Elementary	0	0
	Liberty Boulevard Elementary	0	0.73
	Montana Avenue Elementary	0	0
	San Gabriel Avenue Elementary	0	1.17
	San Miguel Elementary	0.83	0.83
	Stanford Avenue Elementary	0	0.19
	Stanford Primary Center	0	0
	State Street Elementary	0	0.67
	Tweedy Elementary	0.7	1.39
	Victoria Avenue Elementary	0	1.17
Vernon			
	Holmes Avenue Elementary	0.25	0.51
	Vernon City Elementary	0	0
	Total	**0.16**	**0.37**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 8. Curriculum Support Staffing

ELEMENTARY SCHOOLS			
		Curriculum Support Staffing	
City	School Name	Certificated Support	Classified Support
Bell			
	Corona Avenue Elementary	0.16	0.47
	Ellen Ochoa Learning Center	0	0.25
	Woodlawn Avenue Elementary	0	0
Bell Gardens			
	Bell Gardens Elementary	0	0.29
	Cesar E. Chavez Elementary	0	0
	Garfield Elementary	0.53	0
	Suva Elementary	0	1.24
Cudahy			
	Teresa Hughes	0	0
Florence/Firestone			
	Cornerston Prep Charter	0	0
	Florence Avenue Elementary	0	0
	Graham Elementary	0	0
	Lillian Street Elementary	0	0
	McKinley Avenue Elementary	0.42	0
	Miramonte Elementary	0.68	0.56
	Parmelee Avenue Elementary	0	0
	Russell Elementary	0.41	0
	Wisdom Academy (K-5)	0	0
Huntington Park			
	Hope Street Elementary	0	0.46
	Middleton Street Elementary	0.13	0.65
	Miles Avenue Elementary	0	0
	Pacific Boulevard Elementary	0	0
	Pacific Boulevard Special Ed. Center	0	0
	San Antonio Elementary	0.27	0.68
	Walnut Park Elementary	0	0.46
Maywood			
	Maywood Elementary	0	0

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

ELEMENTARY SCHOOLS			
		Curriculum Support Staffing	
City	School Name	Certificated Support	Classified Support
South Gate			
	Bryson Elementary	0.86	0
	Hollydale Elementary	0	0
	Independence Elementary	0	0
	Liberty Boulevard Elementary	0	1.21
	Montana Avenue Elementary	0.24	0
	San Gabriel Avenue Elementary	0	1.17
	San Miguel Elementary	1.66	0.83
	Stanford Avenue Elementary	0	0
	Stanford Primary Center	0	0
	State Street Elementary	0	0.89
	Tweedy Elementary	0.84	0.84
	Victoria Avenue Elementary	0	1.17
Vernon			
	Holmes Avenue Elementary	0.25	0.25
	Vernon City Elementary	0	0
	Total	**0.17**	**0.29**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 9. Email Account Availability

ELEMENTARY SCHOOLS			
		Email Account Availability	
City	School Name	Teachers with Email	Administrators with Email
Bell			
	Corona Avenue Elementary	100	100
	Ellen Ochoa Learning Center	100	100
	Woodlawn Avenue Elementary	60	100
Bell Gardens			
	Bell Gardens Elementary	100	100
	Cesar E. Chavez Elementary	100	100
	Garfield Elementary	100	100
	Suva Elementary	100	99
Cudahy			
	Teresa Hughes	75	100
Florence/Firestone			
	Cornerston Prep Charter	0	0
	Florence Avenue Elementary	100	100
	Graham Elementary	100	100
	Lillian Street Elementary	100	100
	McKinley Avenue Elementary	100	100
	Miramonte Elementary	100	100
	Parmelee Avenue Elementary	100	100
	Russell Elementary	100	100
	Wisdom Academy (K-5)	0	0
Huntington Park			
	Hope Street Elementary	100	100
	Middleton Street Elementary	100	100
	Miles Avenue Elementary	100	100
	Pacific Boulevard Elementary	100	100
	Pacific Boulevard Special Ed. Center	0	0
	San Antonio Elementary	100	100
	Walnut Park Elementary	100	100
Maywood			
	Maywood Elementary	100	100

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

ELEMENTARY SCHOOLS			
		Email Account Availability	
City	**School Name**	**Teachers with Email**	**Administrators with Email**
South Gate			
	Bryson Elementary	100	100
	Hollydale Elementary	100	100
	Independence Elementary	95	100
	Liberty Boulevard Elementary	100	100
	Montana Avenue Elementary	100	100
	San Gabriel Avenue Elementary	100	100
	San Miguel Elementary	100	100
	Stanford Avenue Elementary	100	100
	Stanford Primary Center	10	100
	State Street Elementary	100	100
	Tweedy Elementary	100	100
	Victoria Avenue Elementary	100	100
Vernon			
	Holmes Avenue Elementary	100	100
	Vernon City Elementary	100	100
	Total	**88.21**	**92.28**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 10. Total Number of Computers and Student Ratios

MIDDLE SCHOOLS				
			Ratios	
City	**School Name**	**Total No. of Computers**	**Students Per Computer**	**Students Per Internet Connected Computer**
Bell Gardens				
	Bell Gardens Intermediate	260	7.17	7.17
	Suva Intermediate	427	3.02	3.08
Cudahy				
Florence/Firestone				
	Charles Drew Middle School	642	4	5.25
Huntington Park				
	Chester W. Nimitz Middle	850	3.88	3.88
	Henry T. Gage Middle School	853	4.16	4.16
Maywood				
South Gate				
	South Gate Middle School	740	4.1	4.1
	Southeast Middle School	400	3.42	3.42
Vernon				
	Total	**4,172**	**4.25**	**4.44**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 11. Computer Age

MIDDLE SCHOOLS						
		Computer Age				
City	**School Name**	**<1 Yr**	**1-2 Yrs**	**2-3 Yrs**	**3-4 Yrs**	**4+ Yrs**
Bell Gardens						
	Bell Gardens Intermediate	21.54	13.46	0	0	65
	Suva Intermediate	10.54	0	23.42	10.54	55.5
Cudahy						
Florence/Firestone						
	Charles Drew Middle School	0	14.33	9.35	34.27	42.06
Huntington Park						
	Chester W. Nimitz Middle	0	35.29	58.82	5.88	0
	Henry T. Gage Middle School	0	26.96	2.93	24.62	45.49
Maywood						
South Gate						
	South Gate Middle School	36.49	34.86	11.22	10	7.43
	Southeast Middle School	7.75	32	60.25	0	0
Vernon						
	Total	**10.90**	**22.41**	**23.71**	**12.19**	**30.78**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 12. Expected Change in Computer Availability

MIDDLE SCHOOLS				
		Expected Change in Computer Availability		
City	**School Name**	**% Computers to be Retired**	**% Computers to be Added**	**Net Gain or Loss**
Bell Gardens				
	Bell Gardens Intermediate	0	0	0
	Suva Intermediate	2.34	0	-2.34
Cudahy				
Florence/Firestone				
	Charles Drew Middle School	1.56	7.79	6.23
Huntington Park				
	Chester W. Nimitz Middle	0	0	0
	Henry T. Gage Middle School	2.34	0	-2.34
Maywood				
South Gate				
	South Gate Middle School	4.05	5.41	1.35
	Southeast Middle School	0	15	15
Vernon				
	Total	**1.47**	**4.03**	**2.56**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 13. Equipment Location

MIDDLE SCHOOLS					
		Equipment Location			
City	**School Name**	**Classroom**	**Lab**	**Library**	**Other**
Bell Gardens					
	Bell Gardens Intermediate	71.15	26.92	1.92	0
	Suva Intermediate	81.03	17.1	1.87	0
Cudahy					
Florence/Firestone					
	Charles Drew Middle School	66.04	22.64	1.89	9.43
Huntington Park					
	Chester W. Nimitz Middle	56.34	19.72	2.82	21.13
	Henry T. Gage Middle School	56.22	25.52	2.07	16.18
Maywood					
South Gate					
	South Gate Middle School	23.27	0	7.43	69.31
	Southeast Middle School	73.14	16.53	5.79	4.55
Vernon					
	Total	**61.03**	**18.35**	**3.40**	**17.23**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 14. Classrooms Connected to the Internet

MIDDLE SCHOOLS			
		Classrooms Connected to the Internet	
City	**School Name**	**% Connected**	**% Not Connected**
Bell Gardens			
	Bell Gardens Intermediate	0	100
	Suva Intermediate	0	100
Cudahy			
Florence/Firestone			
	Charles Drew Middle School	0	100
Huntington Park			
	Chester W. Nimitz Middle	0	100
	Henry T. Gage Middle School	0	100
Maywood			
South Gate			
	South Gate Middle School	0	100
	Southeast Middle School	0	100
Vernon			
	Total	**0.00**	**100.00**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 15. Computers Connected to the Internet

MIDDLE SCHOOLS			
		Computers Connected to the Internet	
City	**School Name**	**% Connected**	**% Not Connected**
Bell Gardens			
	Bell Gardens Intermediate	100	0
	Suva Intermediate	98.13	1.87
Cudahy			
Florence/Firestone			
	Charles Drew Middle School	76.32	23.68
Huntington Park			
	Chester W. Nimitz Middle	100	0
	Henry T. Gage Middle School	100	0
Maywood			
South Gate			
	South Gate Middle School	100	0
	Southeast Middle School	100	0
Vernon			
	Total	**96.35**	**3.65**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 16. Average Hardware Fix Time*

MIDDLE SCHOOLS		
		Average Hardware Fix Time*
City	**School Name**	**Hardware Fix Time**
Bell Gardens		
	Bell Gardens Intermediate	4
	Suva Intermediate	2
Cudahy		
Florence/Firestone		
	Charles Drew Middle School	3
Huntington Park		
	Chester W. Nimitz Middle	3
	Henry T. Gage Middle School	3
Maywood		
South Gate		
	South Gate Middle School	2
	Southeast Middle School	4
Vernon		
	Total	**3.00**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 17. Technical Support Staffing

MIDDLE SCHOOLS			
		Technical Support Staffing	
City	School Name	Certificated Support	Classified Support
Bell Gardens			
	Bell Gardens Intermediate	0	0
	Suva Intermediate	0.16	0.31
Cudahy			
Florence/Firestone			
	Charles Drew Middle School	0.19	0.39
Huntington Park			
	Chester W. Nimitz Middle	0.3	0.61
	Henry T. Gage Middle School	0.07	0.21
Maywood			
South Gate			
	South Gate Middle School	0.11	0.49
	Southeast Middle School	0	1.17
Vernon			
	Total	**0.12**	**0.45**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 18. Curriculum Support Staffing

MIDDLE SCHOOLS			
		Curriculum Support Staffing	
City	**School Name**	**Certificated Support**	**Classified Support**
Bell Gardens			
	Bell Gardens Intermediate	0	0
	Suva Intermediate	0.78	0.31
Cudahy			
Florence/Firestone			
	Charles Drew Middle School	0.39	0
Huntington Park			
	Chester W. Nimitz Middle	1.82	0.61
	Henry T. Gage Middle School	0.14	0
Maywood			
South Gate			
	South Gate Middle School	0.5	0
	Southeast Middle School	0	0.73
Vernon			
	Total	**0.52**	**0.24**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 19. Email Account Availability

MIDDLE SCHOOLS			
		Email Account Availability	
City	**School Name**	**Teachers with Email**	**Administrators with Email**
Bell Gardens			
	Bell Gardens Intermediate	100	100
	Suva Intermediate	100	100
Cudahy			
Florence/Firestone			
	Charles Drew Middle School	100	100
Huntington Park			
	Chester W. Nimitz Middle	100	100
	Henry T. Gage Middle School	100	100
Maywood			
South Gate			
	South Gate Middle School	100	100
	Southeast Middle School	100	100
Vernon			
	Total	**100.00**	**100.00**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 20. Total Number of Computers and Student Ratios

HIGH SCHOOLS				
			Ratios	
City	School Name	Total No. of Computers	Students Per Computer	Students Per Internet Connected Computer
Bell	Bell Senior High	900	4.85	34.67
Bell Gardens	Bell Gardens High	1,059	3.15	3.15
Cudahy				
Florence/Firestone				
Huntington Park	Huntington Park Senior High	849	5.12	5.12
Maywood	Maywood Academy Senior High	319	3.61	0
South Gate	South East High	684	4.11	4.11
	South Gate Senior High	750	4.28	4.28
Vernon				
	Total	4,561	4.19	8.56

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, 2006-2007 (http://dq.cde.ca.gov/dataquest/).

Table 21. Computer Age

HIGH SCHOOLS						
		Computer Age				
City	School Name	<1 Yr	1-2 Yrs	2-3 Yrs	3-4 Yrs	4+ Yrs
Bell	Bell Senior High	11.11	42.22	15.56	13.33	17.78
Bell Gardens	Bell Gardens High	19.83	0	5.67	20.77	53.73
Cudahy						
Florence/Firestone						
Huntington Park	Huntington Park Senior High	5.89	5.89	32.98	38.63	16.61
Maywood	Maywood Academy Senior High	81.19	18.81	0	0	0 (0)
South Gate	South East High	10.23	89.77	0	0	0 (0)
	South Gate Senior High	33.33	40	26.67	0	0 (0)
Vernon						
	Total	26.93	32.78	13.48	12.12	29.37

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, 2006-2007 (http://dq.cde.ca.gov/dataquest/).

Table 22. Expected Change in Computer Availability

HIGH SCHOOLS				
		Expected Change in Computer Availability		
City	School Name	% Computers to be Retired	% Computers to be Added	Net Gain or Loss
Bell	Bell Senior High	13.33	5.56	-7.78
Bell Gardens	Bell Gardens High	6.61	5.67	-0.94
Cudahy				
Florence/Firestone				
Huntington Park	Huntington Park Senior High	8.83	17.67	8.83
Maywood	Maywood Academy Senior High	0	5.64	5.64
South Gate	South East High	0	2.92	2.92
	South Gate Senior High	26.67	26.67	0
Vernon				
	Total	9.24	10.69	1.45

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, 2006-2007 (http://dq.cde.ca.gov/dataquest/).

Table 23. Equipment Location

HIGH SCHOOLS					
		Equipment Location			
City	School Name	Classroom	Lab	Library	Other
Bell	Bell Senior High	39.29	37.14	3.57	20
Bell Gardens	Bell Gardens High	79.77	10.12	10.12	0
Cudahy					
Florence/Firestone					
Huntington Park	Huntington Park Senior High	51	40.92	3.11	4.98
Maywood	Maywood Academy Senior High	57.53	33.79	3.65	5.02
South Gate	South East High	32.5	59.46	4.46	3.57
	South Gate Senior High	64.08	33.8	2.11	0
Vernon					
	Total	54.03	35.87	4.50	5.60

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, 2006-2007 (http://dq.cde.ca.gov/dataquest/).

Table 24. Classrooms Connected to the Internet

HIGH SCHOOLS			
		Classrooms Connected to the Internet	
City	School Name	% Connected	% Not Connected
Bell	Bell Senior High	0	100
Bell Gardens	Bell Gardens High	0	100
Cudahy			
Florence/Firestone			
Huntington Park	Huntington Park Senior High	0	100
Maywood	Maywood Academy Senior High	0	100
South Gate	South East High	0	100
	South Gate Senior High	0	100
Vernon			
	Total	0.00	100.00

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, 2006-2007 (http://dq.cde.ca.gov/dataquest/).

Table 25. Computers Connected to the Internet

HIGH SCHOOLS			
		Computers Connected to the Internet	
City	School Name	% Connected	% Not Connected
Bell	Bell Senior High	14	86
Bell Gardens	Bell Gardens High	100	0
Cudahy			
Florence/Firestone			
Huntington Park	Huntington Park Senior High	100	0
Maywood	Maywood Academy Senior High	0	100
South Gate	South East High	100	0
	South Gate Senior High	100	0
Vernon			
	Total	69.00	31.00

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, 2006-2007 (http://dq.cde.ca.gov/dataquest/).

Table 26. Average Hardware Fix Time*

HIGH SCHOOLS		
		Average Hardware Fix Time*
City	School Name	Hardware Fix Time
Bell	Bell Senior High	3
Bell Gardens	Bell Gardens High	4
Cudahy		
Florence/Firestone		
Huntington Park	Huntington Park Senior High	3
Maywood	Maywood Academy Senior High	3
South Gate	South East High	3
	South Gate Senior High	3
Vernon		
	Total	3.17

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, 2006-2007 (http://dq.cde.ca.gov/dataquest/).

Table 27. Technical Support Staffing

HIGH SCHOOLS			
		Technical Support Staffing	
City	School Name	Certificated Support	Classified Support
Bell	Bell Senior High	0.23	0.57
Bell Gardens	Bell Gardens High	0	0
Cudahy			
Florence/Firestone			
Huntington Park	Huntington Park Senior High	0	0.46
Maywood	Maywood Academy Senior High	0	0
South Gate	South East High	0.18	0.18
	South Gate Senior High	0	0.93
Vernon			
	Total	0.07	0.36

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, 2006-2007 (http://dq.cde.ca.gov/dataquest/).

Table 28. Curriculum Support Staffing

HIGH SCHOOLS			
		Curriculum Support Staffing	
City	School Name	Certificated Support	Classified Support
Bell	Bell Senior High	0.27	0
Bell Gardens	Bell Gardens High	0	0
Cudahy			
Florence/Firestone			
Huntington Park	Huntington Park Senior High	0.05	0.16
Maywood	Maywood Academy Senior High	0	0
South Gate	South East High	0.14	0
	South Gate Senior High	0.06	0
Vernon			
	Total	0.09	0.03

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, 2006-2007 (http://dq.cde.ca.gov/dataquest/).

Table 29. Email Account Availability

HIGH SCHOOLS			
		Email Account Availability	
City	School Name	Teachers with Email	Administrators with Email
Bell	Bell Senior High	100	100
Bell Gardens	Bell Gardens High	100	100
Cudahy			
Florence/Firestone			
Huntington Park	Huntington Park Senior High	100	100
Maywood	Maywood Academy Senior High	100	100
South Gate	South East High	100	100
	South Gate Senior High	100	100
Vernon			
	Total	100.00	100.00

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, 2006-2007 (http://dq.cde.ca.gov/dataquest/).

Table 30. Total Number of Computer and Student Ratios

OTHER SCHOOLS				
			Ratios	
City	**School Name**	**Total No. of Computers**	**Students Per Computer**	**Students Per Internet Connected Computer**
Bell				
Bell Gardens				
Cudahy				
	Elizabeth Learning Center	810	3.38	3.65
Florence/Firestone				
Huntington Park				
	San Antonio Continuation School	52	1.12	1.93
Maywood				
South Gate				
	Odyssey Continuation	86	1.59	1.65
Vernon				
	Total	**948**	**2.03**	**2.41**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 31. Computer Age

OTHER SCHOOLS						
		Computer Age				
City	**School Name**	**<1 Yr**	**1-2 Yrs**	**2-3 Yrs**	**3-4 Yrs**	**4+ Yrs**
Bell						
Bell Gardens						
Cudahy						
	Elizabeth Learning Center	9.26	21.6	27.78	30.86	10.49
Florence/Firestone						
Huntington Park						
	San Antonio Continuation School	1.92	0	57.6	0	40.38
Maywood						
South Gate						
	Odyssey Continuation	0	31.4	0	0	68.6
Vernon						
	Total	**3.73**	**17.67**	**28.46**	**10.29**	**39.82**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 32. Expected Change in Computer Availability

OTHER SCHOOLS				
		Expected Change in Computer Availability		
City	**School Name**	**% Computers to be Retired**	**% Computers to be Added**	**Net Gain or Loss**
Bell				
Bell Gardens				
Cudahy				
	Elizabeth Learning Center	6.17	3.09	-3.09
Florence/Firestone				
Huntington Park				
	San Antonio Continuation School	0	0	0
Maywood				
South Gate				
	Odyssey Continuation	0	0	0
Vernon				
	Total	**2.06**	**1.03**	**-1.03**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 33. Equipment Location

OTHER SCHOOLS					
		Equipment Location			
City	**School Name**	**Classroom**	**Lab**	**Library**	**Other**
Bell					
Bell Gardens					
Cudahy					
	Elizabeth Learning Center	80.47	11.72	7.81	0
Florence/Firestone					
Huntington Park					
	San Antonio Continuation School	100	0	0	0
Maywood					
South Gate					
	Odyssey Continuation	57.58	30.3	1.52	10.61
Vernon					
	Total	**79.35**	**14.01**	**3.11**	**3.54**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 34. Classrooms Connected to the Internet

OTHER SCHOOLS			
		Classrooms Connected to the Internet	
City	**School Name**	**% Connected**	**% Not Connected**
Bell			
Bell Gardens			
Cudahy			
	Elizabeth Learning Center	0	100
Florence/Firestone			
Huntington Park			
	San Antonio Continuation School	0	100
Maywood			
South Gate			
	Odyssey Continuation	0	100
Vernon			
	Total	**0.00**	**100.00**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 35. Computers Connected to the Internet

OTHER SCHOOLS			
		Computers Connected to the Internet	
City	**School Name**	**% Connected**	**% Not Connected**
Bell			
Bell Gardens			
Cudahy			
	Elizabeth Learning Center	92.59	7.41
Florence/Firestone			
Huntington Park			
	San Antonio Continuation School	57.69	42.31
Maywood			
South Gate			
	Odyssey Continuation	96.51	3.49
Vernon			
	Total	**82.26**	**17.74**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 36. Average Hardware Fix Time*

OTHER SCHOOLS		
		Average Hardware Fix Time*
City	**School Name**	**Hardware Fix Time**
Bell		
Bell Gardens		
Cudahy		
	Elizabeth Learning Center	4
Florence/Firestone		
Huntington Park		
	San Antonio Continuation School	4
Maywood		
South Gate		
	Odyssey Continuation	3
Vernon		
	Total	**3.67**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 37. Technical Support Staffing

OTHER SCHOOLS			
		Technical Support Staffing	
City	**School Name**	**Certificated Support**	**Classified Support**
Bell			
Bell Gardens			
Cudahy			
	Elizabeth Learning Center	0.09	0.18
Florence/Firestone			
Huntington Park			
	San Antonio Continuation School	17.24	0
Maywood			
South Gate			
	Odyssey Continuation	0	0
Vernon			
	Total	**5.78**	**0.06**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

Table 38. Curriculum Support Staffing

OTHER SCHOOLS			
		Curriculum Support Staffing	
City	School Name	Certificated Support	Classified Support
Bell			
Bell Gardens			
Cudahy			
	Elizabeth Learning Center	0.18	0.18
Florence/Firestone			
Huntington Park			
	San Antonio Continuation School	17.24	0
Maywood			
South Gate			
	Odyssey Continuation	0	0
Vernon			
	Total	**5.81**	**0.06**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

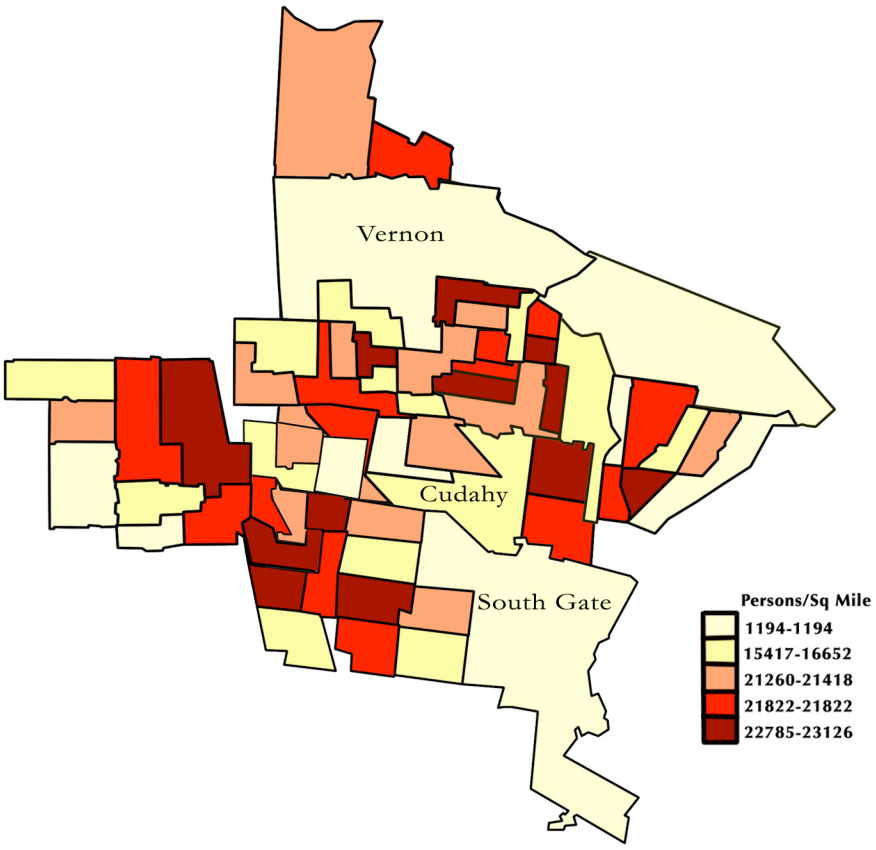
Table 39. Email Account Availability

OTHER SCHOOLS			
		Email Account Availability	
City	School Name	Teachers with Email	Administrators with Email
Bell			
Bell Gardens			
Cudahy			
	Elizabeth Learning Center	100	100
Florence/Firestone			
Huntington Park			
	San Antonio Continuation School	100	100
Maywood			
South Gate			
	Odyssey Continuation	100	100
Vernon			
	Total	**100.00**	**100.00**

SOURCE: California Department of Education, DataQuest, Ed Tech Profile, School Technology Survey Report (STS), 2006-2007. (http://dq.cde.ca.gov/dataquest/).

APPENDIX 4
MAP OF SELA REGION SHOWING POPULATION DENSITY OF LATINOS

Latino Population Density, Southeast Los Angeles Region (SELA)



SOURCE: U.S. Decennial Census, 2000

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*Students and Parents of Elementary, Middle and High School students in SELA also gave their input.

[1] Many of these market studies have statistically significant low numbers of Latino representation in the sample size.

[2] The California Department of Education's School Technology Survey (STS) asks questions about technology use of administrators and students. The STS asks administrators about their technology use, asking if they use technology to: 1) communicate with office or other sites via email, 2) To communicate with parents via email, 3) To monitor the professional development needs of their staff, 4) to assist with instructional strategies regarding the use of technology to improve pupil performance, 5) To analyze and monitor student achievement data, 6) As a tool in school financial and or personal management. Students are asked about use for: 1) Graphically presenting materials, 2) Solving problems and or analyzing data, 3) Corresponding with others via e-mail and or internet, 4) Demonstrations or simulations, 5) Creating reports or projects, 6) Research using the internet or CD-ROMs, 7) Accessing content specific software or web based resources, and 8) Word proc0essing. The Ed Tech Profile based on this survey, reports zeros for all SELA K-12 public schools in all these categories. The zeros may represent no answer in survey responses. Also, the sample size and response rates per school are not listed on the public reports on the California Department of Education database website. Thus, this number is not reported in this assessment.

ABOUT THE CENTER FOR LATINO POLICY RESEARCH (CLPR)

CLPR is an academic based research center and part of the Institute for the Study of Social Change (ISSC) at the University of California, Berkeley. Responding to the research and policy challenges of limited educational and economic opportunities facing the Chicano and Latino population, the Center for Latino Policy Research (CLPR) was founded in 1989 to promote collaborative research; develop mechanisms for an effective exchange of ideas; provide training and research opportunities for faculty, graduate and undergraduate students; disseminate policy-relevant research publications; and conduct outreach meetings for public officials, non-profits, advocacy groups and the general public. CLPR is committed to sponsoring research that has a direct policy impact on the Latino population in the United States. CLPR's current research foci are in the areas of civic engagement, digital divide, education and immigration. The center disseminates its research findings through publications, its web site, the media, seminars and forums.

Digital Divide: Technology, Development and Policy Research Team

Spearheaded by Dr. Blanca Gordo, the Digital Divide Research Team (DDRT) is composed of graduate and undergraduate student researchers who are examining the interrelated social, economic, political, and institutional processes and polices that contribute to social and economic inequality. The group is analyzing the ways integration of technology into society's productive processes can impact the development trajectories of the low income, especially social ethnic populations in the United States. DDRT also studies civic projects to uncover potential policy solutions to unequal social outcomes and low information technology ownership rates among low-income Latino and African-American population.

Any views, findings, conclusions, or recommendations expressed in this report are those of the authors and do not necessarily represent the official views, opinions, or policy of the Center for Latino Policy Research (CLPR). Dr. Blanca Gordo takes full responsibility for any mistakes in this report.

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The Advisory Board read and gave valuable comments on this report.