Korean Churches for Community Development
Final Report for the California Emerging Technology Fund
September 2015

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Name of Project: *Get Connected!*
Grant Number: 9047475
Start Date: February 2014   **End Date:** September 2015

I. Financial Summary

- Total Project Budget Spent: $110,500
- CETF Grant Amount: $33,500
- Number of First-Time Adoptions Achieved: 151
- Percentage of Match Funds Raised against Goal ($100,500): 77%
- Cost Per Unit of Outcomes ($110,500/151): $732

II. Project Description, Goals and Objectives, and Outcomes

Project Description

Korean Churches for Community Development (KCCD) was responsible for providing Digital Literacy classes to 1,700 participants with the ultimate goal of facilitating 833 first-time Internet subscribers to high-speed Internet at home. Digital Literacy training was expected to be offered to parents of students attending Title 1 schools in the City of Los Angeles and participants from past Digital Literacy courses offered by the organization.

Goals and Objectives Summary

KCCD exceeded its goal of establishing new empowerment hubs by 370% and had a 175% completion of participants in the Train the Trainer Program. Our Digital Literacy classes outcomes were: for the Parent Engagement Training course it was a 60.5% and for our QSTE course it was about 87.63% of our target goals. Alumni low-cost internet workshops were about 23.43% and graduation / media events conducted were a little over half our target with 57% as a total of 2,000,000 people were reached through events and earned media. KCCD achieved 151 new Internet subscriptions at home, which represents 18% of our target number.

Project Outcomes Summary

Outcome Description	Actual	Goal	Percent Completed
Number of NIU Empowerment Hubs established	37	10	370%
Number of participants completing Train the Trainer Program	35	20	175%
Number of community members completing the PE+T training	121	200	61%
Number of members completing QSTE training	701	800	88%
Number of NIU Alumni completing workshops on low-cost broadband offers	164	700	23%
Number of graduation / media events	48	84	57%
Number of people reached through events and earned media	2,000,000	3,000,000	67%
Number of verified first-time Internet subscriptions at home	151	833	18%

III. Accomplishments and Challenges

Summary of Accomplishments and Impacts of Project

KCCD had 8 outputs/outcomes and achieved 2 of them, the number of Empowerment Hubs established and the number of Digital Literacy trainers trained. Our organization reached 18% to 88% of the rest of the outputs/outcomes.

Assessment of Outcomes Achieved in Comparison to Grant Agreement

The program was able to establish student Empowerment Hubs thanks to our supporting community center partners and schools. Our Train the Trainer program was successful because of college and university students interested in teaching and giving back to their community.

Delineation of Deliverables and Outcomes Not Achieved and Explanation

The Parent Engagement and Training (PE+T) program achieved about half its enrollment target due in part of parents not being able to attend minimal required classes throughout the course. Most parents had full-time jobs, unexpected variation in their work schedules or were single parents. Our QSTE program was very popular and just came under the set target enrollment mostly in part of location availability. Although we had many community centers and school supporters, they had a limitation on how much time and days their facilities could be available for our use. Many of our alumni were interested in our low-cost Internet program, but most did not qualify because of their home location or simply because they already had Internet service contracts. Class Graduations and media events targets were not met because these outcomes depended on the number of classes that were conducted and completed. KCCD was able to reach 67% of our goal related to people reached through events and media. Although we had numerous newspaper articles and news coverage of our classes, many of our events were not covered by the media. New Internet subscription numbers were not met because of issues with key partner organization, One Million NIU (formerly called Community Union), which could not "translate" their students to Internet subscriptions at home. Their staff was undertrained and did not emphasize the importance of promoting the low-cost Internet offers to participating students.

Discussion of Other Positive Results from Project

There were many other exceptional outcomes to this project:
1. Jobs for students: We were able to create jobs for college and university students who showed interest in giving back to their community. Some of the Train the Trainer students were graduating students of the course.
2. Digital education promotors: Alumni reached out to their local community centers and their local schools to help introduce and initiate the classes.
3. Inspired other community-based organizations (CBOs): Our program inspired partners and other CBOs to host classes like ours and add Intermediate Digital Literacy and advanced Internet navigation.

Impacts of the Project

One of our strongest impacts was the fact our students were introduced to a digital world that they had only heard about. Most of them were inspired to seek higher learning in the technology field. These are some comments from our graduating students:

"I've benefited from taking advantage of opportunities that are here. I am happy that I had the opportunity to learn how to use a computer so that I can pass on my knowledge to my children and be able to help them with their work. I was able to make a PowerPoint presentation for the class and I will be able to use my skills at work. I will keep on learning about computer because they play a big part in our lifestyle." -Kimmiatra Moton

"I am really grateful that I had the opportunity to come here and that there are resources like this available for people like us. I have never been much of a computer person, preferring books instead, but I found it very necessary for my school, my homework, and for day-to-day life, since everything is online and everyone communicates through email." -Xonhitl Vasquez

"I would always have to ask my granddaughters over and over how to do things on the computer. Now I can even type without looking, which I am very proud of because of the Quick Start to Technology Empowerment Program."
-Grace Dondonay

"This course helped me learn to pay attention to detail and do the best I can even with my disability. Frank and the Family Crisis Center believed in me when no one else did. When I would go into a public organization, they wouldn't help me. They would say, 'you live in the 21st Century and don't know how to turn on a computer?' No, I didn't know how to operate a computer, but I do now." -Lester Jones

Overview of Major Challenges to Achieving Planned Results

Identify Major Challenges to Successful Implementation

KCCD faced a couple of prevalent challenges throughout the duration of grant. The main non-profit organization we partnered with had difficulties promoting low-cost Internet service. The schools that hosted the Digital Literacy classes did not allow this service to be promoted unless it was approved by the school district. One of the low-cost Internet services that we offered (Clear) had a limited amount of area coverage. About 40% of the students and clients who were interested and applied for the service did not qualify because their home was not in the service area. The alternative solution (T-Mobile) received negative feedback because of the price and the limitation of data and the customer service. PE+T and QSTE classes provided by our non-profit partner had enrollment complications because of the length of the course. The majority of parent had full time jobs, had schedule changes often, and could not commit to the full course.

Discuss Efforts to Address Challenges and Resolve Problems

KCCD tried to resolve problems by meeting with school principals and contacting the school district to allow us to promote low-cost Internet offers to schools were the Digital Literacy Classes were hosted. We researched and contacted alternative Internet Service Providers (ISPs) for true unlimited low-cost Internet services. We also provided flexible interconnecting classes with extra credit and makeup hours for students who have changing school and work schedules.

IV.   Lessons and Recommendations

Summary of Lessons Learned

Lesson 1: Create flexible and accessible schedules of classes for students to feel encouraged to enroll in the Digital Literacy classes.

Lesson 2: Keep students motivated with positive reinforcement when completing new tasks.

Lesson 3: Evaluate students' commitments to other activities to ensure that they can attend the full course and complete it.

Summary of Recommendations

Recommendation for Expanding the Project in Region or Scaling Up Statewide

Recommendation 1: Engage school districts before starting the program. Although we were able to enroll over 800 students in our classes with the support of community centers and schools through this grant period, there were still many school districts that needed to embrace the idea of after-school computer classes and open labs.

Recommendations to Close the Digital Divide Based On Your Experience

Recommendation 1: Find a true low-cost Internet unlimited service for seniors and low-income families.

Recommendation 2: Create enticing new curriculum that is up to date and includes current technologies.

Recommendations to CETF Regarding Grants Management

Recommendation 1: Throughout the grant period the management was excellent. The meetings were very informative and the CETF staff was prompt and responsive when contacted.

V.   Grant Agreement Requirements

Purchased Equipment:

No equipment was purchased with CETF funds.

Unspent CETF Grant Funds

All of the CETF grants funds were expended.