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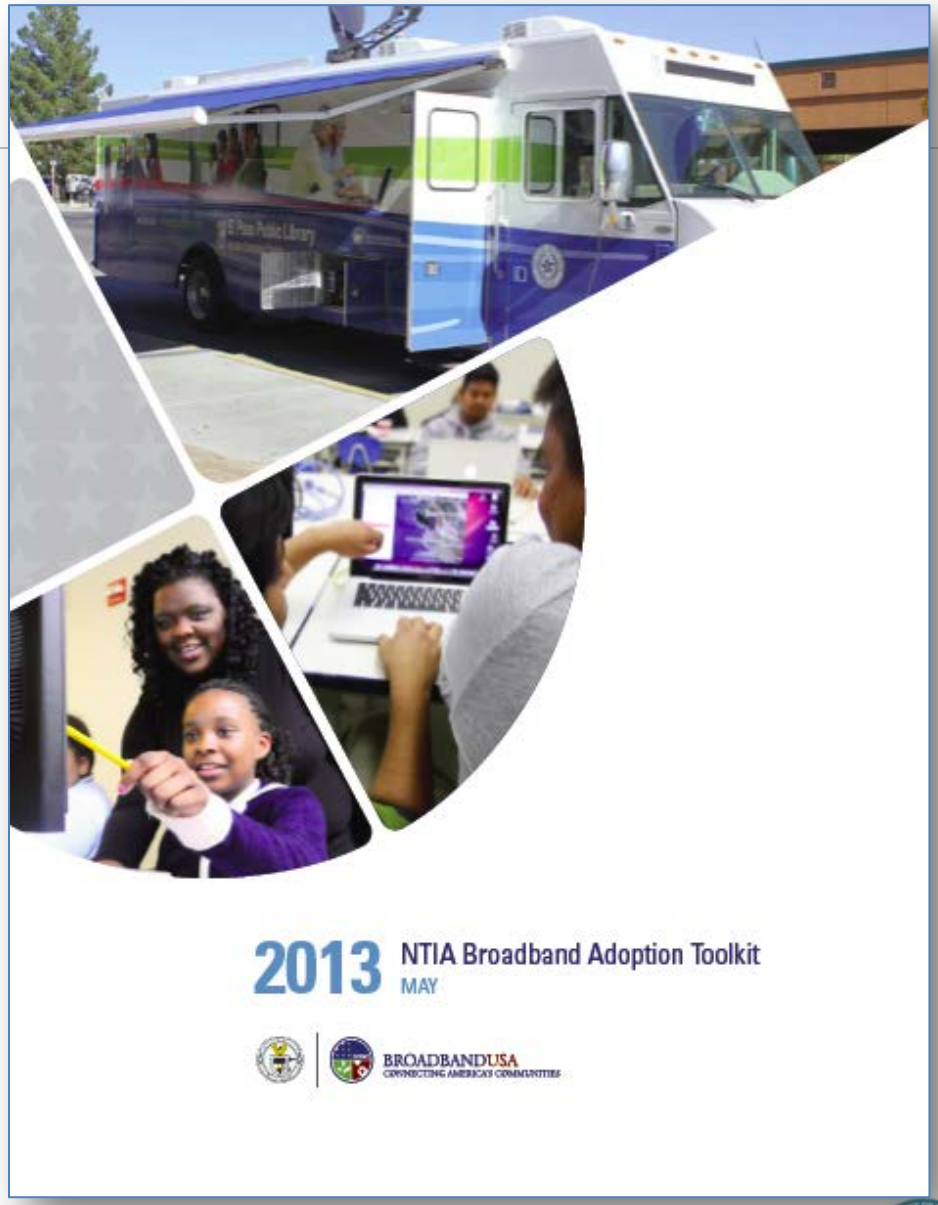
NTIA Broadband Adoption Toolkit:

Lessons learned from BTOP recipients



May 14, 2013
2:00 – 3:30pm

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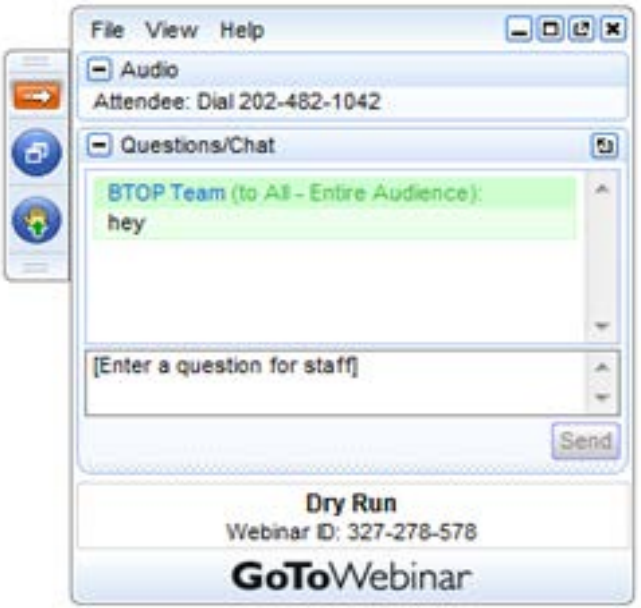
Funded by the American Recovery and Reinvestment Act of 2009

Agenda

- Objectives
- NTIA – What's in the Broadband Adoption Toolkit
- City of Chicago – LISC: urban focus in developing "Smart Communities"
- CFY – Partnering with schools and families around broadband and learning
- Q&A
- California Connects – working with community college students and Great Valley Center
- UWEX – five diverse, rural communities with different barriers to broadband adoption
- Q&A
- Next Steps and Additional Resources

Questions and Answers

- During Q&A, press *1 to speak with the operator
- Or type your question into the chat box throughout the presentation:



Objectives

- Understand the organization of the Broadband Adoption Toolkit
- Learn how BTOP recipients addressed and overcame key barriers to broadband adoption
- Explore how to apply the toolkit in your community
- Learn how to share your own experiences and best practices with others

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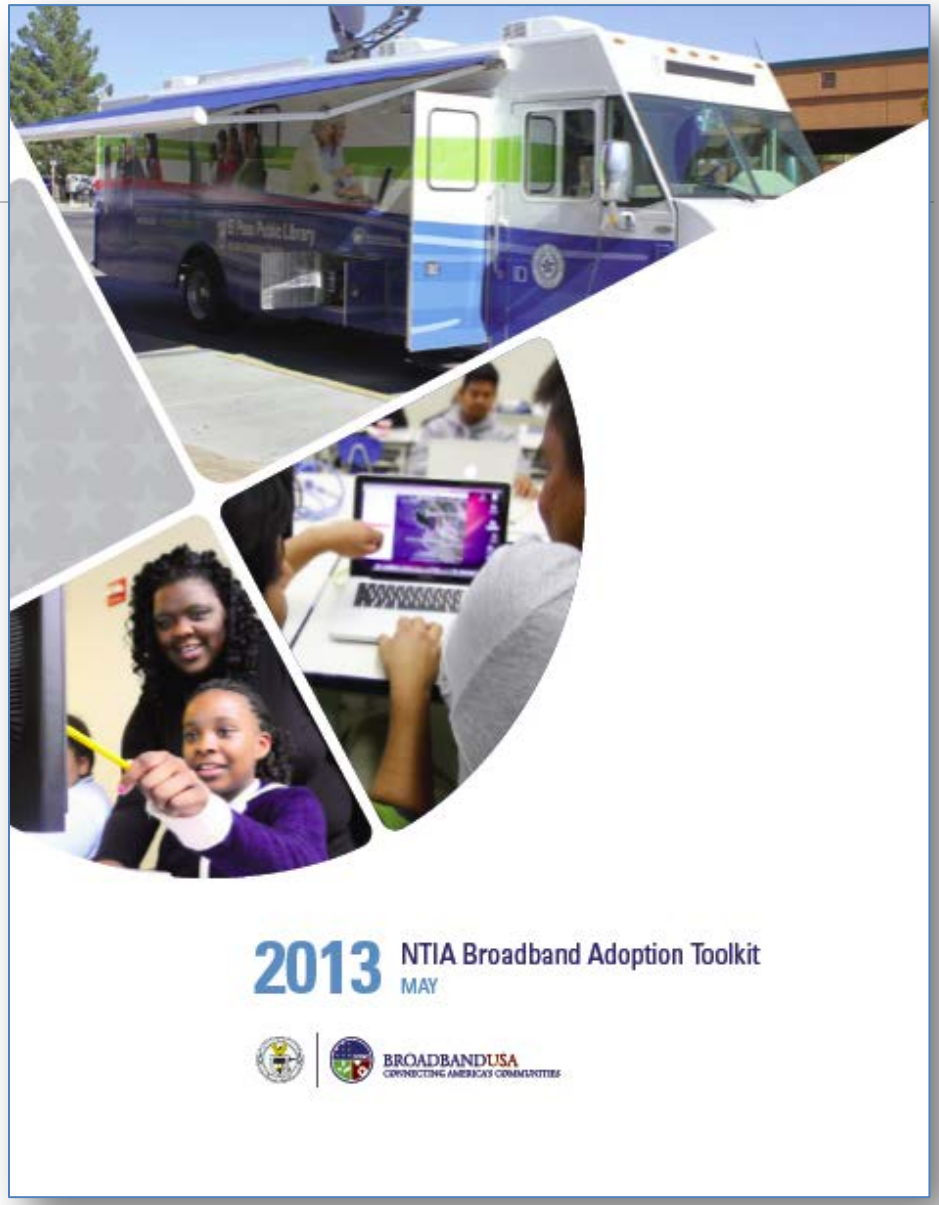
Why this Toolkit?

"We want to share the expert knowledge and experience of the broadband adoption and computer training projects with a broader base of anchor institutions, government agencies, non-profits and others engaged in this effort….we hope that as the grant program winds down, this toolkit will serve as a legacy and foundation for others to build on as they continue this vital digital inclusion effort."



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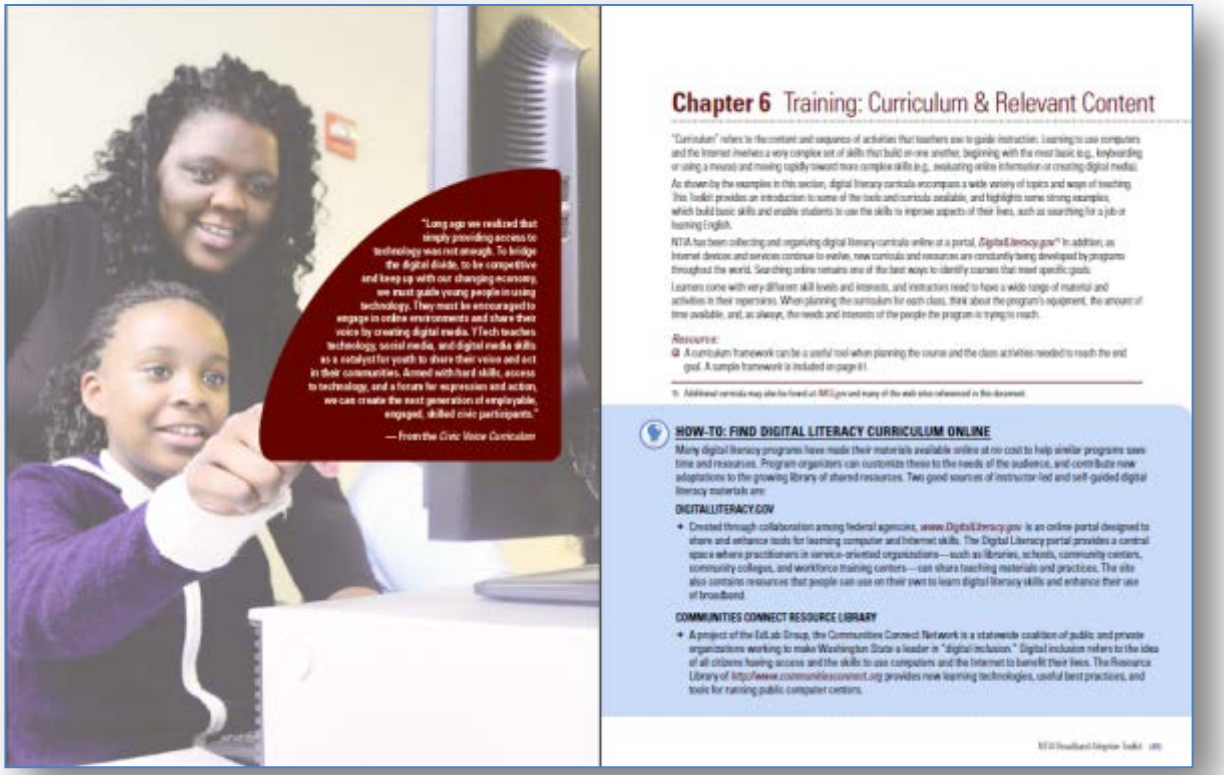
There is no simple, one-size-fits-all solution – but some critical elements are:

- **Communication** – encourage people to learn by highlighting the relevance of the Internet to solving problems and improving lives.
- **Partnerships** with established, trusted neighborhood institutions – trust is important when reaching those who may be wary.
- **Accessible and convenient** locations, hours of operation, languages, support services.
- **Affordability** – provide assistance with finding discounted computer equipment and signing up for affordable broadband service.

What's in the Toolkit? Chapters on…



- Program Design
- Awareness and Outreach
- Affordability
- Training Curriculum & Content
- Training Planning & Delivery

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Organized by:

- Population targeted
- Barrier(s) addressed
- Strategy utilized
- With links to additional resources
- And special how-to's and checklists to address important topics

POPULATION Migrant workers

BARRIER Skills

STRATEGY Schedule classes around seasons and field hours

Community Information Center, a subrecipient of the *Monterey County Office of Education's* BTOP project, designed its training programs to fit the schedules of migrant workers in its service area in California. Community Information Center determined that the best time to hold class during harvest season was during the evenings from 6:30–8 p.m. because it gave the workers time to eat a quick dinner before attending class. During the off-season, from late November through March, Community Information Center held classes earlier in the day and offered more Spanish-language classes to accommodate the increased availability of migrant workers.

RESOURCES

- Online class schedule: *http://www.connectionmonterey.org/pages/class-schedule*
- Workshop flyers: *http://www.connectionmonterey.org/galleries/6/images*
- TechMobile information and flyers: *http://www.connectionmonterey.org/pages/techmobile*

POPULATION Rural community residents

BARRIER Skills

STRATEGY Hold classes at partner organizations using a mobile lab

The La Conner Regional Library, an *EdLab Group* subrecipient, serves rural Skagit County in Washington. The library building was not large enough to hold a computer lab, and its constituents were dispersed across a large area. To address these issues and meet the needs of the community, La Conner Regional Library provided computer classes using a mobile lab. The library received requests from various groups to teach classes at their centers, with some of the most popular teaching locations being senior housing complexes. The mobile lab equipment included 10 PCs, a projector, and two Wi-Fi hotspots, all transported in a large container (a "suitcase"). The librarian who taught the computer classes brought an assistant to help set up and repack the equipment.

RESOURCES

- Guide to organizing a mobile lab: *http://techsoupforlibraries.org/blog/edge-benchmarks-mobile-computer-labs*

HOW-TO: ESTABLISH ACCESSIBILITY AND USE ASSISTIVE TECHNOLOGY

For people with disabilities, using a computer can pose a multitude of unique barriers, from hard-to-manipulate keyboards to hard-to-read screen text. "Accessibility" refers to making equipment and software easier to use by modifying the physical environment and computer software and hardware. "Assistive technology" refers to the devices, software, and specialized equipment that are used to modify the environment. Seattle's STAR (Special Technology Access Resource) is an accessible computer lab that also provides accessibility training to instructors and volunteers from other computer labs. STAR's mission is to empower people of widely varying abilities and disabilities to build community using computers, the Internet, and assistive technology.

Additional information on accessibility strategies and techniques can be found at: *http://www.starofseattle.org/pages/AssistiveTechnology.aspx*

Cross-reference Pages

Cross-Reference

Barrier
Access and Availability
- Definition, 4
- Low-income
  - Parents, 46
  - Residents, 18, 33
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- Rural community residents, 51
- Students, 51
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- High school students and families, 47
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Skills
- Definition, 4
- Digital literacy program participants, 39
- Digital literacy trainers, 35, 39, 42
- Farmers and fishermen, 43
- Library Staff, 39
- Low-income
  - Parents, 33, 46
  - Rural residents, 33
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- Public housing residents, 43
- Rural community residents, 32
- Seniors, 36
- Small business owners, 45
- Un- and under-employed individuals, 52
- Youth, 46, 49, 50

digital divide. See digital literacy

Digital Literacy, 4, 11, 24, 31, 37, 39, 41-43, 46-47, 62

Population
Digital literacy trainers
- Skills, 35, 39, 42

Families
- Cost, 28

Farmers and fishermen
- Relevance, 43
- Skills, 43

Sorted by:

- Barriers addressed
- Populations targeted

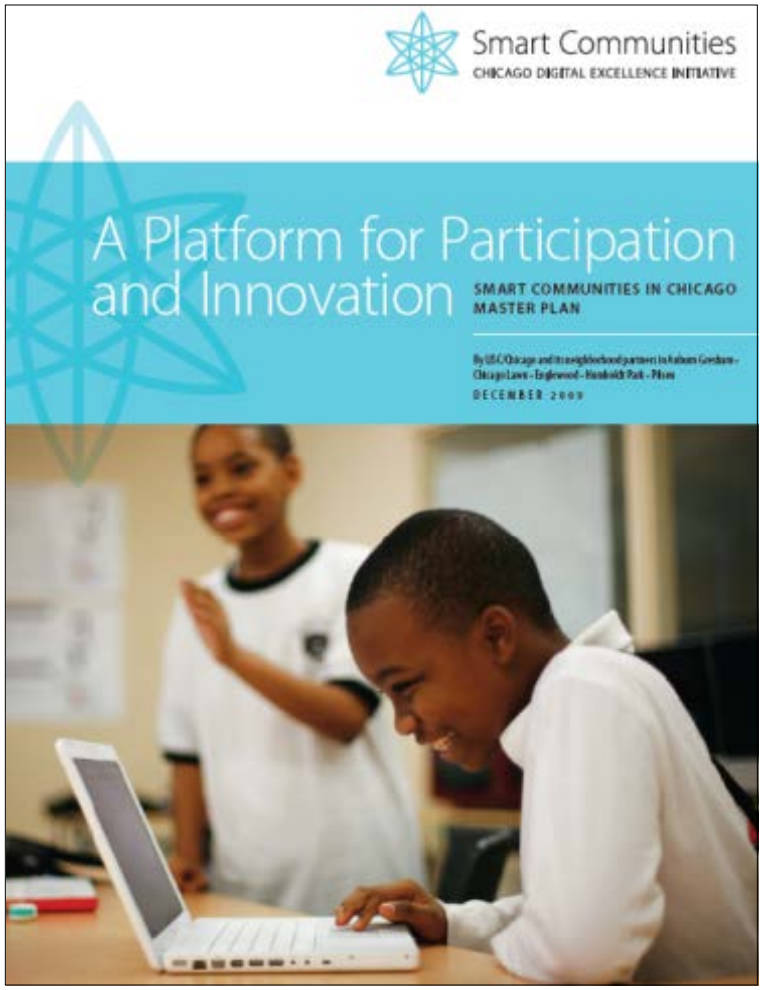
City of Chicago SBA -- LISC

Dionne Baux – LISC -- DBaux@lisc.org

A native Chicagoan, Dionne has worked in city government and for nonprofits for more than seven years, primarily in the area of community economic development. She's currently a program officer with Local Initiatives Support Corporation-Chicago, where she works on economic development and technology programs. Baux leads LISC's Smart Communities program, which is designed to increase digital access and use by youth, families, businesses and other institutions in the Auburn Gresham, Chicago Lawn, Englewood, Humboldt Park, and Pilsen neighborhoods. She has a master's degree in public administration, with a focus in government, from Roosevelt University.

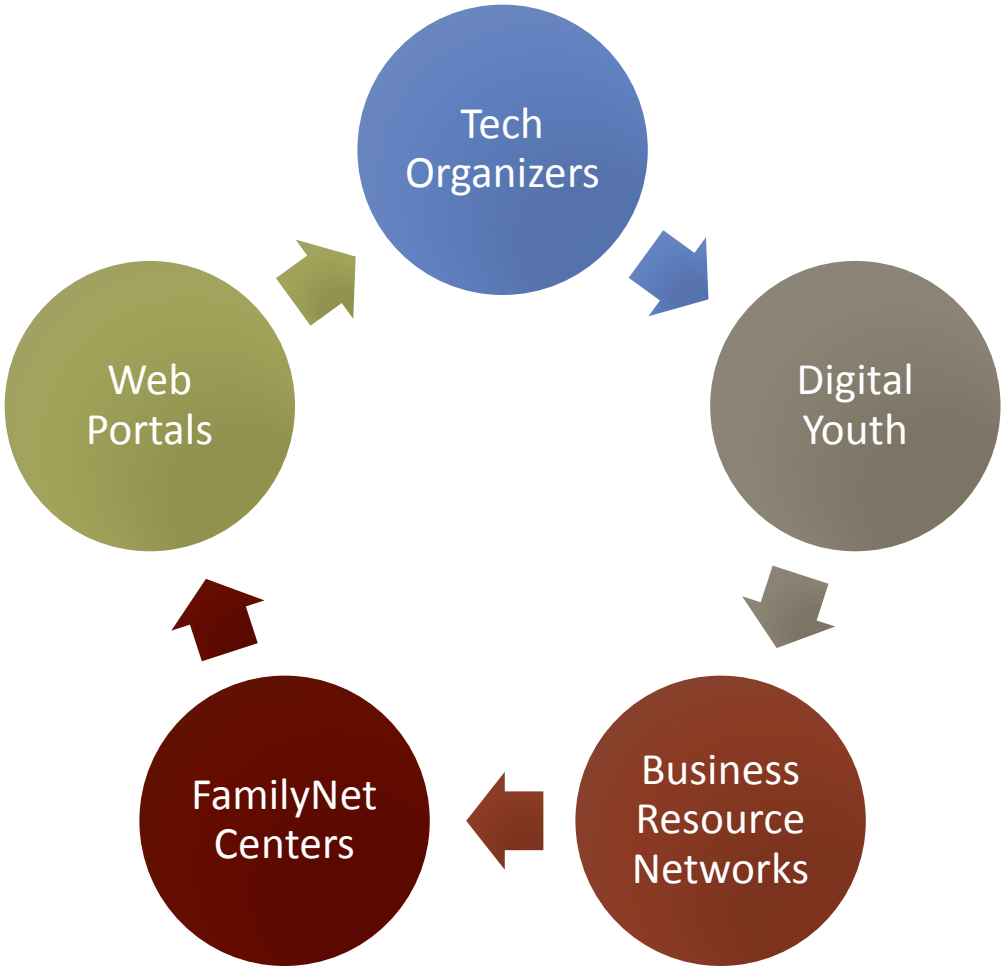
LISC
Local Initiatives Support Corporation
Helping neighbors build communities

LISC and neighborhoods developed Smart Communities master plan



1. Build awareness of the power of digital technologies
2. Expand digital education and training for individuals, families, businesses
3. Expand access to technology and the Internet at home and in the community
4. Generate local content and improve access to local news and resources
5. Help existing businesses grow and attract new businesses

We built a system to engage residents



- Comprehensive
- Multiple partners
- Diverse entry points

And achieved broad, lasting impacts

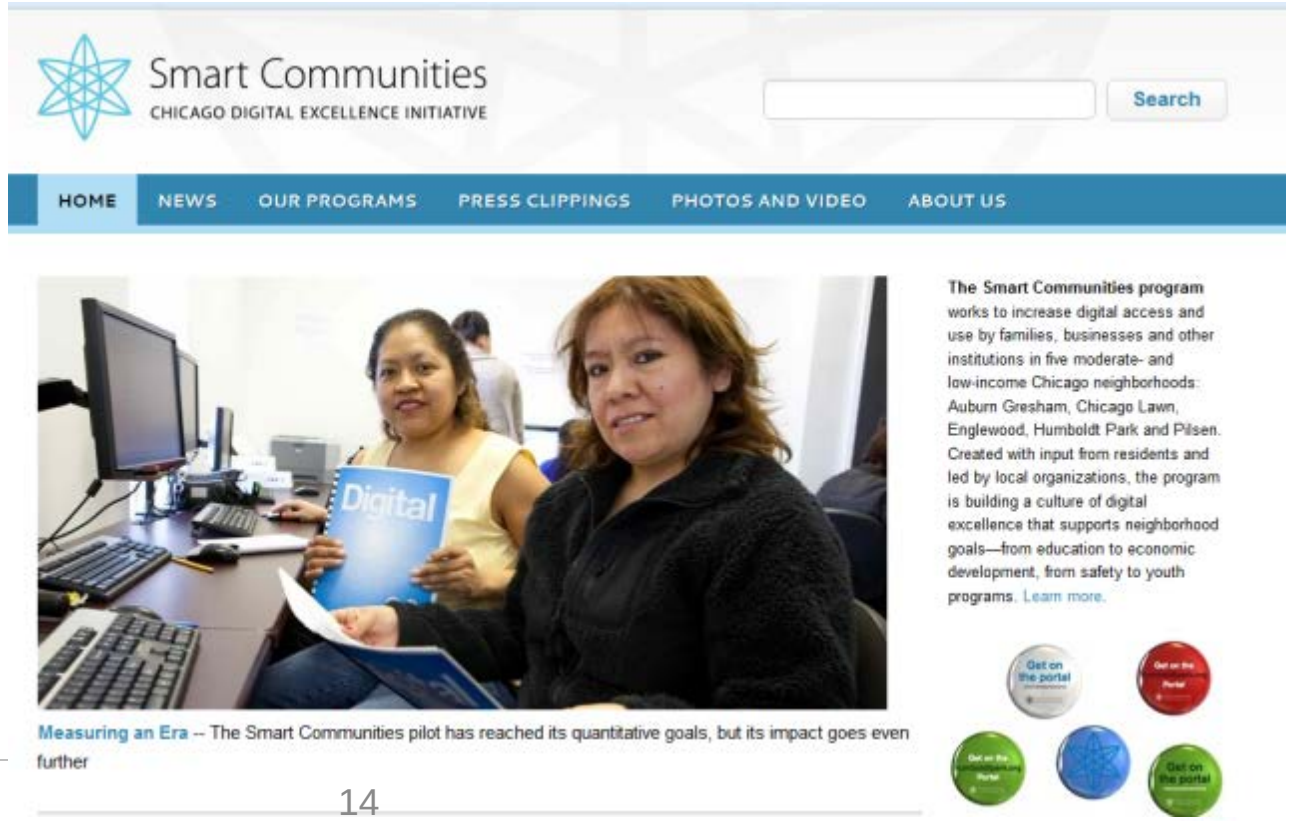
- 9,000 courses completed
- 3,000 individuals trained
- 17,000 portal visits/month
- 500 youth engaged
- 1280 residents earned netbooks
- 350 businesses served; 100 earned desktop computers
- Residents of Smart Communities are using internet 15 percent more compared to other comparable neighborhoods.

Top takeaways

- Community planning process important – helped ensure buy-in and determine strategy
- Integration of services with partner agencies
- Relationships between trainers and the communities, and building trust, are essential to success

More Resources

- http://www2.ntia.doc.gov/grantees/CityOfChicago
- http://www.smartcommunitieschicago.org/index.html



Foundation for California Community Colleges and Great Valley Center

Daniel Gilbert Valencia – FCCC
dvalencia@foundationccc.org

Previously an Air Force Intelligence Officer and a graduate of Drexel University, Daniel currently serves as the Program Manager for California Connects.

Dr. Ben Duran – GVC President
ben@greatvalley.org

A lifetime valley resident, Ben has served as Superintendent/President of Merced Community College District and has spent 40 years as an educator in Merced County.

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MESA Mathematics Engineering Science Achievement

&

California Connects
Increasing digital access for a better future

Mathematics, Engineering, and Science Achievement (MESA) is a program that provides support to students pursuing math and science based degrees. These components build an academically based peer commonality to provide student enhancement and motivation, while also giving back to their communities.

Giving Back to the Community

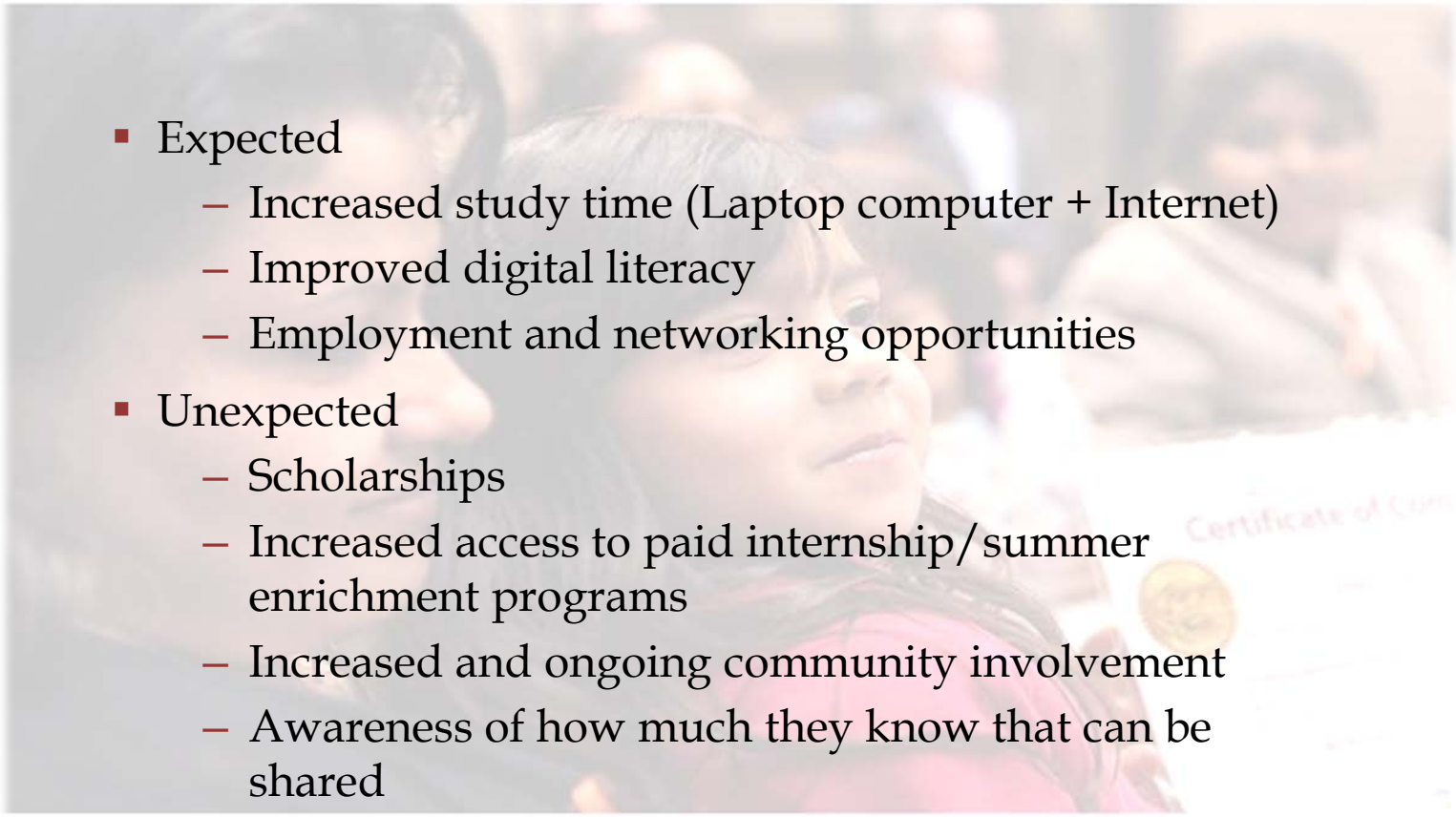
MESA students are required to perform 12 hours of training to their local community, in an effort to teach them valuable social skills, to provide them with networking opportunities, improve upon their resume through volunteer experience, and to emphasize participation with their peers.

Target Populations

- Our MESA students:
  - Have an expressed financial need
  - Limited resources to successfully pursue their educational goal
  - Largely Latino populations
- Our trainees:
  - Low digital literacy rate
  - Limited to no technical resources available

"We are potentially pioneering into the lives of those who may use these skills for the rest of their lives and it is an honor." Chris Alarcon

Program Benefits to MESA Students



- Expected
  - Increased study time (Laptop computer + Internet)
  - Improved digital literacy
  - Employment and networking opportunities
- Unexpected
  - Scholarships
  - Increased access to paid internship/summer enrichment programs
  - Increased and ongoing community involvement
  - Awareness of how much they know that can be shared

Program Benefits to the Community

- MESA students share their stories
  - Resume and LinkedIn help ends Uncles unemployment
  - Excel lessons help small business track customers
  - Students help other students enroll in classes
  - Students teach grandparents how to use the Internet to find services

Great Valley Center – California Connects

The Great Valley Center, a sub-recipient of the Foundation for California Community Colleges, has conducted outreach and provided digital literacy training in 18 counties in the Central Valley and Sierra Nevada foothills.

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Targeted Populations

- Primary market - low-income, Spanish speaking adults not connected to the Internet with an emphasis on parents
- Secondary market - in the rural foothill communities the targeted demographic was low-income, English speaking adults and senior citizens not connected to the Internet

Barriers for targeted populations

- Language
- Access to training facilities
- Childcare
- Working during the day

Strategies That Evolved

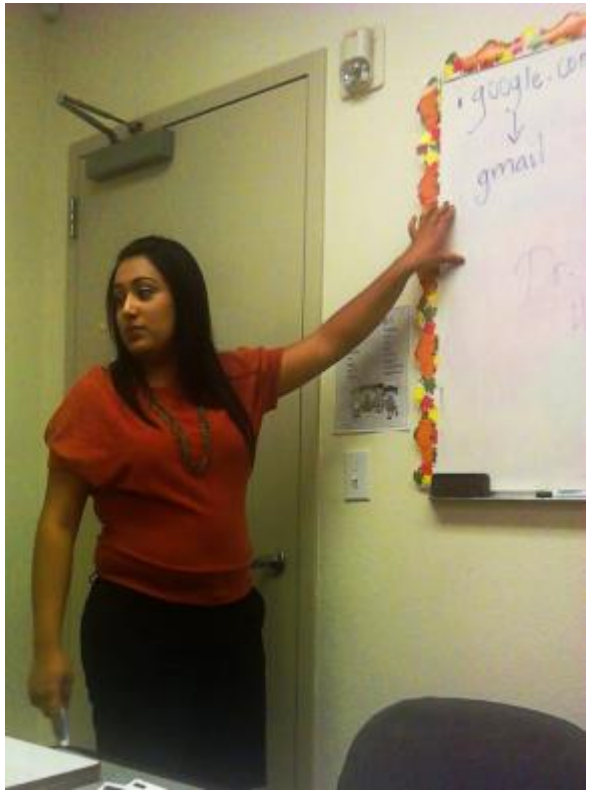
- Hired a bilingual, full-time trainer for each county (two trainers for a couple of the counties)

- Developed strategic partnerships with schools, libraries, community agencies and non-profit organizations
  - Partners provided free use of training facilities/computer labs with convenient access for targeted markets
  - Partners provided outreach for CA Connects to their constituents, giving the program visibility within the targeted markets
  - Some partners provided free childcare in close proximity to the training room – great for parents with young children

Strategies That Evolved

- Grassroots or "guerilla" marketing by the trainers – outreach to non-traditional sites to reach targeted population (community events, flea markets, churches, etc.)

- Scheduled classes for a variety of times to meet the needs of the various segments of the targeted population
  - Night classes for working adults
  - Classes held at 8:30 a.m. for parents dropping off their children at school in the morning



Top Takeaways:

- The problem of digital literacy is huge, and due to constantly evolving technology, the problem may be growing! CA Connects served as a good pilot program, but just scratched the surface of the problem.
- The problem is exacerbated by the continuing challenge of low education levels/literacy in the Central Valley – many within the targeted demographic cannot read or write in English or in Spanish, or they do so at a low grade level.
- Many of the students wanted to return repeatedly to the trainings in order to practice their newly acquired skills within a familiar setting where they felt comfortable.
- Trainers' supported each other and shared best practices through a community portal on Ning.
- Ideally, for future trainings, students would be placed in cohorts or classes according to their level of knowledge/skills/literacy to facilitate specifically targeted training/curriculum.

Links to California Connects

- Watch the GVC video on CA Connects to hear some of the trainers' perspectives on the program at: http://youtu.be/vm7_TeAT0NA
- Visit the GVC website pages on CA Connects: http://www.greatvalley.org/work/caconnects
- Visit the CA Connects website at: http://caconnects.org/

Questions and Answers

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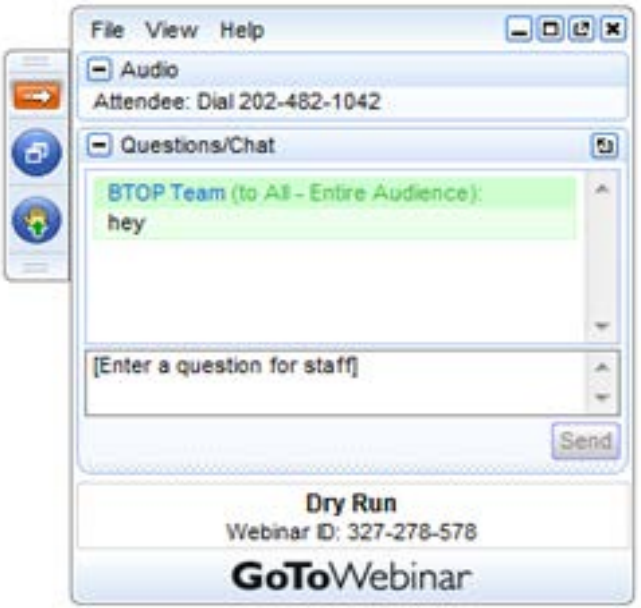


cfy powering a new generation of learning

Mark Malaspina -- CFY

Mark is the President of CFY, a national education nonprofit that helps students in low-income communities, together with their teachers and families, harness the power of digital learning to improve educational outcomes. Formerly, he was the President and co-founder of the Grow Network, a national education company which became a division of the McGraw-Hill Company, and he also served as a Skadden Fellow at the Lawyers Alliance for New York and as a Peace Corps Volunteer.

Contact information:

520 8th Avenue, Floor 25

NY, NY 10018

212-563-7300 x124

mmalaspina@cfy.org

cfy powering a new generation of learning

- About the CFY Digital Learning Program
  - CFY partners with high-poverty middle schools to support family broadband adoption and family involvement in learning
  - Hands-on Family Learning Workshops
    - Help parents/guardians understand how educational software can build children's skills and motivation
    - Provide information about broadband options, including available discounts
  - Broadband-ready Home Learning Centers for participating families
    - Installed educational software plus icon for PowerMyLearning website
    - 24x7 bilingual help desk support and swap-out services
  - Teacher professional development in using educational technology to connect classroom with the home

- Four Lessons Learned

1. Schools can be effective partner institutions if program addresses their needs.
   - Schools uniquely positioned to drive family-focused initiatives.
   - However, education accountability and new Common Core State Standards have heightened pressure on schools.
   - Programs must take into account the objectives of each constituency (school leaders, teachers, parent coordinators).

- Four Lessons Learned

2. Design and implementation of effective family training is difficult.
   - Best workshops are built around hands-on learning activities that adults and children can complete together.
   - Materials must be developed in multiple languages, with careful attention to word choice.
   - Trainers should be selected based on experience with target populations, with support from observing "training coaches" to ensure program fidelity

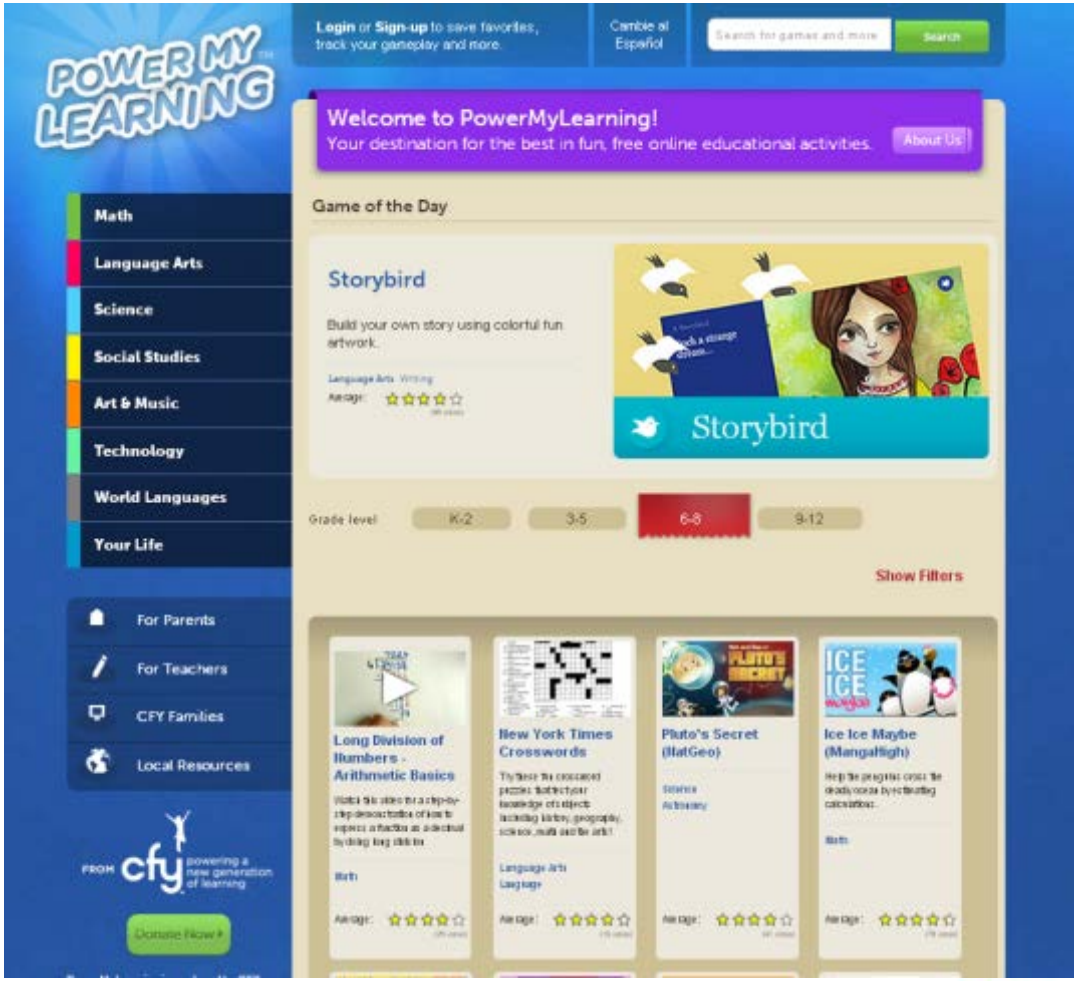
- Four Lessons Learned

3. Desktops remain relevant to home technology initiatives.
   - Significant transition underway to mobile/tablets/laptops.
   - Nonetheless, desktops are still important tools for creating strong learning environments for children in low-income households.
     - » Highly effective for "creation" activities such as word processing, presentation development, computer programming.
     - » Can be permanently positioned in visible common area to encourage safe Internet practices.
     - » Large monitor and separate keyboard enable joint learning with parents and siblings.

- Four Lessons Learned

4. PowerMyLearning can support children's learning in two mutually reinforcing ways:

- Innovative K-12 learning platform for students, parents, teachers, and after-school programs
- Free anytime/anywhere, as a condition of Gates Foundation grant
- Thousands of engaging activities curated from across the web & aligned to the Common Core State Standards
- Supports both Personalized Instruction and Student-driven Learning



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More Resources

CFY: http://cfy.org/
PowerMyLearning: http://www.powermylearning.com

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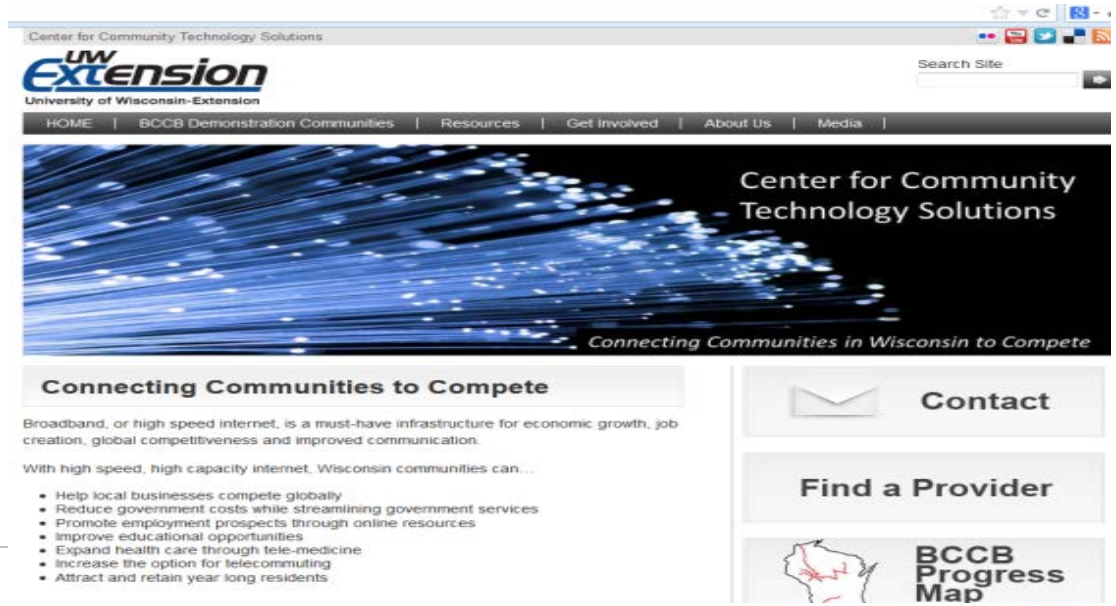
UWEX

Maria Alvarez Stroud – Director, Center for Community Technology Solutions
University Wisconsin - Extension

As the Director of the Center for Community Technology Solutions, Maria is expanding on the work begun with the BTOP grants by promoting the capacity of rural communities to improve broadband availability and adoption. Maria was the founder and leader of the National Center for Media Engagement ,where she played an essential role in increasing public broadcasting's ability to serve local communities.

http://broadband.uwex.edu
maria.alvarez-stroud@uwex.edu



University Wisconsin-Extension

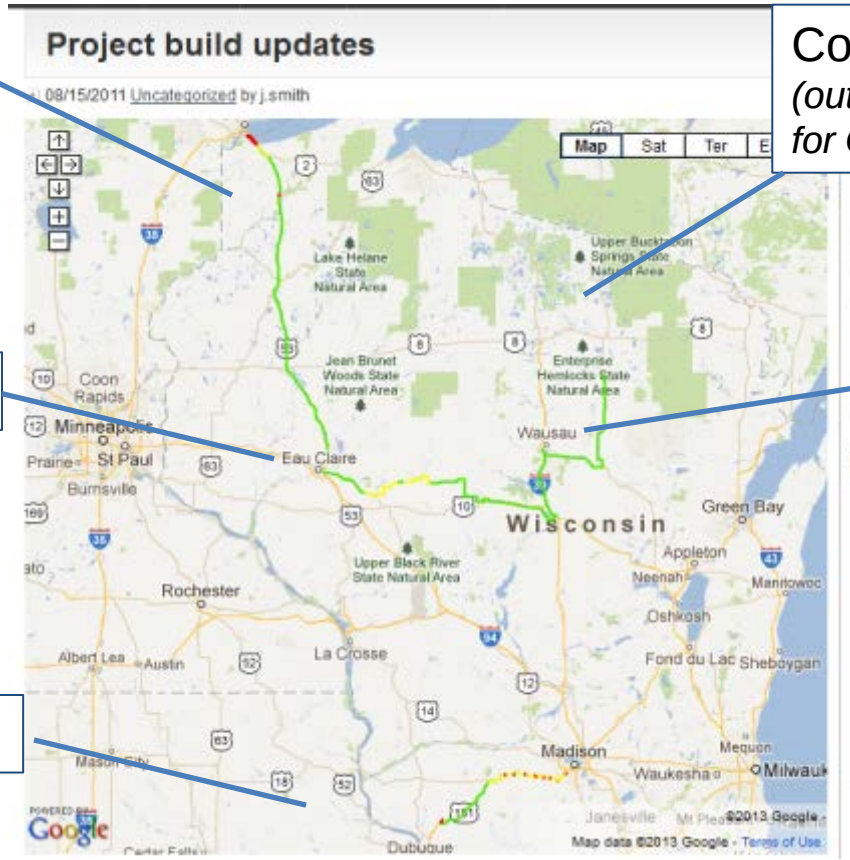
Superior

College of Menominee Nation
(outreach only), separate BTOP grant for Computer Center

Chippewa Valley

Wausau

Platteville

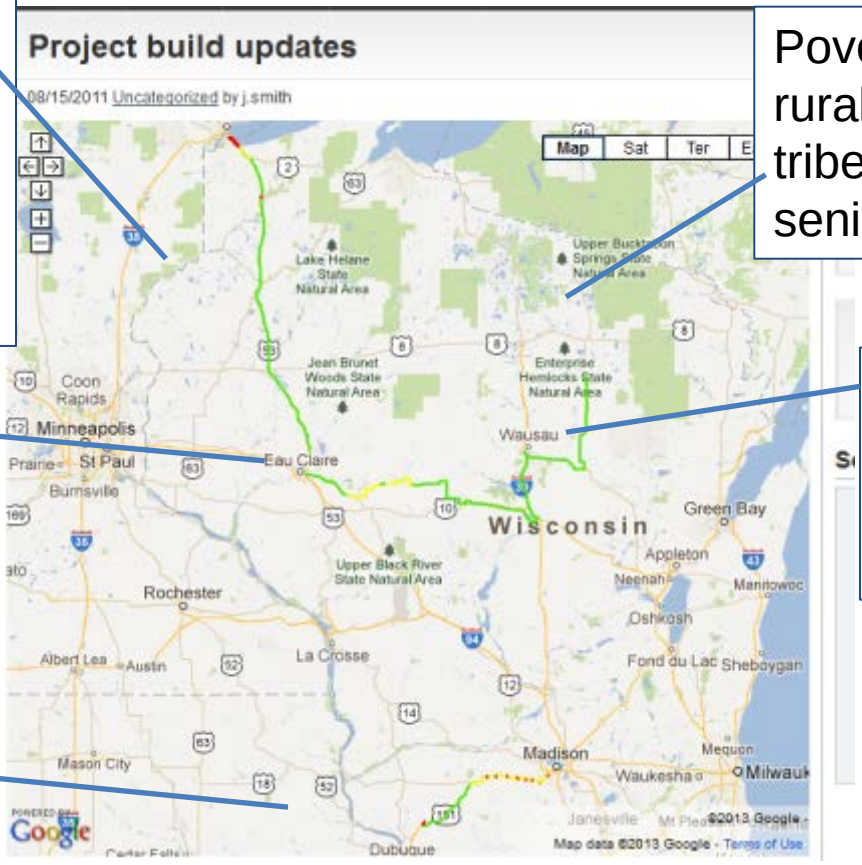


Legend:
- Planned
- Conduit Installed
- Fiber Installed

Poverty, unemployment, geography (edge of the state). Audiences: K12, parents, seniors, community (general)

Rural, three counties. Audiences: Seniors, farmers.

Geography (bluffs). Audiences: seniors, community (general)



Poverty, high unemployment, rural, tribal land. Audiences: tribe members, tribal elders, seniors.

Rural. Audience: Community (low income, Hmong, seniors).



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jbrogley
Jul 12, 10:12am via TweetDeck

@WI_Broadband I love to see all these trainings in Wisconsin! Yay blogging!

Show Conversation

robertmentzer
Jul 30, 3:22pm via TweetDeck

@WI_Broadband I do want to see these, thanks!

terriharings
Jul 30, 3:06pm via Twitter for iPhone

"@WI_Broadband: 20,564: Total #Wisconsin #broadband training hours in the past year &a half ow.ly/cBJDo + @RecoveryDotGov"

RelyLocalWausau
Jan 05, 2011, 2:47pm

This is great information. How can I get more involved?

@broadbandforum @BroadbandCensus @WI_Broadband

SeleneMSC
Jul 11, 11:19am via Echofon

@WI_Broadband Cheers. Thanks for hard work.

Show Con

WI_Broad
Jul 11, 9:19am

Thanks for th
@WI_Broadl
to #broadba
ow.ly/bK4kk

CJSettles
Nov 23, 2011, 2:35pm

Hey again, can you send me Maria's e-mail address? I'd like to get her on my show next week if I can. Thx. And Happy T-day :-)

ogram

rican Recovery and Reinvestment Act of 2009

What worked, what didn't

Kudos

- Video case studies and testimonials
- Pushback provided momentum and a sense of urgency
- Bi-annual Partnership Summits – learning from each other

Ah, not so great

- Underestimated start-up time/energy
- Community educators being jack of ALL trades – unrealistic expectations
- Statewide promotions could have been better

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"I'm finding a job online."

Find out how to connect with free computer access and training resources in your community.

For more information call us toll free at: **1-855-306-8050**, or email: **wibroadband@uwex.edu**

CONNECT TO JOBS — Search for jobs online!

UW Extension
University of Wisconsin–Extension

Building Communities, Building Jobs, Building Economies

Un/under employed

"I can sell directly to consumers online."

Find out how to connect with free computer access and training resources in your community.

For more information:
call us toll free at **1-855-306-8050**
or email **wibroadband@uwex.edu**

CONNECT TO MARKETS — Promote your business online!

Visit us online to find an internet provider in your area:
http://broadband.uwex.edu

UW Extension
University of Wisconsin–Extension

Building Communities, Building Jobs, Building Economies

Agriculture/business

BROADBANDUSA
CONNECTING AMERICA'S COMMUNITIES

www.flickr.com/photos/wi_broadband





Total activities: 796
Total training hours: 22,708
Over 20,000 reached




Top 3 Takeaways from UWEX:

- A→ Partnerships and collaborations are a must (public-private)
- B→ Proactive legislative outreach is a very good thing
- C→90% sociology, 10% technology (simplify the message!)

UWEX Resources

- Wisconsin Videos (3 min-11 min): http://www.youtube.com/wibroadband1
- How to guides: http://broadband.uwex.edu/resources
- Delicious: https://delicious.com/sustainablebroadband
- Twitter: @WI_Broadband

Next Steps

- Slides will be distributed and posted on the wiki: http://broadbandworkshop.pbworks.com/w/page/65502905/Broadband%20Adoption%20Toolkit
- Use and share the Broadband Adoption Toolkit – highlight your own lessons learned as they relate to the lessons provided in the Toolkit
- Upload links and descriptions of your resources to the DigitalLiteracy.gov portal at www.digitalliteracy.gov/node/add/suggestion
- For BTOP grantees: share resources/lessons learned with NTIA during the closeout process
- Send questions or comments to bb_adoption_toolkit@ntia.doc.gov

Additional Resources

- NTIA: Broadband Adoption Toolkit and other BTOP resources; SBI program; National Broadband Map; Connecting America's Communities Map; Digital Nation reports
- IMLS: Building Digital Communities
- National League of Cities resources: (contact Julia Pulidindi: pulidindi@nlc.org)
  - Why Broadband Matters: A Look at Its Impact and Application for Cities
  - Closing the Digital Divide: Promoting Broadband Adoption Among Underserved Populations
- Discount broadband options (list is not intended to be exhaustive): C2C; Comcast Internet Essentials; Cox; Century Link Internet Basics, Mobile Citizen;

Additional Resources (continued)

- City of Seattle Community Tech Program
- Seattle IT Equity project management tool
- Communities Connect Network public computing directory
- Minneapolis community tech survey, Seattle survey project
- Digital inclusion network listserv, NTEN Community Technology community of practice
- Telecentre.org
- UK Online Centres

Questions and Answers

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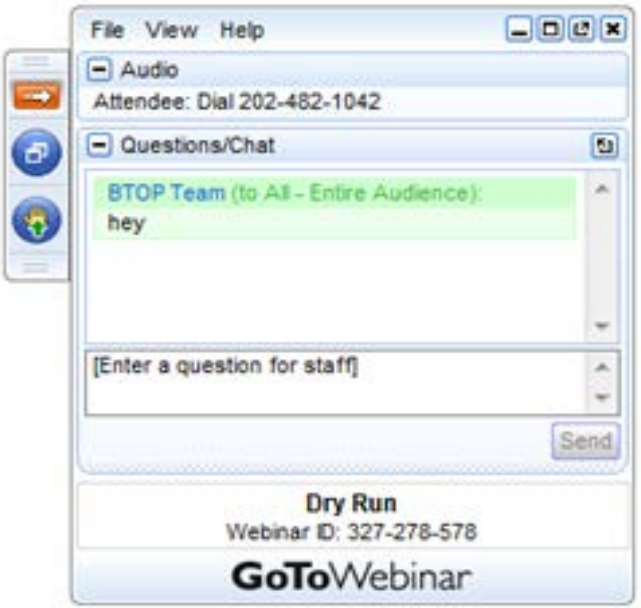

Thanks for your participation!

If you have questions or comments about the Toolkit, or if you'd like to suggest other ways to spread the word about successful practices, let us know!

bb_adoption_toolkit@ntia.doc.gov