ANNUAL PERFORMANCE PROGRESS REPORT FOR SUSTAINABLE BROADBAND ADOPTION

General Information

1. Federal Agency and Organizational Element to Which Report is Submitted Department of Commerce, National Telecommunications and Information Administration	2. Award Identification Number 06-43-B10541	3. DUNS Number 105874593

4. Recipient Organization

Foundation for California Community Colleges 1102 Q ST 3rd FL, Sacramento, CA 958116549

5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2012	6. Is this the last Annual Report of the Award Period? ⦿ Yes　　◯ No

7. Certification: I certify to the best of my knowledge and belief that this report is correct and complete for performance of activities for the purposes set forth in the award documents.

7a. Typed or Printed Name and Title of Certifying Official Daniel G Valencia	7c. Telephone (area code, number and extension) 916-491-4499
	7d. Email Address dvalencia@foundationccc.org
7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 02-15-2013

PROJECT INDICATORS

1. Does your Sustainable Broadband Adoption (SBA) project foster a particular broadband technology or technologies? If so, please describe this technology (or technologies) (600 words or less).

California Connects fosters wireless broadband access for community college Mathematics, Engineering, Science Achievement (MESA) students. Students learn to use wireless broadband for academic and general life purposes as well as for conducting outreach and training for family and community members. California Connects also fosters broadband adoption for Spanish speaking, low income California residents by conducting outreach and training in their communities.

2a. Please list all of the broadband equipment and/or supplies you have purchased during the most recent calendar year using BTOP grant funds or other (matching) funds, including any customer premises equipment or end-user devices. If additional space is needed, please attach a list of equipment and/or supplies. Please also describe how the equipment and supplies have been deployed (100 words or less).

Manufacturer	Item	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed
n/a	n/a	0	0	n/a
Totals		0	0	

Add Equipment	Remove Equipment

2b. To the extent you distribute equipment/supplies to beneficiaries of your project, please describe the equipment/supplies you distribute, the quantities distributed, and the specific populations to whom the equipment/supplies are distributed **(600 words or less).**

1,390 (of 5,800 total by 6/30/13) HP (Hewlett-Packard) laptop computers were distributed in 2012 to participating California community college Mathematics, Engineering, Science Achievement (MESA) students throughout the state. Each computer was equipped with six months of AT&T broadband service. (Note: These equipment purchases were below the $5,000 per unit threshold and thus not reported in 2a above. Overall, these purchases were a critical program component and BTOP investment for 2012).

3. For SBA access and training provided with BTOP grant funds, please provide the information below. Unless otherwise indicated in the instructions, figures should be reported underlined cumulatively from award inception to the end of the most recent calendar year. For each type of training (other than open access), please count only the participants who underlined completed the course.

Types of Access or Training	Number of People Targeted	Number of People Participating	Total Training Hours Offered
Open Lab Access	0	0	0
Multimedia	0	0	0
Office Skills	0	0	0
ESL	0	0	0
GED	0	0	0
College Preparatory Training	0	0	0
Basic Internet and Computer Use	11,208	17,527	81,708
Certified Training Programs	5,800	7,882	49,737
Other (please specify):	0	0	0
Total	17,008	25,409	131,445

4. Please describe key economic and social successes of your project during the past year, and why you believe the project is successful thus far (600 words or less).

California Connects (CC) has significantly elevated conversation and efforts targeted at addressing the digital divide within California community colleges – at the college level, within surrounding communities, and statewide with industry partners.

California Connects works with Mathematics, Engineering, and Science Achievement (MESA) programs at 35 California Community Colleges. MESA students often come from communities where residents have not adopted broadband due to physical location, lack of access, financial hardship, inadequate exposure to technology, and cultural and language barriers. The program operates by providing MESA students at participating colleges with the tools and training needed to become community trainers for their parents, siblings, and community members, enabling California Community Colleges to extend program benefits to a critical population that is difficult to reach through other efforts. This in-person, hands-on training model makes it possible for California Connects to increase digital literacy exponentially. MESA students have acted as trusted guides in their communities and provided training in over 35 languages! Formal

partnerships have been established with over 90 community-based organizations such as libraries, K-12 schools, community centers, centers for the elderly, and job and employment opportunity centers. California Connects community trainers conduct one-on-one and group sessions using computer labs at these organizations.

Community college Mathematics, Engineering, Science Achievement (MESA) students participating in California Connects have greatly benefited from broadband access provided by the program. Students have reported greater time and efficiency devoted to academic studies - using broadband access to download course materials, conduct research, study using streaming video, enroll in summer coursework, complete registration and financial aid transactions, and better communicate with peers and faculty members. Students have also developed and strengthened relationships with community organizations and with their own family members by "paying it forward" and volunteering as a Community Trainer for the program.

Central Valley program training sites already have greater demand than capacity to serve. Trainees completing the program often return to volunteer as class assistants to help new students – this is serving as an excellent sustainability mechanism to conduct "train-the-trainer" volunteer programs with partners. In response to trainee interests, we have identified new course topics to provide students who have completed our basic digital literacy coursework and desire to continue learning in the program. Topics covered include: Skype, social media, Internet security, K-12 school grade website navigation, Internet job search, Social Security online resources, intro to Windows 8, intro to wireless routers, online purchasing, safe Internet use for parents and children, and online advertising for small businesses. California Connects is the only source for technical training in Spanish in many of the counties served.

California Connects Living with Technology online digital literacy curriculum is now available in Spanish and English. This tool allows residents who attend a California Connects in-person training session to continue learning at their own pace. It also allows individuals who cannot attend a training session to learn fundamental computing skills for Internet navigation. Outreach to the public and campaigns specifically targeting librarians have begun.

Finally, please refer to question 8 for additional successes discussed as best practices/lessons learned in this report.

5. Please estimate the level of broadband adoption in the community(ies) and/or area(s) your project serves, explain your methodology for estimating the level of broadband adoption, and explain changes in the broadband adoption level, if any, since the project began.

5a. Adoption Level (%):	Narrative description of level, methodology, and change from the level at project inception (600 words or less).
59	56.5%, Estimates reflect adults with broadband at home; consistent with previous reporting data is referenced from 8/2012 Public Policy Institute of California surveys. This "single indicator" was calculated as an average between the adoption rate for Latinos (58%) and Low-income - under $40K/yr (60%) which most accurately (though not completely) reflects our target audience (59%). Community college MESA student estimates were kept separate from this calculation.

6. Please describe the two most common barriers to broadband adoption that you have experienced this year in connection with your project. What steps did you take to address them (600 words or less)?

• Overall, training and outreach has resulted in immense interest and demand for broadband access. New users quickly seek avenues to become adopters. However, one challenge remains for accessible broadband infrastructure (service plans/options) in segments of the Central Valley. The BTOP CCI award made in the Central Valley will improve this access, however; the timing of CC training implemented prior to availability poses an immediate challenge. To address this challenge, California Connects is negotiating a contract with Mobile Citizen to provide discounted broadband to program participants in the Clear Wireless service area. California Connects also works with Comcast Cable to provide information to residents who may qualify for the Internet Essentials program in the Comcast service area.
• Without subsidies, the current (publicly available) entry cost for economically disadvantaged residents to attain, sustain and generate benefit from the productive uses of new information and digital technologies (broadband adoption) remains the most significant barrier. Specifically, California Connects has sought industry partners to develop service plans and marketing tools targeted at serving low-income consumers.

7. To the extent that you have made any subcontracts or sub grants, please provide the number of subcontracts or sub grants that have been made to socially and economically disadvantaged small business (SDB) concerns as defined by section 8(a) of the Small Business Act, 15 U.S.C. 647, as modified by NTIA's adoption of an alternative small business size standard for use in BTOP. Please also provide the names of these SDB entities. (150 words or less)
None: N/A

8. Please describe any best practices / lessons learned that can be shared with other similar BTOP projects (900 words or less).
• TRAINING: We have adjusted curriculum to accommodate low literacy levels. The Living With Technology Curriculum is increasingly video based to ensure the audience stays engaged. Additional practice time and project time has been built in to the curriculum to ensure the audience has ample time to master the learning objectives. Initial skills utilizing a mouse also required increased instructional time. Class duration has been increased from 9 hours to 12-16, depending on the partnering organizations needs.

Students are eager to learn more after completing the intro to digital literacy skills class. Additional course topics have been added to meet this need. Advanced topics covered include: Skype, social media, Internet security, K-12 school grade website navigation, Internet job search, Social Security online resources, intro to Windows 8, intro to wireless routers, online purchasing, online advertising for small businesses and a course for parents highlighting safe Internet use for children. We have identified a great need for parents of school age children; children receive some digital literacy training in school and then act as masters of the home computer. Parents are made to feel afraid of the computer and the child controls access to it. Instructing parents on topics such as Internet security, child safety, and the difference between entertainment websites and educational websites has helped parents gain the knowledge and self-efficacy needed to ensure they can guide their children to becoming good digital citizens.

• OUTREACH: K-12 schools have proved especially fruitful for outreach. Schools strive to reach Spanish-speaking parents and our bilingual community trainers are particularly good at crafting messages parents respond to. Schools are willing to ensure every child receives a flier regarding our digital literacy classes. We ensure trainees learn how to navigate school websites, access their child's grades, and contact teachers via e-mail. Spanish radio stations and television stations have been another outstanding mode for reaching potential trainees. The PSAs are developed in-house by our bilingual trainers and contain instructions to call a toll-free line. Soon after the PSA is aired, the toll-free number receives numerous calls from individuals seeking free training.

• PARTNERSHIP: Libraries have been great partners and champions of our classes. We have received requests from over 60 libraries statewide for community trainers. Our MESA and GVC trainers utilize library computers to teach classes. Our community trainers also conduct classes from mobile library buses. This enables us to teach in locations where public transportation is a hurdle for the population. Job resource centers have also been great community partners. There is a great need for computer training amongst job seekers and the need is too great for current infrastructure to meet. Our community trainers are welcome additions to job centers with high numbers of Spanish-speaking job-seekers; they guide trainees through online ESL resources and Internet job hunting websites.