

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) 12-31-2011	6. Is this the last Annual Report of the Award Period? <p style="text-align: center;"> <input type="radio"/> Yes <input checked="" type="radio"/> No </p>	
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 Elisa Orosco	7c. Telephone (area code, number and extension)	
	7d. Email Address eorosco@foundationccc.org	
7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 02-15-2012	

PROJECT INDICATORS																																																
<p>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.</p>																																																
<p>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).</p> <table border="1"> <thead> <tr> <th>Manufacturer</th> <th>Item</th> <th>Unit Cost per Item</th> <th>Number of Units</th> <th>Narrative description of how the equipment and supplies were deployed</th> </tr> </thead> <tbody> <tr> <td>n/a</td> <td>n/a</td> <td>0</td> <td>0</td> <td>n/a</td> </tr> <tr> <td colspan="2">Totals</td> <td>0</td> <td>0</td> <td></td> </tr> </tbody> </table> <p style="text-align: center;"> <input type="button" value="Add Equipment"/> <input type="button" value="Remove Equipment"/> </p>					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																														
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<p>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). 4,400 (of 5,800 total by 6/30/13) HP (Hewlett-Packard) laptop computers were distributed in 2011 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 2011).</p>																																																
<p>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 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 completed the course.</p> <table border="1"> <thead> <tr> <th>Types of Access or Training</th> <th>Number of People Targeted</th> <th>Number of People Participating</th> <th>Total Training Hours Offered</th> </tr> </thead> <tbody> <tr> <td>Open Lab Access</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Multimedia</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Office Skills</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>ESL</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>GED</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>College Preparatory Training</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Basic Internet and Computer Use</td> <td>5,604</td> <td>9,750</td> <td>46,832</td> </tr> <tr> <td>Certified Training Programs</td> <td>0</td> <td>5,092</td> <td>21,837</td> </tr> <tr> <td>Other (please specify): n/a</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>5,604</td> <td>14,842</td> <td>68,669</td> </tr> </tbody> </table>					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	5,604	9,750	46,832	Certified Training Programs	0	5,092	21,837	Other (please specify): n/a	0	0	0	Total	5,604	14,842	68,669
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<p>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. 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.</p>																																																

To illustrate, consider an excerpt from an essay submitted by a MESA student about how the program has already changed her life. The student explained: "When I heard they had worked to get us the California Connects grant, I was amazed. There really are people out there that are fighting for you, if you fight for yourself....The student's favorite perk seems to be the HP Probook Laptop that we all get to use for our training- and keep when we are done. As any student can tell you, college without a computer is like a car without tires, incredibly inconvenient....I cannot express the feeling I get when a digitally impaired person has their "AHA!" moment, my grandmother being one of them. People don't really realize the impact that the internet can have for people, because so many are so used to it. I can tell you, when I was able to connect my grandmother on Facebook, and she could see pictures and videos of my niece and nephew in Oregon, she looked as if Bob Barker just told her she just won a new car. This grant will have a profound effect on the communities it is introduced into, and I know that because it has already had a huge effect on my life, and the people that I help."

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 are currently identifying new course topics to provide students who have completed our basic digital literacy coursework and desire to continue learning in the program.

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).
57	56.5%, Estimates reflect adults with broadband at home; consistent with previous reporting data is referenced from 6/2011 Public Policy Institute of California surveys. This "single indicator" was calculated as an average between the adoption rate for Latinos (55%) and Low-income - under \$40K/yr (58%) which most accurately (though not completely) reflects our target audience (56.5%). 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 working in each county to develop inter and cross county partnerships to expedite access and sustain broadband adoption training for residents. One recent example includes the acquisition of California Public Utilities Commission (CPUC) funding for three years to the San Joaquin Valley Regional Broadband Consortium (an affiliate of the Great Valley Center, an integral California Connects partner and subrecipient) to focus on accelerating the deployment, accessibility, and adoption of broadband within 8 San Joaquin Valley counties.
- 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: While existing literacy levels were expected to be low (given this is our target audience), trainers are consistently surprised at just how low these starting points remain. Consequently, curriculum should be adjusted to accommodate these levels and including both print and online materials. Translation into trainee native languages and development of culturally relevant content is also essential. Providing trainees with access to a variety of broadband applications (spanning health, finance, education, and communication) sparks interest, increases relevancy, and sustains adoption. Finally, technical assistance is essential to maximize trainee learning and ensure adoption; requires a focus on multilingual resources and training for interfacing with novice users.
- OUTREACH: In-person and word of mouth outreach efforts have served most effective in reaching target audience; significantly above the use of traditional marketing and media tactics (such as websites, PSAs, flyers, etc.). Traditional tactics are best used for communicating with the general public and advertising opportunities for organizational partnership (rather than individual training).
- PARTNERSHIP: Providing community college Mathematics, Engineering, Science Achievement (MESA) students volunteering as Community Trainers flexibility to select the type of community partners served (such as church, local non-profits, other college students, migrant education parents, etc.) has maximized student buy-in, participation, and deepened existing college-community relationships.

• ORGANIZATIONAL: Providing community college MESA students with access to cutting-edge Microsoft applications requires coordination, consensus (at all leadership levels), and technological improvements (infrastructure) at the college level to ensure successful implementation.