

**ANNUAL PERFORMANCE PROGRESS REPORT FOR SUSTAINABLE BROADBAND ADOPTION**

**General Information**

<b>1. Federal Agency and Organizational Element to Which Report is Submitted</b> Department of Commerce, National Telecommunications and Information Administration	<b>2. Award Identification Number</b> 06-43-B10541	<b>3. DUNS Number</b> 105874593
<b>4. Recipient Organization</b> Foundation for California Community Colleges 1102 Q ST 3rd FL, Sacramento, CA 958116549		
<b>5. Current Reporting Period End Date (MM/DD/YYYY)</b> 12-31-2013	<b>6. Is this the last Annual Report of the Award Period?</b> <p style="text-align: center;"> <input checked="" type="radio"/> Yes    <input type="radio"/> No                 </p>	
<b>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.</b>		
<b>7a. Typed or Printed Name and Title of Certifying Official</b>  Cristina (Palos) Herrick	<b>7c. Telephone (area code, number and extension)</b> 916-325-1854	
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<b>7b. Signature of Certifying Official</b> Submitted Electronically	<b>7e. Date Report Submitted (MM/DD/YYYY):</b> 04-02-2014	

PROJECT INDICATORS				
<p><b>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).</b>                      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. Lastly, California Connects provides low-cost, unlimited 4G broadband to California residents through a partnership with Mobile Citizen.</p>				
<p><b>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).</b></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
<b>Totals</b>		0	0	
Add Equipment			Remove Equipment	
<p><b>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).</b>                      887 mobile broadband modems were distributed in 2013 to participating California community college Mathematics, Engineering, Science Achievement (MESA) students and California Connects trainees throughout the state. Each modem was equipped with four months of Mobile Citizen/Clear 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 2013).</p>				
<p><b>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.</b></p>				
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		16,812	23,263	109,880
Certified Training Programs		7,190	8,854	55,870
Other (please specify):		0	0	0
<b>Total</b>		24,002	32,117	165,750
<p><b>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).</b>                      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 38 languages! Formal partnerships have been established with over 120 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.</p>				

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).
53	53%, Estimates reflect adults with broadband at home; consistent with previous reporting data is referenced from 6/2013 Public Policy Institute of California surveys. This "single indicator" was calculated as an average between the adoption rate for Latinos (52%) and Low-income - under \$40K/yr (53%) which most accurately (though not completely) reflects our target audience (52.5%). This is 6 percentage points behind the state average of 69%. 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)?**

- Training and outreach has continued to result in immense interest and demand for broadband access. Over 20 percent of new users trained in 2013 quickly sought avenues to become subscribers and every new user trained reported an intension to become an adopter. Accessible broadband infrastructure (service plans/options) in segments of the Central Valley continued to be a stumbling block to subscribership. To address this challenge, California Connects negotiated a contract with Mobile Citizen to provide discounted broadband to program participants in the Clear Wireless service area. The partnership with Mobile Citizen facilitated the offering of low-cost Internet throughout California. This will continue after the grant end date and is a self-sustaining product of BTOP. This addresses the need for accessible broadband greatly in areas covered by the Clear footprint however much of Southern California and sections of the Central Valley are not eligible for discounted access due to service area limitations.
- 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.

**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)**

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 continued to adjust curriculum to accommodate low literacy levels. Video-based curriculum is increasingly used and we have experienced continued success with YouTube instructional videos in Spanish. To date, California Connects videos have over 60,000 views.
- **OUTREACH:** K-12 schools have continued to be great locations for outreach. Schools strive to reach Spanish-speaking parents and our bilingual community trainers have been 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 received requests from over 100 libraries statewide for community trainers. Our MESA and GVC trainers utilized library computers to teach classes. Our community trainers also conducted classes from mobile library buses. This enabled us to teach in locations where public transportation was 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.