



**Broadband Non-Infrastructure Application
Submission to NTIA – Sustainable Broadband Adoption**

Submitted Date: 3/15/2010 4:04:22 PM	Easygrants ID: 6303
Funding Opportunity: Sustainable Broadband Adoption	Applicant Organization: FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES
Task: Submit Application - Sustainable Broadband Adoption	Applicant Name: Mrs. Emily Jean Shoemaker

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A. General Application Information

Applicant Information	
Name and Federal ID for Applicant	
DUNS Number	105874593
CCR # (CAGE)	4G0G9
Legal Business Name	FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES
Point of Contact (POC)	EMILY SHOEMAKER [REDACTED] [REDACTED] [REDACTED]
Alternate POC	KEETHA MILLS [REDACTED] [REDACTED] [REDACTED]
Electronic Business POC	EMILY SHOEMAKER [REDACTED] [REDACTED] [REDACTED]
Alternate Electronic Business POC	JOSEPH QUINTANA [REDACTED] [REDACTED] [REDACTED]

Name and Contact Information of Person to be Contacted on Matters Involving this Application:	
Prefix	Mrs.
First Name	Emily
Middle Name	Jean
Last Name	Shoemaker



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Suffix	
Telephone Number	██████████
Fax Number	
Email	████████████████████
Title	Grants Development Manager

Additional Contact Information of Person to be Contacted on Matters Involving this Application:

Project Role	Name	Phone	Email
Secondary Point of Contact	Ms. Keetha , Mills	██████████	██████████ ██████████

Other Required Identification Numbers

Easygrants ID	6303
Funding Opportunity Number	500001
Catalog of Federal Domestic Assistance Number	BTOP CFDA Number: 11.557 BTOP CFDA Title: Broadband Technology Opportunities Program

Organization Classification

Type of Organization	Non-profit Foundation
Is the organization a small business?	No
Does the organization meet the definition of a socially and economically disadvantaged small business concern?	No



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Authorized Organizational Representative	
AOR	SHOEMAKER, EMILY
Result	<Select>

Project Title and Project Description

Project Title: California Connects

Project Description: California Connects will provide outreach, training, and learning support to increase digital literacy skills and broadband usage. Laptops and software training will be provided to low-income students. An open source, online, digital literacy course will be developed and provided to students and their families and accessed at libraries and other public computer centers throughout California.

Other Applications

Is this application being submitted in coordination with any other application being submitted during this round of funding?

- Yes

Easygrants ID	Project Title
6451	Central Valley Next Generation Broadband Infrastructure Plan
4387	Free 2 Connect 4 Success

If YES, please explain any synergies and/or dependencies between this project and any other applications.

California Connects is being submitted with two other applications that together will make a dramatic impact on computer and internet usage throughout the state, with special emphasis in California's Central Valley region. California Connects will develop an open-source online digital literacy training tool that can be utilized at public libraries and other computing centers across the state specifically targeting and providing learning supports to low income, Latino, and Central Valley residents – populations that currently have low adoption rates within the state.



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The California Connects project will be enhanced by two other applications, one focused on a robust middle mile network serving the 18 counties in the Central Valley that part of our proposals' plan to focus on for direct digital literacy awareness and training while the other supports libraries across the state with much needed hardware and personnel to support new adopters to the Internet.

The Central Valley Independent Network (CVIN), in partnership with CENIC, an entity that manages the largest and most robust statewide fiber-based network for education in the nation, is proposing to build, maintain and operate a 600+ mile fiber optical network in the Central Valley to provide connections to education anchor institutions including 18 county offices of education, 11 community colleges, four community college districts, three universities and 23 county libraries in order to enhance their existing high speed networking capability.

Califa Library Group (CALIFA), a non-profit membership consortium serving libraries and information organizations in California, is proposing to expand the public library computer access centers in 136 libraries statewide by providing much needed desktop workstations and laptops, 24/7 wireless access, new or upgraded wireless routers, and staff to help users access library resources.

There are significant synergies between these three projects: 1. The CVIN/CENIC Middle Mile infrastructure will provide the necessary network to directly connect many of these institutions we plan on supporting a robust fiber backbone and

2. The CALIFA project will equip public libraries statewide with the necessary tools as well as personnel to assist new broadband adopters we plan on targeting

Combined, these three proposals will provide the necessary tools and resources to dramatically impact the long-term economic, educational, and health care needs of California's residents that all three organizations will serve.

Is the Applicant exempt from the Department of Commerce requirements regarding individual background screening in connection with any award resulting from this Application?

- No, Applicant is subject to these requirements

If the answer to the above question is "No," please identify each key individual associated with the Applicant who would be required to complete Form CD-346, "Applicant for Funding Assistance," in connection with any award resulting from this Application:

Name	Title	Employer
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Keetha Mills	Chief Financial Officer	Foundation for California Community Colleges
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B. Executive Summary, Project Purpose and Benefits

Essay Question

Executive Summary of the proposed project:

California Connects – by offering laptops and online education and training – will provide real lifelong incentives to individuals who have not previously seen the need or had the resources to learn digital literacy skills, acquire computers, or connect to the internet. This project designs and offers resources that will have a direct impact on the life of underserved populations. Research from the Bureau of Labor Statistics shows that earnings increase with increased education and training. Demonstrating that online resources can improve the skills of individuals will open the door to lifelong learning and the opportunities that it provides.

California Connects will generate 61,120 new broadband users & partner with 33 community colleges along with libraries, public computing centers, & community-based organizations. California Connect will provide outreach to target populations, provide them with laptops, & free on-line digital literacy learning tools. Individuals will access the internet, acquire digital literacy skills, use digital skills to learn basic English and math in order to help students and their families build skills for jobs, participate in the economy, and embark on lifelong learning opportunities. The entire project cost will be \$14,053,967 million which includes \$3,109,124 million in matching funds.

California’s digital divide has widened through the last decade. A June 2009 study by the Public Policy Institute of California (PPIC) found that while the digital divide has narrowed significantly among some demographic groups a gap remains for Latinos (especially those from Spanish-speaking households), the less-educated, and immigrants. Latinos are substantially less likely than whites, blacks, or Asians to use technology as are individuals with incomes under



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\$40,000. The report also indicates that internet and broadband use has increased in all regions of the state except the Central Valley. These findings provide the focus for California Connect.

California Connects will focus on reaching populations for whom computer and internet access is still a challenge and yet necessary to enhance their lifelong learning ability, improve their economic and health care status and advance their general quality of life. In order to bridge this divide, California Connect will target underserved populations with special emphasis on the Central Valley, in order to improve digital literacy, encourage computer and broadband adoption, and prepare students, families, and others for the workforce. The program will demonstrate the benefits of computer ownership, internet usage, and information technology training with collaboration and support from higher education institutions and public libraries. The major innovation in California Connect is the development of free online training tools that can be accessed in public computing centers or anyplace with internet connectivity to reach large numbers of individuals interested in developing and improving their digital literacy skills.

California Connect will employ a three-part strategy:

[REDACTED]



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[Redacted text block]

[Redacted text block]

California Connects demonstrates innovation by exposing these vulnerable communities to multiple levels of lifelong learning skills in ways they would not traditionally use. By offering not only the hardware, but also relevant programming that individuals can easily access, California Connects believes it can increase computer and internet use in traditionally underserved communities. It will also result in an online fundamentals of information technology program that can be accessed free of charge by anyone throughout the state. This programming will be enhanced by a number of public awareness strategies that use participants in the design and implementation.



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The MESA program, nationally recognized for its innovative and effective academic development program has for the past 40 years engaged thousands of educationally disadvantaged students to excel in math and science and graduate with math-based degrees. Great Valley Center (GVC) is a nonprofit organization that supports activities and organizations benefiting the economic, social and environmental well-being of California's Great Central Valley. The California Community College (CCC) Technology Center has experience and published success developing online resources for basic skills. Relying on collaborative expertise from varying participating educational institutions in California, the CCC Technology Center has developed and put in place an online basic skills tool.

California Connects' strategy demonstrates innovation by [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

We estimate that the California Connect program will generate 22 direct, 76 indirect and 55 induced jobs for the state.

Project purpose:

California Connects offers a multi-pronged approach to increasing digital literacy and broadband access for underserved communities. The project reaches these communities through two partner efforts. The MESA program is comprised of low-income first generation community college students who come from underrepresented populations. Great Valley Center is a non-profit organization with substantial community connections in the area of the state with the lowest computer and broadband use, and high concentrations of Latinos who also have low computer and internet usage. The project builds upon these existing programs with deep reaches into communities throughout the state to achieve the following goals:

- 1 – Provide and improve access to broadband through community college MESA programs, local libraries, and community-based organizations like community service agencies and local workforce investment boards. Providing access and awareness will be accomplished by outreach



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from MESA students and GVC staff to families and their communities. This approach will aid in encouraging the underserved to use the services in the public computing centers. The MESA students and GVC staff will expose the target population to products and services that are designed to add value to the individual’s life – such as helping them find work, develop work-based digital literacy and basic skills, or any form of lifelong learning. Also public awareness campaigns conducted by both MESA and GVC will increase community outreach and acceptance by emphasizing the advantages of digital skill attainment and broadband access. Specifically, the MESA students will write articles in campus-based newsletters and community newspapers. Students will also do outreach to MESA students in their local high schools, volunteer in local libraries, and conduct outreach through similar student organizations. GVC will do outreach to community partner organizations, write articles for local newspapers, create e-letters to the community, and post information on the GVC and the Partnership for the San Joaquin Valley websites.

2- Provide laptops to [REDACTED] MESA students and their families for students’ use in college level courses and MESA activities, and to assist them and their families in acquiring a range of lifelong learning skills -- from basic digital literacy skills training to basic skills training in English and math to Microsoft training and certification.

3- Provide Microsoft software training and certifications to [REDACTED] MESA students over three years. These students plan to enter math, engineering, or science professions. Obtaining Microsoft software skills and certification will enable them to more successfully complete their education and enter the workforce in these high demands fields.

4- Create an open source online digital literacy development tool to provide digital literacy training to individuals with access to broadband. A California High School Exit Exam preparation curricula (CAHSEE-Steps) will be expanded and retooled to provide a scalable, interactive and highly effective basic skills (digital literacy, English language arts, and mathematics) curricula that can be used by family members and others throughout the state. Recent research from UC Santa Barbara found that students who utilized CAHSEE-Steps increased their familiarity and experience with technology. Access to both online courses will be further enhanced by community “tutors” from MESA and GVC who will assist individuals in navigating the online tools.



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5- Create opportunities for lifelong learning and employment through the acquisition of digital literacy and basic skills courses.

California Connects complements two other proposals that are being submitted from California partners. CVIN proposes to build a 600+mile multi-wavelength middle mile fiber optic broadband network spanning 39,530 square miles providing dedicated connectivity to educational institutions and Internet access to local communities in 18 Central Valley California counties. Enhancing connectivity in the Central Valley will provide increased points of contact for individuals to access the internet and the digital literacy and basic skills training that will be made available online. Through Califa, the public libraries propose to enhance the tools and access to technology in 109 public libraries that have the need and readiness to expand their public access centers and services. The libraries will be provided desktop workstations and laptops and 24/7 wireless access for patrons who can use their own laptops or, in many cases, laptops borrowed from the library. A part-time “Internet Employment Coach” on the staff of each participating library will help guide users through the resources and identify possible training needs and opportunities that are available.

These activities will result in:

1. Improved digital literacy for █████ MESA students. This will be measured by the distribution of laptops, the completion of Microsoft software class and certification. Once success is determined, the Microsoft software class can be sustained by providing it as a non-credit course offering through the California Virtual Campus in the California Community College Chancellor’s Office.
2. Improved digital literacy and basic skills for 55,320 MESA families and residents of California’s Central Valley. This will be measured by the number of hits to both online programs. It will be hosted for free online after the program funding period.
3. Improved educational outcomes and skills development to prepare for the workforce. This can be measured through the community colleges accountability reporting system. Through exposure to digital education and training and access to hardware, the project will expand the use of technology in vulnerable communities in California and thereby contribute to educational achievement and economic growth for the individuals and the communities.



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Recovery Act and Other Governmental Collaboration:

The Recovery Act’s primary goals are to create new jobs and save existing ones, spur economic activity and invest in long-term growth of the economy. Access to technology and basic skills – that open pathways to lifelong learning and living wage jobs - is critical to the state’s long-term economic, educational, and health outcomes.

California with its large and growing Latino and low income population faces significant challenges in bridging the digital divide and basic skills gap. Latinos, immigrants, and low income households in California have lower computer and internet usage. If California’s digital divide is not successfully addressed it will continue to widen the socioeconomic gaps in the state, stall job creation, and dampen the state’s economic recovery.

California has received Recovery Act funding to train workers for “green” jobs and for jobs in health information technology along with \$2.25B to develop and build a high-speed train system that is expected to generate 600,000 jobs in every region of the state. These jobs will involve the planning, engineering, and construction of a high-speed train system. In order to ensure that the state’s vulnerable populations have access to these newly emerging jobs California needs to bring digital literacy and basic skills to a large portion of the populace. We believe that by utilizing the advances in online learning California can prepare less skilled individuals to participate in the economic recovery. Furthermore, unless California successfully reaches this population and addresses their needs for literacy and basic skills California won’t be able to meet the workforce and economic development needs of the state.

In recognition of the need to take action to close the digital divide, California Governor Arnold Schwarzenegger signed into law Executive Order S-06-09, which established the California Digital Literacy Leadership Council. The council’s action plan for California represents the Governor’s desire to ensure that California residents continue to be global leaders capable of working collaboratively with friends and colleagues in every part of the world. The action plan is a response to this vision and the needs of Californians to use new technologies to address perplexing problems, build cross-cultural understandings, and create innovative and novel ways of learning, communicating, and working in a digital, global marketplace.

The investment in digital literacy attainment along with research findings from California Connects will inform the broader state initiative, as outlined in Governor Schwarzenegger’s



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Executive Order S-06-09, and will assist key educational leaders and legislators in crafting policies and programs that support opportunities for all learners and workers to develop digital literacy skills.

Technology Strategy:

[Redacted]

[Redacted]

[Redacted]

[Redacted]



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[Redacted text block]

[Redacted text block]

Innovative Approach:

[Redacted text block]

Is the applicant is seeking a waiver of the Buy American provision pursuant to section x.Q of the NOFA?

- No

Is the applicant delinquent on any federal debt?



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➤ No

If Yes, justification for delinquency:

➤ .

Are you seeking a waiver of any requirement set forth in the NOFA that is not mandated by statute or applicable law?

➤ No

C. Partners

Are you partnering with any other key institutions, organizations, or other entities for this project?

➤ Yes

If YES, key partners are listed below:

Project Role: Sub-recipient Name: [REDACTED] Email: [REDACTED] Address 1: [REDACTED] Address 2: Address 3: City: [REDACTED] State: [REDACTED] Zip Code: [REDACTED] Organization: [REDACTED] Organization Type: State or State Agency Small business: No Socially and economically disadvantaged small business concern: No
Project Role: Sub-recipient Name: [REDACTED] Email: [REDACTED] Address 1: [REDACTED] Address 2: Address 3: City: [REDACTED] State: [REDACTED] [REDACTED]



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Organization: [REDACTED] Organization Type: State or State Agency Small business: No Socially and economically disadvantaged small business concern: No
Project Role: Third party in-kind contributor Name: [REDACTED] Email: [REDACTED] Address 1: [REDACTED] Address 2: Address 3: City: [REDACTED] State: [REDACTED] Zip Code: [REDACTED] Organization: [REDACTED] Organization Type: State or State Agency Small business: No Socially and economically disadvantaged small business concern: No
Project Role: Third party in-kind contributor Name: [REDACTED] Email: [REDACTED] Address 1: [REDACTED] Address 2: Address 3: City: [REDACTED] State: [REDACTED] Zip Code: [REDACTED] Organization: [REDACTED] Organization Type: Non-profit Corporation Small business: No Socially and economically disadvantaged small business concern: No

Description of the involvement of the partners listed above in the project.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



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California - 28

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California - 49

California - 50

California - 51

California - 52

California - 53

Will any portion of your proposed project serve federally recognized tribal entities?

➤ No

Indicate each federally recognized tribal entity your proposed project will serve.

Have you consulted with each of the federally recognized tribal entities identified above?

No

E. Community Anchor Summary

Community Anchor Institution	
Schools (k-12)	0
Libraries	136
Medical and Healthcare Providers	0
Public Safety Entities	0
Community Colleges	33
Public Housing	0
Other Institutions of	0



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Higher Education	
Other Community Support Organization	0
Other Government Facilities	0
TOTAL COMMUNITY ANCHOR INSTITUTIONS	169
Minority Serving Institutions	
Historically Black colleges and Universities	0
Tribal Colleges and Universities	0
Alaska Native Serving Institutions	0
Hispanic Serving Institutions	14
Native Hawaiian Serving Institutions	0
TOTAL MINORITY SERVING INSTITUTIONS	14

F. Demographics

Will your proposed project be specifically directed to serve vulnerable population groups?

➤ Yes

If "Yes" which vulnerable population groups will your proposed project serve? Check as many as apply:
Hispanic

English as Second Language (ESL)

Low Income



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Unemployed

Youth

Other

Other: student

Vulnerable Populations

The two vulnerable populations targeted by this program are Latinos and the economically disadvantaged. A June 2009 study in California produced by PPIC, California's Digital Divide indicates a significant gap for Latino, less-educated and immigrant residents. The study showed that the rate of technology use among Latinos remains low, 61% use computers, 53% use the Internet, and 39% have broadband. Of the CA population who makes less than \$40K per year, only 58% use the internet as compared to the higher income bracket at 97% internet usage. California Connects will reach this population through both the MESA program and the Great Valley Center.

The demographic composition of MESA students and family members is as follows: 9% African-American, 11% Asian, 14% Caucasian, 56% Latino, 3% Filipino, 2% Native American and 5% self identify as other. All students meet the low income thresholds for state and federal funding. Of the target students and their families, over 80% do not own a computer. Students are often required to access some of their course materials online and therefore are at a significant disadvantage to the students who own a computer.

The Central Valley of California is comprised of some counties with the highest level of unemployment and highest poverty rates in California. The per capita income in the Central Valley is among the lowest in the state. Most Central Valley counties have an unemployment rate that is more than double the state average. In January 2010, California's unemployment rate was 13.2%, but many counties in the Central Valley had far higher rates – for example - Fresno county had an 18.2% unemployment rate, Merced county had a 21.7% unemployment rate, and Colusa county had a 27.4 unemployment rate.



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As MESA families, California Central Valley residents, and others develop digital literacy skills – these skills will open the door to other lifelong learning activities, especially basic skills development – and help bridge the digital and economic divide within California... The basic skills online program will be designed to be accessible to both English as a Second Language as well as native English learners to increase English and math skill levels. The proposed digital literacy module will be designed for populations groups that have never used a computer and will be accessible to individuals with limited basic skill levels.

Also, MESA students will be provided higher level technology training that will help prepare them for employment and/or a four-year college or university with a math-based degree in areas such as engineering, the sciences, computer science, and mathematics. Closing this achievement gap will enable these students to make significant contributions to the socioeconomic well-being of their families and their communities.

Accessibility

All computer and software materials used by the community college system must be accessible to all users. The already developed Stepping into your Future was designed with these accessibility requirements in mind. Future software development will also include closed captioning for videos, options in both text and voice. Because the target population is largely English language learners, the programs and information are designed to be accessible by an ESL population.

Other Languages

Outreach will be offered in partnership with the local MESA staff and students and through a subgrant to Great Valley Center. All communications will be targeted to the language of the members at each location. Languages to be used include basic English, Spanish, Punjabi, Tagalog, Russian and Vietnamese among others.

The online training will be delivered in basic English, however the local instructor, MESA student volunteer, and/or GVC staff will have proficiency in the required language of the population to aid in comprehension and accessibility of the concepts.



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G. Project Budget

Project Budget	
Federal Grant Request	\$10,944,843
Total Match Amount	\$3,109,124
Total Budget	\$14,053,967
Match Percent	22.1%

Projects Outside Recommended Funding Range:



Sustainability:

California Connect and its goals of broadband adoption is sustainable beyond the funding period in the following ways:

- 1 – Laptops – The project will demonstrate how laptops contribute to MESA student performance and educational outcomes. Once this is established MESA program directors will allocate resources to advise students on applying for Pell Grants that will pay for the purchase of laptops as a necessary expense
- 2- Microsoft Software Certification and Training –Microsoft certification programs will be offered by the California Virtual Campus as non-credit courses after demonstration of use and effectiveness.
- 3 – Online digital literacy and basic skills courses – These programs, once developed, will be available universally, free of charge to individuals with computer and internet access.
- 4 – Technical support to utilize digital literacy and basic skills courses – Ongoing technical support can be provided, after demonstration of concept, with non-credit state adult education funding
- 5- Broadband adoption – Adoption rates will be enhanced and sustained through the ongoing development of programs and resources by the K-20 CETC along with the ongoing enhancement of the state’s fiber-based (optical) network.

Matching Funds



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<p>Applicant is providing matching funds of at least 20% towards the total eligible project costs?</p>	<p>Yes</p>
<p>Describe the matching contributions</p>	<p>Matching contributions will come from four sources. The California Community College Chancellor’s Office is donating use of Stepping Into Your Future (Steps) online software program. The program was developed for use to aid in remediation for students who had not passed CAHSEE by Butte Community College Technology Center in conjunction with Lake Tahoe Community College. Hosted at Butte College, Steps was developed at a state cost of \$2.4M. This money was distributed through state grant funding. The software tools will be made freely available to Butte Tech Center for the redevelopment and augmentation effort and will be made freely available to the participants in the Connecting California program. The modules, English Language Arts and Mathematics will continue to be hosted after the duration of the project. This is an eligible cost because it is a fully functioning program, developed and made freely available to the students who will participate in this program. The modules were developed with state monies – no federal monies. This represents [REDACTED] of the total budget.</p> <p>The staff in-kind described in Personnel refers to two staff members employed by the Butte Community College Technology Center. The [REDACTED] will donate 5% of their time and benefits compensation to the project as matching – in kind support. Staff time according to BTOP rules is eligible to be offered as in-kind support. [REDACTED] also provided 100% of her time for one quarter of a quarter for project development valued at [REDACTED]. This represents 0.3% of the total budget.</p> <p>The MESA student volunteers refer to an in-kind of [REDACTED]. The students will act as coordinators and onsite training assistants for the online basic skills and basic digital literacy course to be delivered</p>



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	through local public libraries and community centers. The amount is calculated at [REDACTED] students donating [REDACTED] of time at and calculated at minimum wage numbers. [REDACTED]. Were it not for these students, the project would be forced to hire at a substantially higher cost for these positions. This represents [REDACTED] of the total budget.
Unjust enrichment	The FCCC is not receiving nor have they applied for federal support for non-recurring costs for a similar program area.
Disclosure of federal and/or state funding sources	There are no other federal or state funding received or requested for activities or projects to which this project relates.

Budget Narrative	
Budget narrative	<p>Personnel and Fringe - The FCCC in collaboration with K20 CETC will select & provide oversight over the California Connects Program Director. The K20CETC staff will provide an in-kind match at 5% for 3 years to oversee the project. The 18 outreach workers are employed by the FCCC, but supervised by the GVC.</p> <p>Travel - The MESA Community College Directors & project management staff travel costs for professional development (33 Directors & 2 project management staff x 3 years = 105 travel instances at [REDACTED] per traveler) for a total of [REDACTED]. Travel for the management team to attend the professional development for MESA Directors to be held at three locations will total [REDACTED]. Travel by California Connects Program Director to the 33 MESA sites each year (total of 99 trips) will cost [REDACTED] at an average cost of [REDACTED] per site. Travel costs for the 18 outreach workers are in the GVC budget.</p> <p>Equipment Costs - The project will provide [REDACTED] laptops over 3 years to MESA students. The cost of the Hewlett Packard Laptops loaded with software appropriate for Math, Science & Engineering student at [REDACTED] per laptop. The three year total for [REDACTED] laptops at [REDACTED] a laptop will be [REDACTED]. The CAHSEE Steps online learning tool for basic skills is being offered as in-kind at \$2,400,000. This fully functioning</p>



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	<p>tool was developed at State cost & will be made available 100% for this program.</p> <p>Supplies - Microsoft skills training & certification to be provided to the students at [REDACTED]. As a condition of the laptop acceptance, students will be required to enroll in one of four offered training programs. Microsoft certification exam prep will be provided to the [REDACTED] students at [REDACTED] per student for a total cost of [REDACTED].</p> <p>Contractual - in order to participate in the program, MESA students will act as onsite tutors at libraries and other public computing centers, and will contractually commit to 12 hours of community service as matching support. The students would otherwise be paid at an hourly rate following the minimum wage requirements at \$8 per hour. Online instructors for the four Microsoft courses will be hired at [REDACTED] over the three years.</p> <p>Other – GVC - Personnel costs & indirect fees are set at an agreed upon rate with the University of California, Merced. LINC – UCSB - Evaluation - We have selected Literacy & Inquiry in Networking Communities (LINC) a department at University of California, Santa Barbara to do the evaluation at a total cost of [REDACTED] over three years. Sites - A stipend will be provided to MESA program directors for their participation in & sponsorship of this program. There are 33 local MESA directors at [REDACTED] x 3 years for a total of [REDACTED]</p>
Budget reasonableness	<p>The work scope and staff effort for this grant work is well-defined and fairly low-risk. The staffing required to deliver on this work is in line with previous projects undertaken successfully by these partners. Staff costs in this budget reflect actual position costs for the Butte CCC Technology Center and the FCCC as of 2010, including salary and benefits. Costs for contract staff reflect current market price for the skill sets requested to support this grant effort. Hiring costs and business –office-related (contact processing, purchase order processing and RFP development and execution) are all considered</p>



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	<p>within the framework of Butte College’s and the Foundation's negotiated Federal indirect rates.</p> <p>The travel costs are estimated and every effort will be made to stay within those budgeted amounts by combining trips to locations. The distances in California from north to south require auto, train, and air travel. As such each trip would cost out at a different amount. The costs listed are an average based on current mileage rates of .505 and flights from northern to southern California. Butte CCC Technology Center has negotiated rates with Enterprise Rent-a-car and therefore have fixed costs for the trips that would require such rentals.</p> <p>Equipment costs for the laptops are directly from the vendor proposed for this project and include the technical software engineering, mathematics and science students would require.</p> <p>The costs associated with the Microsoft training and certification program are directly from the vendor and negotiated at fixed prices for this duration of this project.</p> <p>The in-kind match of MESA student volunteers is calculated based on a reasonable number of hours the student would be able to volunteer. It is further calculated at the federally determined minimum wage rate and California’s implementation of that rate at \$8.00 per hour. ■■■ students will be required by contract as a condition to receive the laptop and certification/training to complete these requirements.</p> <p>The sub recipients have also significantly reduced their normal rates to accomplish this project’s goals. Butte CCC Technology center has experience building online hybrid software training programs and repurposing ones that are in existence. They have proposed numbers in keeping with actual costs from previous projects and based on the proposed scope of work.</p> <p>Great Valley Center (GVC) will be doing in depth outreach with central valley communities working with the 18 county outreach workers employed by the Foundation. The bulk of the GVC budget is in staff costs required to supervise and support the outreach workers. Travel costs for the outreach workers will be included in the GVC</p>
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	budget and managed by GVC. GVC has experience and expertise doing direct work with these vulnerable populations and has estimated costs based on previous work actuals.
Demonstration of need	<p>California’s budget situation continues to deteriorate as unemployment continues to grow and tax revenues continue to shrink. The community college system sustained \$520 million in hard cuts, or 7.9 percent of its overall budget in 2009/10. This translates to more than 200,000 unfunded students attending a community college campus. The California Community College MESA program while a priority for the CCCCCO, would not receive funding such as this proposed in this grant application in these dire times. Additionally, these students require access to their online course materials. Were it not for this funding at this time, these students would not be able to afford to purchase laptops, nor would they be able to access this much needed and desirable Microsoft skills training. Their families would also not have access to computers nor the basic skills and digital literacy training proposed in this grant application. Additionally, the Butte Technology Center, a leading provider of tech tools and resources for the California Community College system, is unable except for the funds being requested, to further develop a key online training tool that would provide statewide access for digital literacy training. Once re-tooled, this program can be utilized by numerous entities outside of the community we are trying to reach with this program.</p> <p>For the Central Valley area, one of the hardest hit regions in the state with an average unemployment rate of close to 18%, over 15% of its residents living below the poverty level and Hispanic residents making up a large portion of the overall population who are the least likely to have the resources or tools for broadband adoption, this funding is critical for this region to bridge the digital divide.</p>

Funds to States/Territories

States	Amount of Federal Grant Request
California	10,944,843



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Funds to States/Territories Total: \$10,944,843

H. Historical Financials

Matching Funds			
	2007	2008	2009
Revenue	29,844,343	52,749,423	29,366,546
Expenditures	24,537,597	31,691,701	33,425,899
Net Assets	22,593,438	43,651,160	39,591,808
Change in Net Assets from Prior Year	5,306,746	21,057,722	-4,059,353
Bond Rating (if applicable)	NA	NA	NA

I. Program Benefits

Jobs	
How many direct jobs-years will be created from this project?	22
How many indirect jobs will be created from this project?	76
How many jobs will be induced from this project?	55

Methodology used to estimate jobs:

The methodology used to determine job effect numbers for this project were calculated using the concepts outlined in the Executive Office of the President Council of Economic Advisors memo on “Estimates of Job Creation from the ARRA of 2009”

Per the Council of Economic Advisors, the estimates for the job-years created by direct government spending indicate that it takes approximately \$92,000 of spending to create one job-



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year. We then took our total budget of \$14,053,967 and divided that by the federal governments assumption of \$92,000 per job year to get 153 total job years created.

We further broke that down into direct jobs or the job-years created in the actual government-sponsored project, indirect jobs, which are the job-years created at suppliers who make the materials used in the project and induced jobs, which are the job-years created elsewhere in the economy as increases in income from the direct government spending lead to additional increases in spending by workers and firms by taking the assumptions made by the Council of Economic Advisors that found that 64% of the job-years created by government spending represent direct and indirect effects of the spending, and the remaining 36% represent induced effects which gave us direct jobs of 22, indirect jobs of 76, and induced jobs of 55.

Adoption Metrics	
How many total new home subscribers (household accounts) to broadband do you expect to generate through use of BTOP funds over the entire life of the program funded?	9168
How many total new business and/or institutional subscribers to broadband do you expect to generate through use of BTOP funds over the entire life of the program funded?	0
How many total users of broadband in public computer centers or users of broadband outside the home (e.g., in a community college) do you expect to generate through use of BTOP funds over the entire life of the program funded?	61120
What is the total cost of your project per new subscriber (household, individual, or institutional) or new end-user?	\$200.00

Measuring Adoption Impact:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



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[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

Broadband Training Programs	
If you intend to provide training or education, how many people in total will your program(s) reach?	61120
How many hours of training do you expect to provide per person on average for each	50



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participant in your training program(s), through completion of training for that individual?	
How many Full time employee (FTEs) instructors or facilitators will you employ for broadband and digital literacy training purposes?	21

Describe their qualifications (training and experience):

The program will provide the following education and training services over the three year program period:

1 – Microsoft Software training and certification will be provided to [REDACTED] MESA students. Training will be offered in an online, self-paced format and will involve an average of 29 hours of online training and homework time per student. (The average training and homework time for the online courses ranges from 18 – 40 hours.)

2 – Digital literacy training and basic skills online training will be offered to an estimated 55,320 individuals. The digital literacy training tool has yet to be developed but it is estimated that an individual would complete the average of 5 hours. Once the digital literacy skills have been acquired individuals would then be offered online training to enhance their basic English and math skills. The English and math courses will each be offered for 12 hours online and 12 hours instructor-assisted. Individuals will then be offered a total of 48 hours of online coursework. The total number of hours for all three courses will be 53 hours.

As vulnerable populations gain both digital literacy skills and use them as a gateway to enhancing basic skills in English and Math they continue to develop and utilize digital literacy skills becoming better equipped to engage in lifelong learning, to obtain employment, to earn a livable wage. All of these outcomes are synonymous with bridging the digital divide and participating in a digital, global marketplace.

The 18 facilitators hired as outreach workers/tutors under the direction of GVC will be proficient in digital literacy skills and will also receive training on the three online programs from the CCC Technology Center. The instructor provided by [REDACTED] will be experienced, licensed and certified in the relevant Microsoft program. The CCC Technology Center will also provide 2 instructors for the online programs. These instructors will be professors in the California higher education system. MESA directors will receive a “train the trainers” session to assist them in training the MESA students to work as tutors.



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Equipment Affordability Programs	
What is the total up-front cost of this equipment?	██████████
If you are providing an equipment purchase or loan program, for how many households, businesses and/or institutions do you expect to provide equipment or computers?	██████ Households
	0 Businesses
	0 Institutions
If you are employing a loan program for purchases of service or equipment, what will be the total cost to the typical customer you assist over the life of the loan, including all interest and fees?	\$0.00
How many broadband-related equipment units (e.g. computers, wireless devices) do you intend to purchase overall?	██████

Broadband Awareness Programs	
If you are conducting an awareness campaign, how many people do you expect your campaign will reach in total per year?	625000

Awareness Campaign Methods: Briefly describe the targeting, media, and messaging strategies your awareness campaign will employ.

Working in collaboration with Governor Arnold Schwarzenegger’s California Digital Literacy Leadership Council and the California Workforce Investment Board (CWIB), California Connects public awareness strategy will complement and enhance efforts made by these two organizations in building awareness of and support for digital literacy training and its impact to California residents and their communities.

Our campaign will have a statewide as well as a Central Valley Component with both focused on target populations (Latinos, immigrants, low-income) that currently have low broadband usage rates within the state. Our statewide campaign will promote access to both public-computing



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sites in libraries and other public computing centers and is anticipated to reach 500,000 individuals and include the following implementing strategies:

[REDACTED]

California Connects local strategy within the 18 Central Valley counties to be served by our partner, the Great Valley Center (GVC), is to work closely with area libraries and other public computing centers to provide intensive outreach, community awareness and technical assistance within these specific communities. Outreach strategies will combine the ones listed above with more in-depth presentations to various community groups and organizations as well as specific training on how to use online educational digital literacy tools. We anticipate generating 20,000 email contact annually, 1000 conference contacts, 100,000 website views, and 4,800 individual contacts per year for this targeted 18 county service area.

Measuring Campaign Impact: Describe how you will measure the impact of the awareness campaign.

1 - The program, in partnership with the libraries, will measure its increased use as a public computing center which will be driven, in a large part, by the public awareness campaign and access to online digital literacy and basic skill training tutorials that will be developed and customized for the California Connects program. Increased use of libraries will also be generated by the expansion of the tools and services provided by the public library as a result of a companion proposal being submitted by Califa Group is a non-profit membership consortium serving libraries and information organizations in California.

[REDACTED]



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[REDACTED]

[REDACTED]

[REDACTED]

J. Project Readiness

Licenses and Regulatory Approvals

Not applicable to this program

Organizational Readiness

The Foundation for California Community Colleges (FCCC) was established in 1998 by the California Community Colleges Board of Governors and Chancellor’s Office to benefit, support, and enhance the California Community College system. As the official auxiliary organization partnering with the California Community Colleges Board of Governors and Chancellor’s Office, the FCCC has the resources and capacity to leverage innovative solutions to address statewide challenges that individual colleges cannot meet on their own. The FCCC’s overarching goal is to ensure that the opportunity for higher education continues to be extended to all Californians.

Current partners include the Bill & Melinda Gates Foundation, the William and Flora Hewlett Foundation, The Bernard Osher Foundation, and the Gordon and Betty Moore Foundation. Relationships with companies like Microsoft, Office Depot, and Adobe have enabled FCCC to pass on millions in cost savings each year to colleges and students.

The FCCC’s services and areas of expertise include program and grant management, career training programs, systemwide purchasing contracts, information technology solutions, financial services, and resource development. Our programs reach all 110 California Community Colleges in 72 districts, with several of these programs expanding nationwide. Today, the FCCC has the capacity and expertise to respond quickly to the needs of California’s colleges and communities. The FCCC has secured over \$150 million in grants, contracts, and gifts, and provided more than \$100 million in direct grants, support, and cost savings to colleges over the past ten years.



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The FCCC will hire a Program Director, support staff and 18 outreach workers to operate the project under the direction of both the FCCC and the The K-20 California Educational Technology Collaborative (K20CETC). California Connect will also utilize the services of two consultants – one for a statewide public awareness campaign and one to assist, as necessary, with program operations. The FCCC will work closely with the MESA Community College program and its 33 campus-based programs and will be responsible for managing the subgrants to the Great Valley Center and the Butte Community College Technology Center.

Project Timeline and Challenges

The Foundation for California Community Colleges (FCCC) was established in 1998 by the California Community Colleges Board of Governors and Chancellor’s Office to benefit, support, and enhance the California Community College system. As the official auxiliary organization partnering with the California Community Colleges Board of Governors and Chancellor’s Office, the FCCC has the resources and capacity to leverage innovative solutions to address statewide challenges that individual colleges cannot meet on their own. The FCCC’s overarching goal is to ensure that the opportunity for higher education continues to be extended to all Californians.

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Technology Collaborative (K20CETC). California Connect will also utilize the services of two consultants – one for a statewide public awareness campaign and one to assist, as necessary, with program operations. The FCCC will work closely with the MESA Community College program and its 33 campus-based programs and will be responsible for managing the subgrants to the Great Valley Center and the Butte Community College Technology Center.

SPIN Number

Not applicable

K. Environmental Questionnaire

Does the proposed action involve the procurement of materials? If so, will the materials be installed, stored or operated in an existing building or structure? If yes, please click "Add" to include the list of equipment and peripherals to be procured.

Yes

The program will be procuring and then distributing [REDACTED] laptops over the three year period. The Foundation for California Community Colleges will order and distribute the laptops to individual community college sites for distribution to MESA students.

Does the proposed action involve procurement of electronic equipment? If yes, will the equipment be disposed of in an environmentally sound manner at the end of its useful life?

Yes

Does the proposed action involve construction, remodeling, or renovation? If so, will these activities be limited to only minor interior renovations to a structure, facility, or installation? If yes, click "Add" to include a description of the proposed renovations with your project summary.

No

Does the proposed action involve the production and/or distribution of informational materials, brochures, or newsletter?

Yes



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Does the proposed action involve training, teaching, or meeting facilitation at an existing facility or structure? If yes, click "Add" to explain.

Yes

Training will be conducted at libraries, public computing centers, and community college campuses

Does the proposed action involve ground or surface disturbance to accommodate new fiber optic cable? If yes, please click "Add" to include a description of the extent of service upgrade, a list of the permits required, and linear footage of underground fiber optic cabling required.

No

Does the proposed action involve an upgrade of broadband service to an existing facility or structure? If yes, please include a description of the extent of service upgrade, a list of the permits required, and linear footage of underground fiber optic cabling required?

No



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Uploads

The following pages contain the following uploads provided by the applicant:

Upload Name	File Name	Uploaded By	Uploaded Date
Management Team Resumes and Organization Chart	Attachment 17.1-A..pdf	Shoemaker, Emily	03/11/2010
Management Team Resumes and Organization Chart	Attachment 17.1-B..pdf	Shoemaker, Emily	03/11/2010
Management Team Resumes and Organization Chart	Attachment 17.1-C..pdf	Shoemaker, Emily	03/11/2010
Management Team Resumes and Organization Chart	Attachment 17.1-D..pdf	Shoemaker, Emily	03/11/2010
Management Team Resumes and Organization Chart	Attachment 17.1-E..pdf	Shoemaker, Emily	03/11/2010
Management Team Resumes and Organization Chart	Attachment 17.1-F..pdf	Shoemaker, Emily	03/11/2010
Management Team Resumes and Organization Chart	Attachment 17.1-G..pdf	Shoemaker, Emily	03/11/2010



**Broadband Non-Infrastructure Application
Submission to NTIA – Sustainable Broadband Adoption**

Submitted Date: 3/15/2010 4:04:22 PM		Easygrants ID: 6303	
Funding Opportunity: Sustainable Broadband Adoption		Applicant Organization: FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES	
Task: Submit Application - Sustainable Broadband Adoption		Applicant Name: Mrs. Emily Jean Shoemaker	

Chart			
Government and Key Partnerships	Attachment 17.2-A..pdf	Shoemaker, Emily	03/11/2010
Government and Key Partnerships	Attachment 17.2-B..pdf	Shoemaker, Emily	03/11/2010
Government and Key Partnerships	Attachment 17.2-C..pdf	Shoemaker, Emily	03/11/2010
Government and Key Partnerships	Attachment 17.2-D..pdf	Shoemaker, Emily	03/11/2010
Government and Key Partnerships	Attachment 17.2-E..pdf	Shoemaker, Emily	03/11/2010
Government and Key Partnerships	Attachment 17.2-F..pdf	Shoemaker, Emily	03/11/2010
Government and Key Partnerships	Attachment 17.2-G..pdf	Shoemaker, Emily	03/11/2010
Government and Key Partnerships	Attachment 17.2-H..pdf	Shoemaker, Emily	03/11/2010
Government and Key Partnerships	Attachment 17.2-I..pdf	Shoemaker, Emily	03/11/2010



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Government and Key Partnerships	Attachment 17.2-J..pdf	Shoemaker, Emily	03/11/2010
Government and Key Partnerships	Attachment 17.2-K..pdf	Shoemaker, Emily	03/11/2010
Government and Key Partnerships	Attachment 17.2-L..pdf	Shoemaker, Emily	03/11/2010
Government and Key Partnerships	Attachment 17.2-M..pdf	Shoemaker, Emily	03/11/2010
Government and Key Partnerships	Attachment 17.2-N..pdf	Shoemaker, Emily	03/11/2010
Government and Key Partnerships	Attachment 17.2-O..pdf	Shoemaker, Emily	03/11/2010
Government and Key Partnerships	Attachment 17.2-P..pdf	Shoemaker, Emily	03/11/2010
Government and Key Partnerships	Attachment 17.2-Q..pdf	Shoemaker, Emily	03/11/2010
Government and Key Partnerships	Attachment 17.2-R..pdf	Shoemaker, Emily	03/11/2010
Government and Key Partnerships	Attachment 17.2-T.pdf	Shoemaker, Emily	03/13/2010



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Government and Key Partnerships	Attachment 17.2-S.pdf	Shoemaker, Emily	03/13/2010
Government and Key Partnerships	Attachment 17.2-U..pdf	Shoemaker, Emily	03/15/2010
Historical Financial Statements	Attachment 17.3-B..pdf	Shoemaker, Emily	03/15/2010
Historical Financial Statements	Attachment 17.3-A..pdf	Shoemaker, Emily	03/14/2010
Community Anchor Institutions Detail	Attachment 17.5-A..xls	Shoemaker, Emily	03/13/2010
BTOP Certifications	Attachment 17.6-A..pdf	Shoemaker, Emily	03/13/2010
Detailed Budget	17.7 Detailed Budget.xls	Shoemaker, Emily	03/15/2010
SF424 A Budget	Attachment 17.8 SBA SF424A Master.pdf	Shoemaker, Emily	03/14/2010
SF424 B Assurances - Non-Construction	Attachment 17.9 - SF 424B ES Signiture.pdf	Shoemaker, Emily	03/14/2010
Supplemental Information	Attachment 17.10-A..pdf	Shoemaker, Emily	03/14/2010



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Supplemental Information	BTOP Grant Application Upload Sections FINAL.pdf	Shoemaker, Emily	03/15/2010
Supplemental Information	Attachment 17.13 Indirect Cost Foundation.pdf	Shoemaker, Emily	03/14/2010
Supplemental Information	Attachment 17.11-A..pdf	Shoemaker, Emily	03/14/2010