

**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-B10589	<b>3. DUNS Number</b> 830370800
<b>4. Recipient Organization</b> California Emerging Technology Fund 5 3rd St STE 520, San Francisco, CA 941033206		
<b>5. Current Reporting Period End Date (MM/DD/YYYY)</b> 12-31-2010	<b>6. Is this the last Annual Report of the Award Period?</b> <p style="text-align: center;"> <input type="radio"/> Yes    <input checked="" 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>  Jennifer Riggs	<b>7c. Telephone (area code, number and extension)</b>	
	<b>7d. Email Address</b>  Jennifer.riggs@cetfund.org	
<b>7b. Signature of Certifying Official</b> Submitted Electronically	<b>7e. Date Report Submitted (MM/DD/YYYY):</b> 01-28-2011	

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></p> <p>The goal of the Access to Careers in Technology project is to train and place students in a variety of positions in the technology field. In addition project partners integrate training and awareness of the importance of broadband at home, but not a particular broadband technology. The training materials used by the ACT partners provide information about the different broadband options prevalent in the market – DSL, Cable and Wireless. This information will be updated to include new mobile broadband and 4G technologies that can serve as mobile hot spots. Although mobile tends to be more expensive, this new technology can address three barriers for broadband adoption – concern about mobility, reluctance to sign a long-term contract and outdated internal wiring that prevents service. Some providers bill on a monthly basis but do require a credit card and good credit for service.</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	
<input type="button" value="Add Equipment"/>		<input type="button" value="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></p> <p>N/A</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 <u>cumulatively</u> 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	117	24	1,444	
Office Skills	1,525	241	1,109	
ESL	0	0	0	
GED	54	11	681	
College Preparatory Training	0	0	0	
Basic Internet and Computer Use	0	0	0	
Certified Training Programs	923	189	71,040	
Other (please specify):	0	0	0	
<b>Total</b>	2,619	465	74,274	
<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></p> <p>During the first three months of this project, ACT partners have created or retained 15.5 jobs within the organizations. Additionally partners placed 73 project participants in jobs. The collaboration of ACT partners, other NTIA grantees, anchor institutions and community-based organizations within their local communities not only leverages their work, but also establishes a long-term network of economic and social development organizations.</p>				
<p><b>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.</b></p>				

<p><b>5a. Adoption Level (%):</b></p>	<p><b>Narrative description of level, methodology, and change from the level at project inception (600 words or less).</b></p>
<p>49</p>	<p>CETF uses households making under \$40,000 as the overall baseline for adoption. According to the annual survey, Californians and Technology, conducted by the Public Policy Institute of California in partnership with CETF and ZeroDivide in August 2010, 49% of these households had broadband at home. Partners in this project are targeting low-income, limited-English speaking, people with disabilities and low-adoption ethnic populations.</p> <p>During the first three months of this project, October 2010 – December 2010, the ACT partners developed broadband adoption strategies and tracking systems. Although we projected no adoption in this quarter, we did have 10 households adopt broadband at home.</p>
<p><b>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)?</b></p>	
<p>The most common barrier in the first three months of the project has been hiring qualified staff and training existing staff on the specific requirements of administering a federal award. ACT partners have been identifying candidates that have both the experience working with targeted audiences, such as participants with low-English comprehension, as well as project specific skills. These new hires along with existing staff also needed to be trained on how to adapt their current project monitoring and evaluation process to be compatible with the requirements of the BTOP program.</p> <p>A second common barrier has been identifying broadband service providers offering low financial and transaction costs to subscription. Low-cost subscription offers frequently sunset and can leave low-income participants with a service bill that is outside of their budget. Transaction costs like credit checks can also be prohibitive to many from our target populations. ACT partners have successful programs providing training to the target population; but they are having difficulty bringing candidates all the way to adoption due to these barriers.</p>	
<p><b>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)</b></p>	
<p>NA</p>	
<p><b>8. Please describe any best practices / lessons learned that can be shared with other similar BTOP projects (900 words or less).</b></p>	
<p>While Access to Careers in Technology (ACT) is still early in its first year, partners have been applying best practices learned from other CETF and BTOP projects.</p> <p>One such best practice is the establishment of a facilitated learning community among CETF and the 11 ACT partners. Even before the grant was awarded, CETF and its 11 partners had regular webinars and conference calls to coordinate due diligence questions, training materials, media and outreach strategies. Once the grant was announced, partners used the learning community, online and in person, to continue this coordination. Topics were also added such as sharing their best practices on federal reporting, project management and any breakthroughs or potential partnerships with new entities from which all the ACT partners can benefit. This regular and structured communication helps partners avoid working in isolation.</p> <p>The learning community also serves as a way for partners to hold each other accountable to meeting the overall goals of the grant. ACT partners meet in-person for quarterly trainings to review overall progress, recognize each other for their accomplishments and strategize for the next quarter. The learning community includes numerous tools, shared by CETF partners in the Broadband Awareness and Adoption project (from round one of BTOP awards) such as employing BaseCamp for messaging and overall project management, EditWrite for calendar and contact information, and Drop Box for file sharing.</p> <p>In Quarter 4 of 2010, CETF launched the Get Connected! Roundtables as a promising best practice to accelerate broadband adoption. The Roundtables serve as a place to work with California NTIA grantees, local anchor institutions, schools, park and recreation departments, libraries and community-based organizations working to close the Digital Divide. The Roundtables were held in two regions – Los Angeles and Central Valley. The Roundtables were well-received with participants giving high ratings on the evaluation forms and wanting to meet again to work on tangible next steps. In Quarter 1 of 2011, CETF intends to launch roundtables in San Diego/Imperial, Inland Empire and Sacramento.</p>	