

The logo features the text "INTERNET FOR ALL" in white, bold, uppercase letters. To the right of the text are three curved lines representing a Wi-Fi signal, all contained within a red rounded rectangular border.

**INTERNET  
FOR ALL**

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# **Internet for All Program Highlights Webinar: Stories from NTIA's Office of Minority Broadband Initiatives and the Connecting Minority Communities Pilot Program**

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March 13, 2024



# Housekeeping

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## **Questions**

Type questions in the Q&A box on the right-hand side of the screen.

## **Presentation**

The presentation and recording of the webinar will be available on the BroadbandUSA website under Events/Past Events (<https://broadbandusa.ntia.doc.gov/events/past-events>)



# Agenda

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## **Connecting Minority Communities Pilot Program Overview and Update**

- Dr. Jon Gant, Director, Office of Minority Broadband Initiatives, NTIA

## **California State University-Dominguez Hills Update**

- Dr. Alana Olschwang, Associate Vice President for University Effectiveness, Planning, and Analytics
- Dr. Krystal Rawls, Workforce Integration Network

## **Miami Dade College Update**

- Matamron Bacon, Wired Grant Coordinator

## **Universidad Ana G. Méndez (UAGM) Update**

- Cindy Ocasio Ríos, Director, UAGM-CC Broadband Digital Inclusion Project

## **Q&A**



# **Connecting Minority Communities Pilot Program Update and Overview**

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# California State University- Dominguez Hills Update

# WE W.I.N. AND WE LEARN

Principal Investigator Team: Drs. Alana Olschwang | Krystal Rawls | Nancy Deng

Closing the Digital Divide with CSUDHWIN

[workforce@csudh.edu](mailto:workforce@csudh.edu)

March 13, 2024



**CSUDH**  
WORKFORCE  
INTEGRATION NETWORK

# CSUDH WIN: WORKFORCE INTEGRATION NETWORK

**Grant Funder:** National Telecommunications and Information Administration

**Grant Program:** Connecting Minority Communities Pilot Program, NTIA-CMCP-2021 06-09 C13005



# TECHNOLOGY IN THE COMMUNITY

## Device Distribution and Advocacy (Year 2)

→ Laptops to 6 Covered Populations

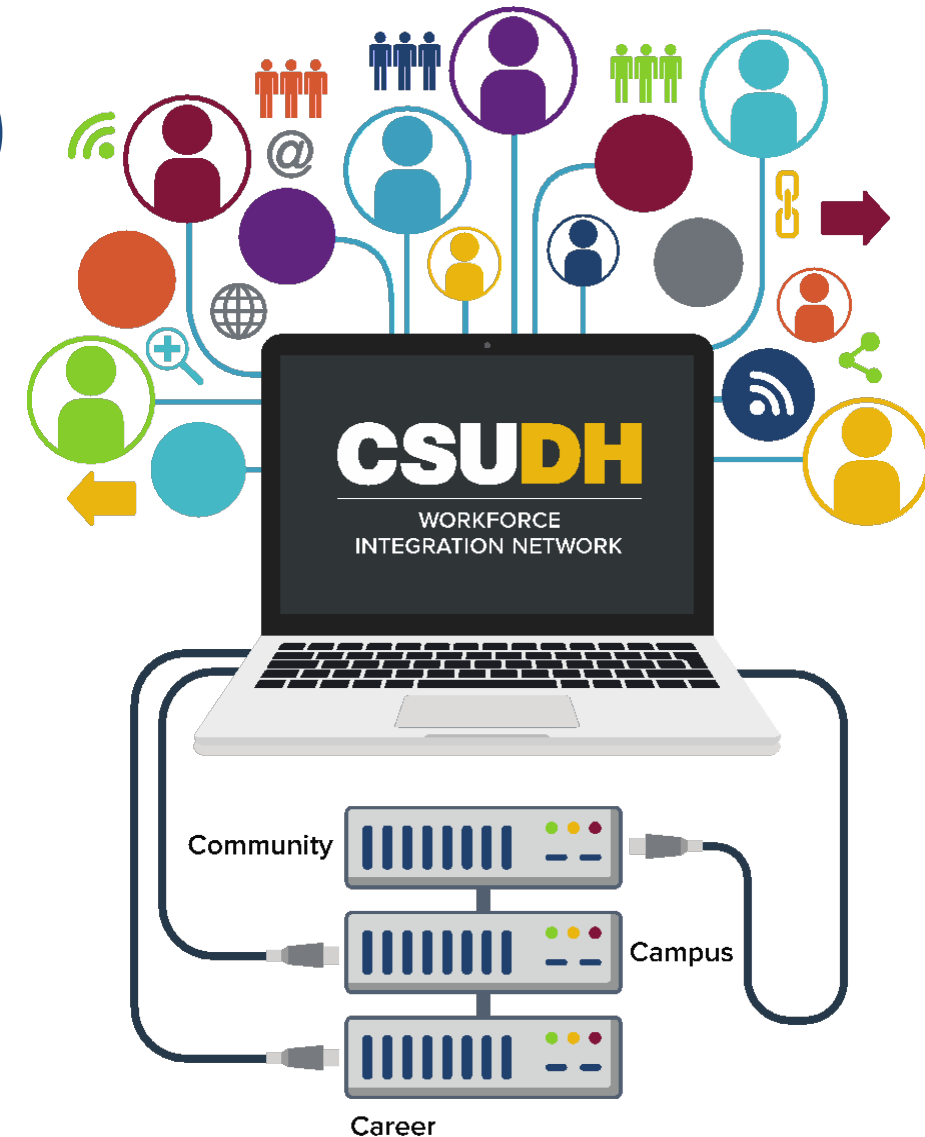
→ ACP Sign Up & Sunset

*Advocate for 362 Wi-Fi devices + connectivity*

- National Digital Inclusion Alliance
- Regional Congress and Senate Outreach
- Frequent communication with FCC, NTIA, and DOE

→ Resources

- Asset Mapping & Resource Awareness
- Internet Service Provider Outreach





# FACULTY COMMUNITY OF PRACTICE (COP)

## ☐ 17 Faculty

- ☐ 20 Courses, 38 Sections

## ☐ 8 Modules

- ☐ Parental involvement in academic achievement
- ☐ Digital Resilience in the American Workforce
- ☐ Psychological Safety
- ☐ Workforce Development Toolkit

## ☐ 14 Community-Based Organizations

- ☐ 501c3 Not-for-profit
- ☐ Minority or Disadvantaged Business

## ☐ Course Development

- ☐ 8 hours digital upskilling
- ☐ 1-hour career exploration
- ☐ 15-hour project development



## CoP Module Outline

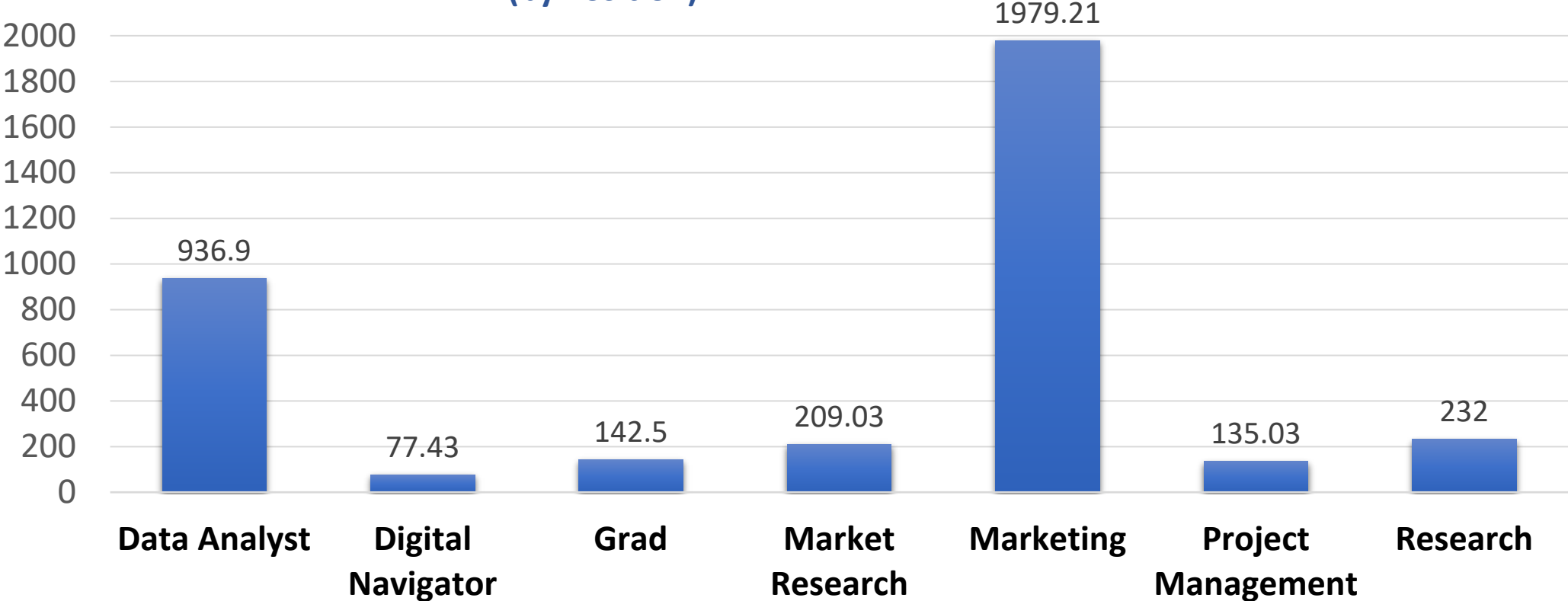
1. Overview
2. Map Skills
3. Equity Data
4. LinkedIn Learning
5. Service-Learning
6. Resources
7. Recognition
8. Closing

# EQUITY IMPACT: PAID INTERNSHIPS

**“People who can work for free are typically privileged. Normalize compensation.”**

~Caroline Tarosis, LA County Legislator

**3712 Hours from 73 Paid Intern Hours  
(by Position)**



# WORKFORCE DEVELOPMENT MODEL IMPACT

## 2020 Proof of Concept Participants



## 2022 Prototype Participants



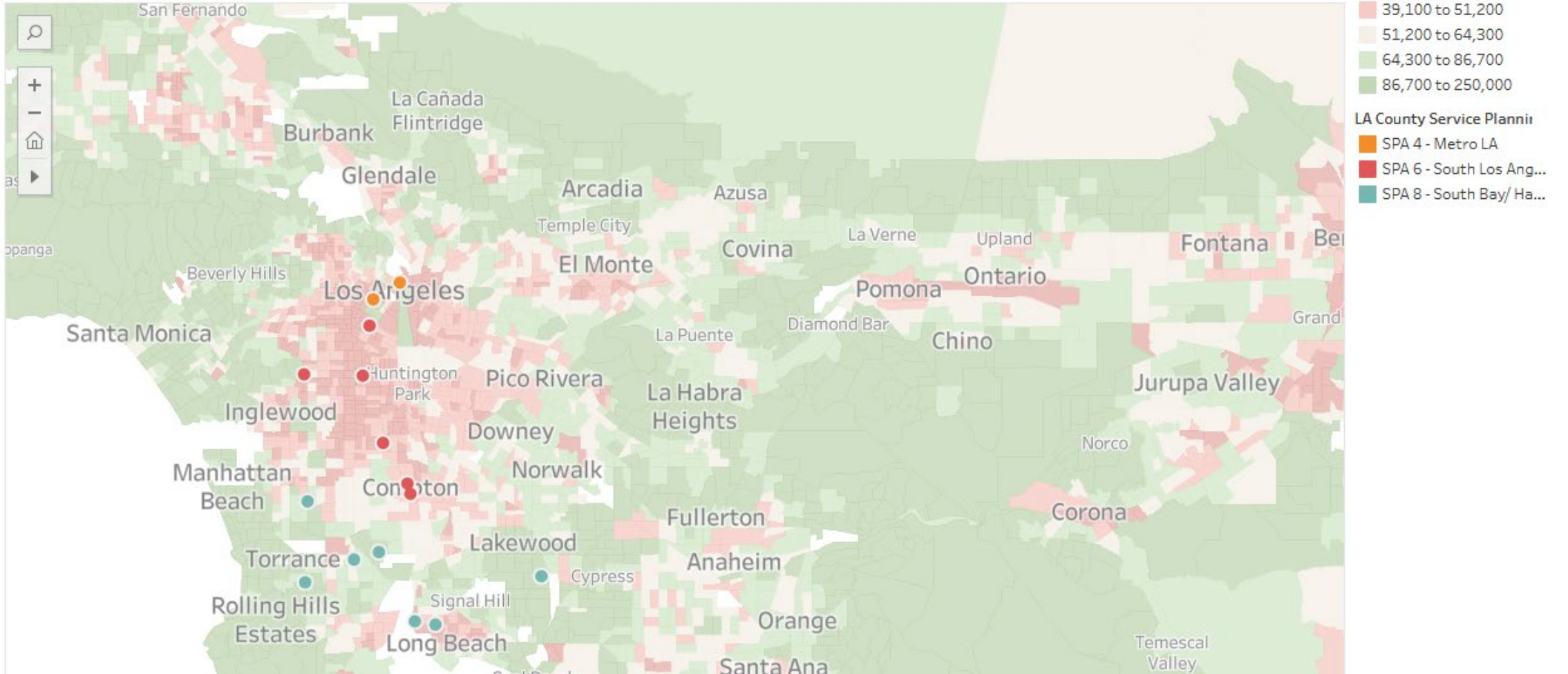
## 2023 Pilot Program Participants



*Interns:  
Summer 2023  
Hired:  
Fall 2023*

# OUR PARTNERS

## Partners



[https://public.tableau.com/authoring/CMCPartners\\_16892615435690/Partners#1](https://public.tableau.com/authoring/CMCPartners_16892615435690/Partners#1)

# STRATEGIES FOR SUCCESS

## Flexibility

Challenges recruiting staff

Procurement procedures

Seeking support in new, large program

## Tolerance for Ambiguity

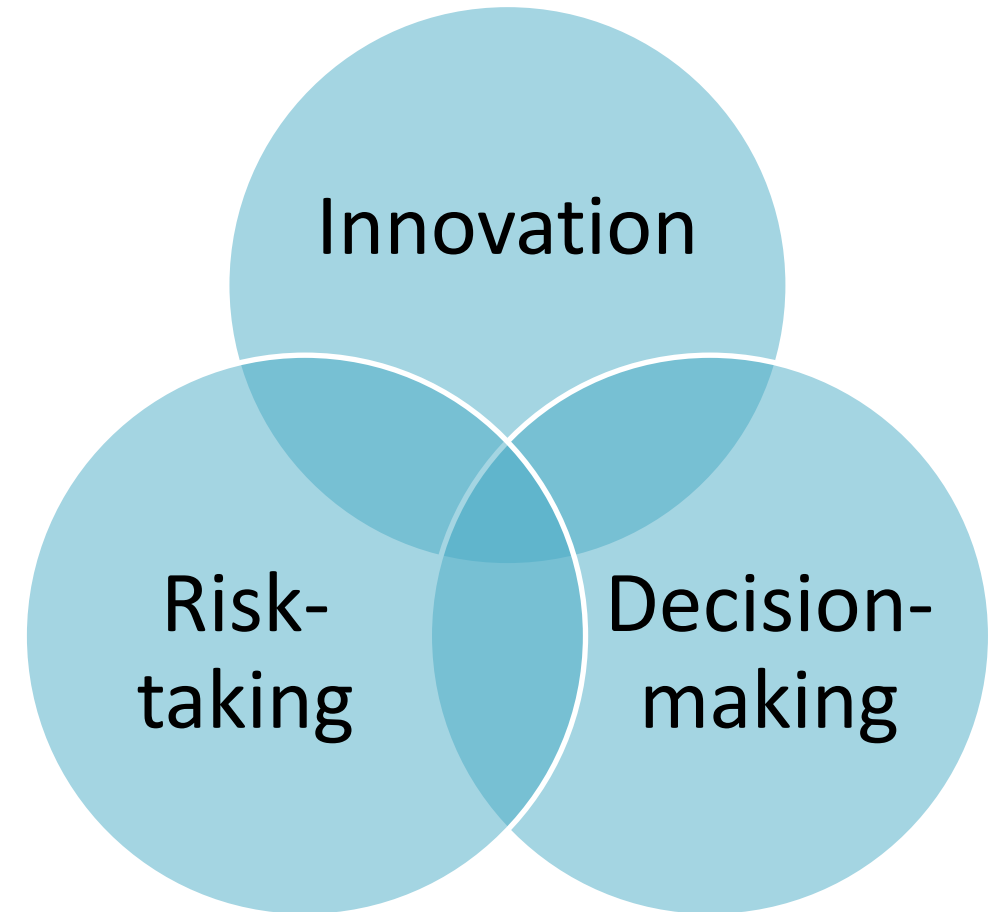
First Attempt In Learning (department)

Fail Forward, Fast (leadership)

## Self-care/Ethic of care

Celebrate the wins, *frequently*

Recognize and appreciate the work of yourself and others



# CONNECTING MINORITY COMMUNITIES CONCEPTUAL FRAMEWORK FOR SERVICE LEARNING



**Faculty Facilitated  
Capstone & Internship**

Culturally Responsive Pedagogy  
Psychological Safety  
Capital Cultivation  
Autonomy  
Empowerment  
Upskilling



*Effort*

- \* Collaborate \* Try \*
- \* Connect with Career \*
- \* My Why \* Communication \*
- \* Teamwork \* Perspective Taking \*

**Students**

- \* Self-Efficacy \* Planning/Efficiency \*
- \* Organizing \* Critical Thinking \*
- \* Problem Solving \* Job-Ready \*
- \* Critical Consciousness \*
- \* Responsibility \*

*Outcomes*



**Community Embedded  
Service Learning**

Meaningful Civic Engagement  
Cross-Cultural Dialogue  
Job Readiness  
Growth Mindset  
Engagement



***Digital Literacy & Resilience***

# WORKFORCE DEVELOPMENT DESIGN

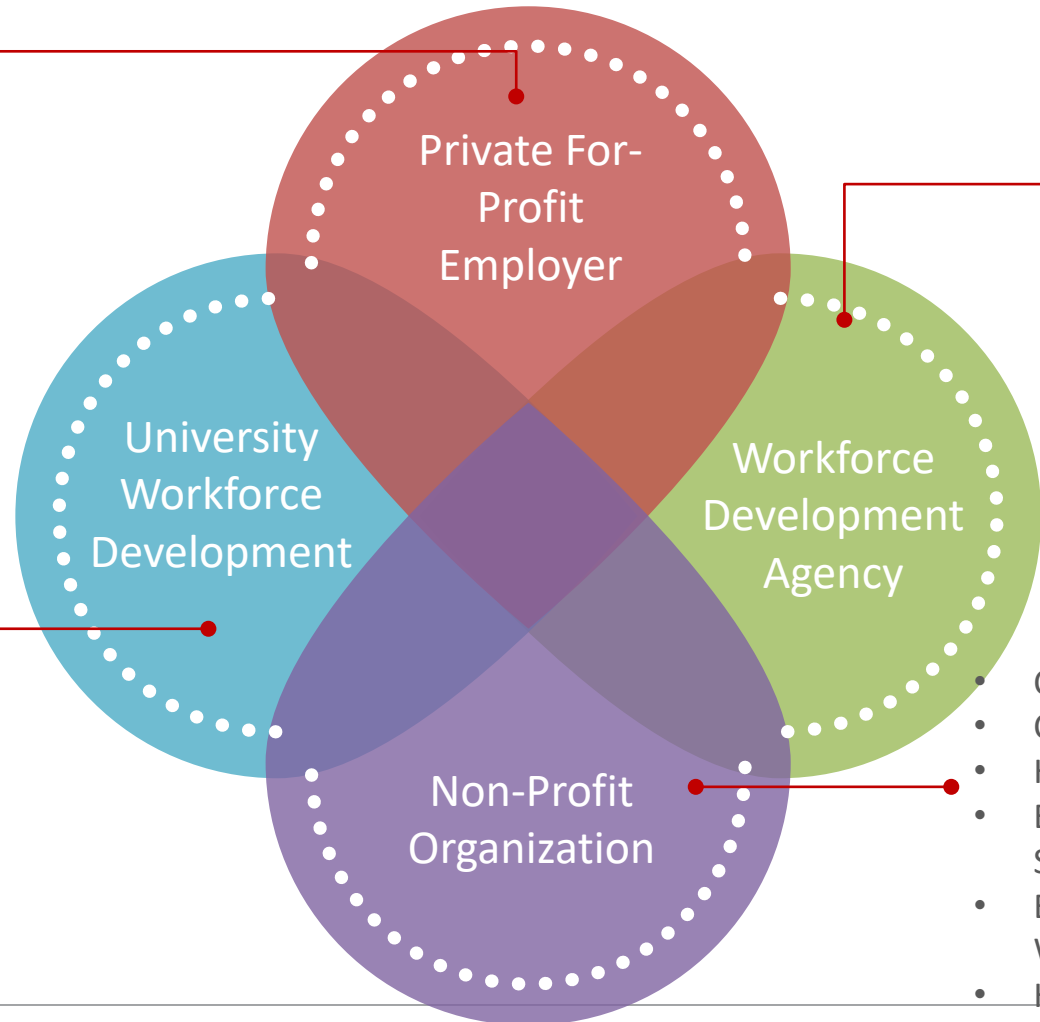
## INTEGRATED INTER-AGENCY MODEL: ROLES & RESPONSIBILITIES

### Workforce Needs & Economic Impact

- Education to Career Pathways
- Apprenticeships
- Feedback on Skills Taught: Sought
- Future-Proofing Skills Maps
- Connect to Industry Partnerships
- Employee Expertise Project Support & Volunteerism Programs
- Support & Help Securing Funding

### Strategic Planning, Leadership & Evaluation

- Create Skills Informed Curriculum
- Design around Culturally Sustaining Practices and Trust
- Create Empowerment & Agency
- Establish Framework & Procedures
- Design High Impact Practices
- Engage in Capacity Building & Infrastructure for Scaling



### Skills Enhancement

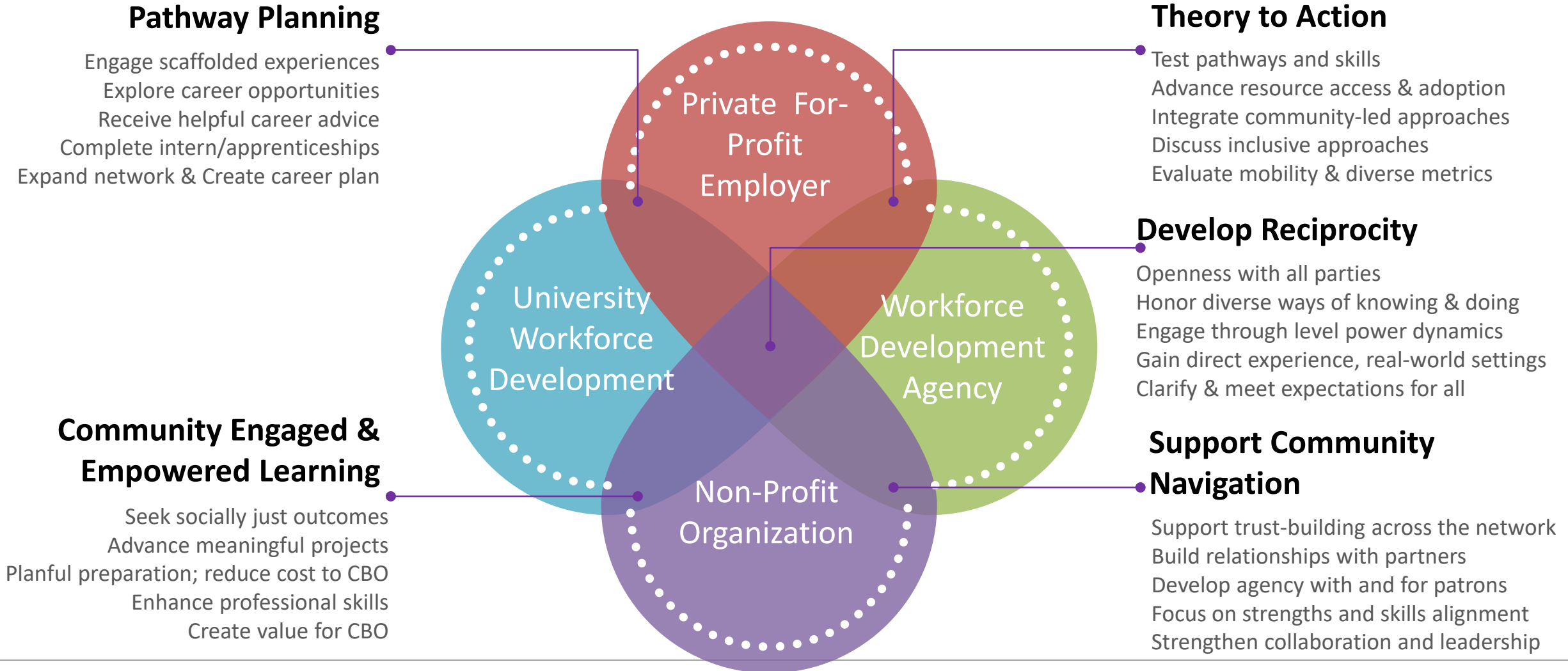
- Workforce Innovation & Opportunity Act Support Services, Training, Literacy & Vocation Programming
- Regionally Informed Job-Based Training & Upskilling
- Career Exploration
- Youth Support Services

### Community-Based Organizations

- Clear Definition of Local issues & needs
- Contribute to Project Design
- Hold Agency for Ownership of Projects
- Empower Stakeholder Participation, Information Sharing & Trust Building
- Enhance Student Learning with Meaningful Real-World Experience
- Hold the University Accountable for Public Good

# WORKFORCE DEVELOPMENT DESIGN

## A TRIPLE HIP: HIGH IMPACT PRACTICES FOR STUDENT SUCCESS





# **Miami Dade College Update**



Miami Dade  
College

# Weaving Internet Resources Into Economic Development (*WIRED*) Grant



**Presented By:**

Mr. Matamron Bacon – MDC WIRED Grant Coordinator

[Mbacon@mdc.edu](mailto:Mbacon@mdc.edu)

# About Miami Dade College

- Founded in 1959, **Miami Dade College (MDC)** is the largest college in the Florida College System with more than 100,000 students.
- We serve students at eight campuses and twenty-one outreach centers throughout Miami-Dade County.
- The college brings in an average of \$30 million annually on grant-related opportunities. More than just dollars and cents, these numbers represent success that makes a real difference throughout the College and our community.





# What is the WIRED Grant?

## Grant Deliverables

- Digital Literacy Courses
- Expand Campus Broadband Access
- Distribute Free Internet Hotspots and Laptops
- IT & Information Security Certification Bootcamps



## Projected Impacts

- 640+ Digital Literacy Course Participants
- 120+ Students CompTIA Bootcamp
- Increased broadband access on 4 Targeted Campuses
- Distribution of 1,900 free mobile internet hotspots and 2,040 laptops



# Improving Digital Literacy

## Digital Literacy Workshop Attendance

- **29** digital literacy workshops have been held at **9** campuses and/or outreach centers.
- **500** attendees have completed the 9-hour, multi-day course.

73.7% Completion Rate

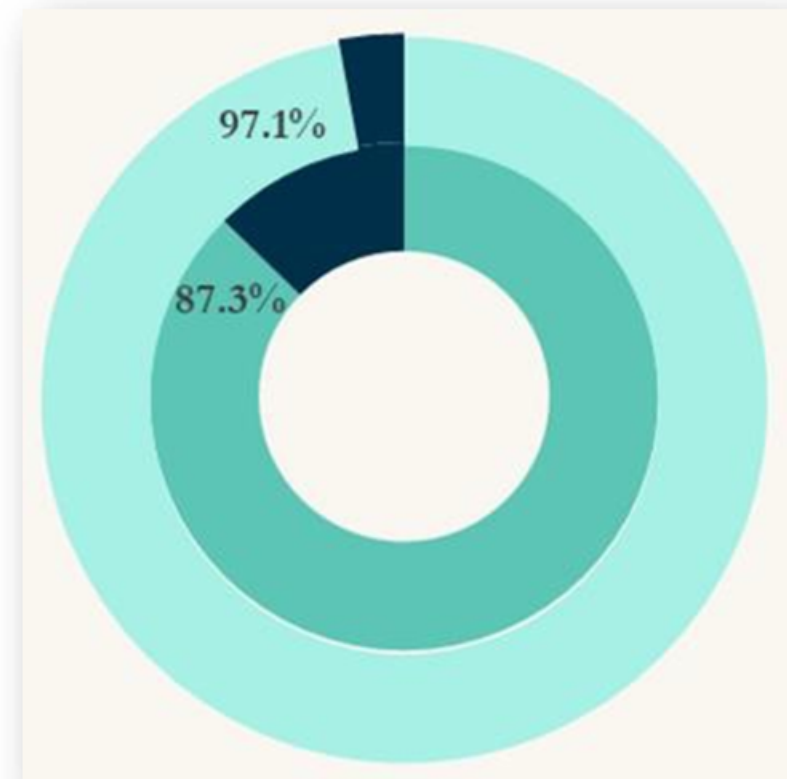
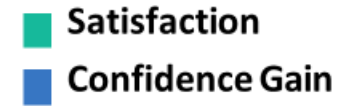


17.6 average  
course size

# Improving Digital Literacy

## Digital Literacy Satisfaction & Outcomes

- **97.1%** of attendees were satisfied or very satisfied with digital literacy workshops.
- **87.3%** of participants showed an increase in confidence on digital literacy knowledge from pre-workshop vs. post-workshop (based on our survey).





# Improving Digital Literacy

There were significant improvements in confidence in knowledge across all areas.

■ Pre ■ Post

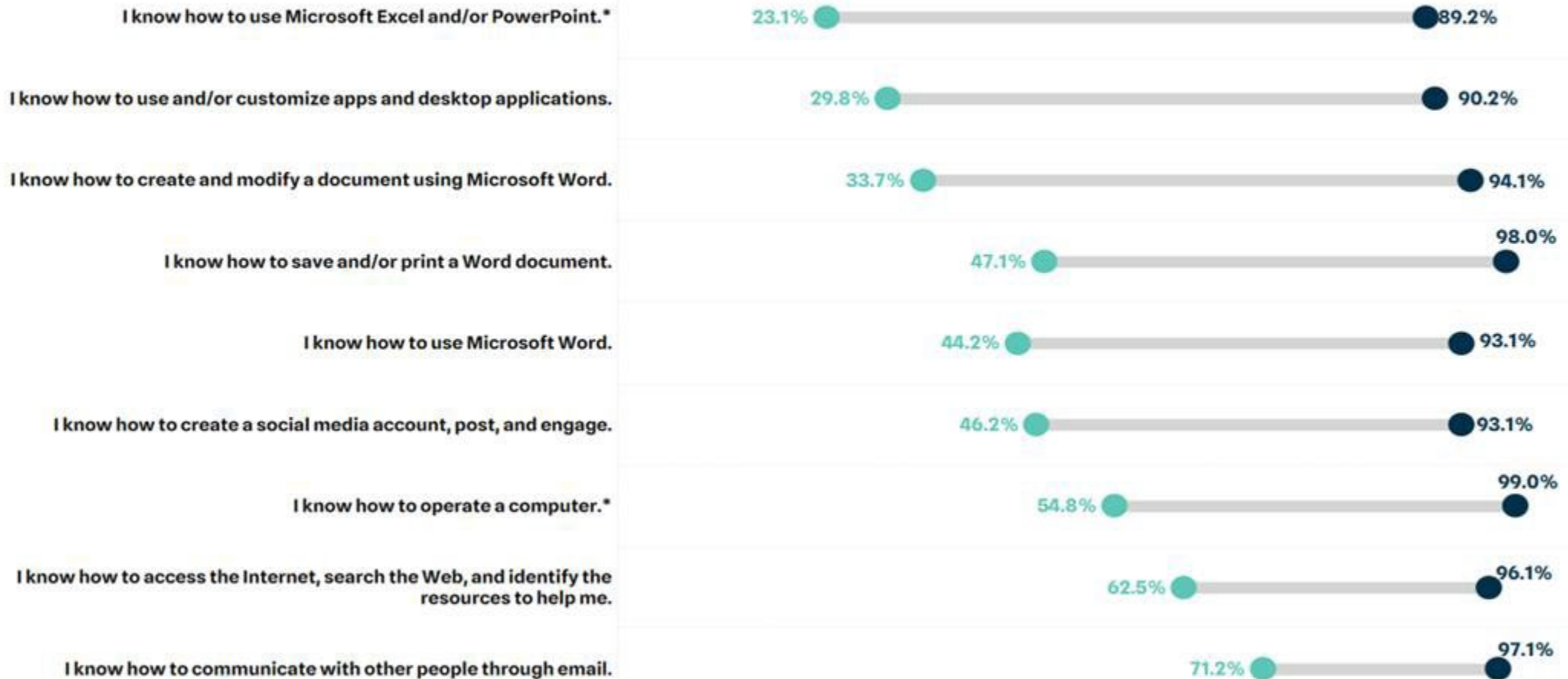
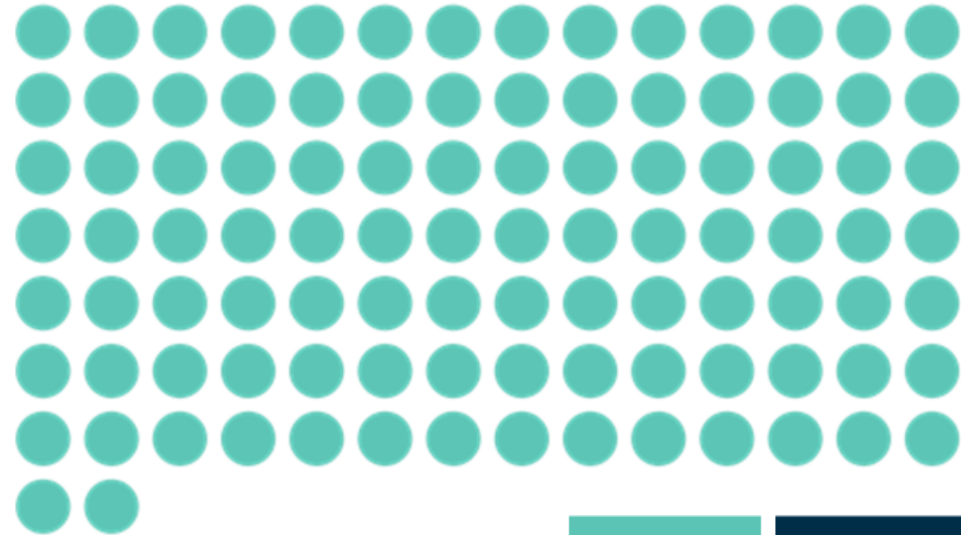


Figure 1. Average percentage of participants who agreed or strongly agreed with the statements, before (pre) and after (post) the training. (As of February 23, 2024)

# Improving Broadband Access

## Broadband Capacity Expansion

- **1 out of 4** campuses has had expanded wireless access points (aka outdoor parking lot broadband) installed.
- Benefiting roughly **500-800 regular users** so far.



500-800 regular users





# Improving Broadband Access

## 1,176/1,900 Hotspots Distributed

- 500/500 Verizon 1-year internet connectivity, unlimited data hotspots.
- 676/1400 T-Mobile 2-year internet connectivity, unlimited data hotspots.



## 1,145/2,040 Laptops Distributed

- 500/640 Lenovo laptops.
- 676/1400 Lenovo Chromebooks.





**Miami Dade  
College**

# Open Forum



**Presented By**  
**Mr. Matamron Bacon - WIRED Grant Coordinator**  
[Mbacon@mdc.edu](mailto:Mbacon@mdc.edu)

***Thank You!***

# Universidad Ana G. Méndez (UAGM) Update

# **BROADBAND DIGITAL INCLUSION PROJECT**

**UNIVERSIDAD ANA G. MÉNDEZ. RECINTO DE CAROLINA**

# Overview

EDUCATION

TECHNOLOGY

RESEARCH

## Beneficiaries

UAGM-CC

*Internal Community*

3 ANCHOR  
COMMUNITIES

*External Community*



# Components

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- **Research**

- Academic research on digital inclusion, digital broadband adoption and access to remote education by university students and low income/anchor communities in Puerto Rico.

- **Technology**

- Acquisition, deployment, and upgrade of fiber optic and core switches in the UAGM-CC to increase broadband networking.
- Acquisition and deployment of equipment such as computers, tablets and audiovisual equipment to improve educational instruction to UAGM-CC low income/in need student population.
- Provide access to Internet services to selected (3) anchor communities in Carolina County.

- **Education**

- Access to educational instruction on Cybersecurity.
- Access to educational instruction to develop digital literacy skills among UAGM-CC low income/in need students and members of selected (3) anchor communities.

# HOW we are doing

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TECHNOLOGY

Internal Community

## Core Switches

Assessment and validation

Request for Proposals  
(RFP)

*We add the compliance with BABA ACT  
as a requirement*

Acquisition & deployment

Testing and start-up phase

## Optical Fiber

Assessment and validation

Request for Proposals  
(RFP)

*We add the compliance with BABA ACT  
as a requirement*

## Audiovisual Equipment and Supplies

Assessment and validation

Acquisition & deployment

Testing and start-up phase

# HOW we are doing

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TECHNOLOGY

External Community

Cyber Infrastructure

Internet Services

Computers

Signing of the collaboration agreement  
with the municipality of Carolina.

Assessment technical and validation of needs  
with the network engineer and IT Specialists

Acquisition & deployment

Testing and start-up phase



## HOW we are doing

### Stipends for Cybersecurity Certification

**#1 Design selection criteria to prioritize low-income students.**

**#2 Disburse the total stipend in phases (per academic semester). certification.**

- This way you support the student financially while motivating them to remain in the academic program, increasing student retention to complete the certification.

**#3 We conducted orientations for the students and organized an activity to deliver the stipends.**

### Internal Workshops

**#1 We organized a workshop where participants learned about the proper use and handling of the new audiovisual equipment in the communications laboratory. Students, professors and staff participated.**

### External Workshops

**#1 Signing of the collaboration agreement with the municipality of Carolina.**

**#2 Meeting to validate needs and profile of the population.**

**#3 Established the staff for this population: coordinator, teacher and IT technician.**

**#4 The participant's learning road map and curricular designs for the workshops and calendar were designed.**

**#5 The promotion and enrollment process began.**

# ROADMAP

of the participant's learning process

**#2 Use and management of search engines:** The participant discovers the digital ecosystem. He/she becomes familiar with the search for information and the access it provides and the advantages it offers.

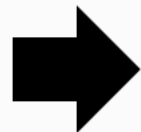
**#4 Use and management of government digital platforms:** The participant is no longer just part of the digital ecosystem, but now actively participates, requesting services, resources and carrying out official proced

**#1 Basic computer use and operation:** The participant becomes familiar with basic computer devices.

**#5 Digital security:** The participant will learn how to participate in the digital ecosystem safely.

**#3 Creation and use of e-mail:** The participant will be integrated into the digital ecosystem by having an e-mail, will begin to learn about the possibility of communicating with others and that it is bidirectional.

**Expected result:** Individuals familiar with technological devices with an understanding of the digital ecosystem they provide and able to participate in it safely.



Enrollment in digital literacy workshops

# OUTCOMES THUS FAR

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<b>20</b>	<b>16</b>	<b>15</b>	<b>4</b>
students beneficiaries of Stipends for Cybersecurity Certification	people participated in the digital literacy workshops for the internal community UAGM-CC	Old people from anchor communities (external communities) are enrolled for the digital literacy workshops	Workshops from the digital literacy are designed to start the services for the anchor communities

## What does success look like for our CMC project?

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*“The technological ecosystem may sound like something very philosophical, very abstract, but the reality is that when we integrate people into the digital ecosystem, we are including them to the new community of finance, that new community of individuals searching for employment, of citizens receiving services that are mostly online, from government entities.”*

- Cindy Ocasio, Project Director

# THANK YOU!



*Prof. Cindy Ocasio Rios*



*ciocasio@uagm.edu*

**75**  
AÑOS  
FORJANDO LÍDERES

  
UNIVERSIDAD  
ANA G. MÉNDEZ  
**UAGM**  
SOMOS **COMO TÚ**



Q & A