

**Digital Equity Stakeholder Briefing**  
**October 24, 2025**  
**2:00 p.m. – 3:24 p.m.**  
**Meeting Minutes and Transcript**

The Digital Equity Stakeholder Briefing met virtually on Wednesday, October 24, 2025, at 2:00 p.m. Engagement and Operations Analyst Amanda Lee welcomed attendees and instructed them to introduce themselves in the Zoom Chat box with their name, job title, and affiliated organization.

### **Housekeeping**

Amanda Lee reviewed a few housekeeping items for attendees to participate in the conversation and have the best experience throughout the meeting. ASL interpreters were available throughout the meeting. Closed captioning was provided as an option for attendees throughout the meeting.

### **Agenda**

Ms. Amanda Lee briefly provided an overview of the Digital Equity Stakeholder Briefing agenda, which included a welcome remark from Deputy Director Scott Adams, AI & Digital Skills by Senior Research & Policy Manager, Tsion Tesfaye, Digital Equity Resource Finder & Data Gathering by Broadband Equity Partnership (BEP) Principal, Maile Martinez, BB4All SDEP Goals/Centralized Services/ Innovative Ideas & Partnerships by Broadband Administrative Manager, James Spencer, Digital Equity Resources by Digital Inclusion Manager Aracely Hernandez, Next Steps and Closing Remarks by Engagement and Operations Manager, Anh Nguyen. Ms. Lee also shared that Ms. Nguyen and Ms. Hernandez will facilitate a discussion after each agenda item.

### **Agenda Item 1 – Welcome**

Deputy Director Scott Adams of the California Department of Technology (CDT) Office of Broadband & Digital Literacy (OBDL) shared welcome remarks and provided an overview of the path forward, also highlighted the efforts and dedication of Broadband Action Plan. He emphasized goals 2, and 3 from the Broadband for All Action Plan. Deputy Director Adams then closed out his portion of the presentation sharing the meeting norms.

## **Agenda Item 2 – AI & Digital Skills**

Ms. Tsion Tesfaye, Senior Research & Policy Manager, from the National Digital Inclusion Alliance (or NDIA) presented on AI and digital skills integration, and how to use AI to navigate the internet. She provided an overview of NDIA's role in supporting digital inclusion practitioners through the affiliate network. Other items she discussed are how to work in partnership on AI pilots to develop learning objectives and identify AI-relevant opportunities. Her team conducted research on instructor and learner experience with AI integration and discussed on the societal impact of AI literacy., For instance, without AI literacy, individuals become more susceptible to AI-aided scams and struggle with fact-checking when AI is embedded in browsers., Data privacy concerns arise when individuals don't understand what they're opting into with AI tools, employment opportunities differ for those who can leverage AI versus those without access, AI literacy is relevant to everyone since institutions increasingly use AI regardless of individual adoption. Ms. Tesfaye outlined foundational topics for instructors: protecting privacy, understanding institutional AI use, fact-checking, leveraging tools, and understanding limitations. She promoted that NDIA published "AI Digital Skills Program" report with practitioner perspectives on integrating AI into learning opportunities, providing contact information finishing her presentation with a QR code to sign up for member access to listserv and forums.

### **Question and Answer (Q&A)**

Ms. Aracely Hernandez started with a few questions to ask Ms. Tesfaye, then moderated the discussion session, starting with those with their hands raised on Zoom, and then those received via the Q&A and Chat box. The presenters proceeded to address questions.

There's only one question that came in through the Q&A and Chat box, and seven meeting attendees raised their hands and came off mute to ask questions:

- Eduardo Gonzalez, Rural Prosperity Center

## **Agenda Item 3 – Digital Equity Resource Finder & Data Gathering**

Ms. Maile Martinez, Broadband Equity Partnership (BEP) Principal, presented on topic of Digital Equity Resource Finder & Data Gathering. She shared an overview of the current tool on Broadband for all web portals, and expanding programs and services network. She also outlined the goal of the updated tool, which will be to connect community partners and residents with digital inclusion programs. She shared a deep dive into the data collection form, this form will request responses from organizations, nonprofits, government agencies, and

entities providing digital inclusion services. Categories include organizational information, point of contact, organization type (community anchor institutions, government/public organizations, private sector/NGOs). Service types include technical support, digital literacy training, and access to public Wi-Fi. Service area can be specified as statewide or specific counties, cities, tribes. Also, virtual or in-person delivery with multiple physical locations for in-person services, cost information (free or fee-based), populations served including those at or below 150% of Federal poverty level, aging individuals, incarcerated individuals, veterans, individuals with disabilities, languages in which services are provided (resource finder available in dozens of languages via translation). Ms. Maile finished her presentation with organization-to-organization support services including grant writing, training, financial support.

## **Discussion**

Ms. Anh Nguyen moderated the discussion session, starting with those with their hands raised on Zoom, and then those received via the Q&A and Chat box. The presenters proceeded to address questions.

There were many questions that came in through the Q&A and Chat box, and some meeting attendees raised their hands and came off mute to ask questions:

- Eric Sasaki, County of Los Angeles Internal Services Department
- Beth Olshewsky, Los Angeles County Office of Education
- George Hechtman, Hechtman Venture Development
- Rebecca Kauma, County of Los Angeles
- Gina Gates-Lopez
- Eduardo Gonzalez, Rural Prosperity Center
- Karen Reside, community member
- Estefania Zavala, City of Long Beach

## **Agenda Item 4 – BB4All SDEP Goals/Centralized Services/Innovative Ideas & Partnerships**

Mr. James Spencer, Broadband Administrative Manager, presented centralized services, and innovative ideas & partnerships. He shared goals and timeframe and existing resources; internalized input from survey at last meeting, pursuing strategy of providing centralized services, tools, and resources that can be developed, procured, or curated. Also considering developing digital equity plan template based on feedback, working on modifying DEEM survey to update resource finder, looking at facilitating innovative ideas leading to partnerships. Mr. James finished his section discussing partnership and innovation focus area that outlined current focus areas; Low-cost offers trackers and simplified

enrollment processes, expanded digital literacy skills and training access, Increased trained digital navigators and navigation services, Increased low-cost devices and expanded statewide device ecosystem, expanded access to online educational tools and resources, expanded industry-aligned digital workforce training programs, refined California Digital Equity data, and exploring ways to support the ecosystem through collective funding action.

## **Discussion**

Ms. Anh Nguyen moderated the discussion session, starting with those with their hands raised on Zoom, and then those received via the Q&A and Chat box. The presenters proceeded to address questions.

There were no questions that came in through the Q&A and Chat box, and no meeting attendees raised their hands and came off mute to ask questions:

## **Agenda Item 5 – Digital Equity Resources**

Ms. Aracely Hernandez, Digital Inclusion Manager at CDT's Office of Broadband and Digital Literacy, began her presentation highlighting upcoming grant deadlines on various CPUC programs, such as the CASF Broadband Adoption account, CASF Broadband Public Housing Account, and CASF Tribal Technical Assistance. She acknowledged that CPUC had a ruling on the LifeLine Home Broadband Pilot Program. And shared the eligibility and subsidy amounts with the targeted launch date for year 2026. She also included a QR code for further information on the Lifeline Home Broadband Pilot Program ruling.

## **Discussion**

Ms. Anh Nguyen moderated the discussion session, starting with those with their hands raised on Zoom, and then those received via the Q&A and Chat box. The presenters proceeded to address questions.

There were many questions that came in through the Q&A and Chat box, and two meeting attendees raised their hands and came off mute to ask questions:

- Eduardo Gonzalez, Rural Prosperity Center
- George Hechtman, Hechtman Venture Development

## **Agenda Item 6 – Next Steps & Close**

Engagement Operation Manager Anh Nguyen provided next steps by announcing the upcoming update of the Digital Equity Resource Finder Data Intake Survey and the next Digital Equity Stakeholder Briefing later this year.

After that, Ms. Nguyen highlighted how to subscribe to Broadband for All email updates and how to find Broadband for All portal and team's contact information.

No attendees came off mute to ask questions, and there were no questions from the Q&A Box.

Deputy Director Scott Adams thanked attendees and presenters for their participation and engagement throughout the briefing. The briefing adjourned at 3:24 p.m.

(The recording and presentation slides from the meeting will be posted on Broadband for All portal.)

## **Transcript**

Good afternoon, everyone. Welcome to the Digital Equity Stakeholder Briefing. We will begin shortly. Good afternoon, and welcome to the October 29 Digital Equity Stakeholder Briefing. On behalf of the State of California and the Department of Technology, we thank you for being here. We will begin the meeting shortly. Please use the chat box to share your name, job title, and affiliated organization as more folks are coming in. Before we begin, a few housekeeping items. Next slide, please. This meeting is being recorded. We will be posting the recording of this meeting, slides, and transcripts to the Broadband for All portal. Presenters, please cue Ricki to advance your slides. Select side-by-side speaker mode for the best viewing experience when slides are shared and visibility of the ASL interpreters. Closed captioning is available. Select "CC closed caption" on your toolbar and select "Show Subtitle". Q&A. Please note there is time allocated at the end of each agenda item for a discussion. Use the Q&A box to type your questions related to that portion of the agenda while the presenter is presenting. Use the raise hand icon on Zoom or star 9 if you're calling in by phone. Our team will request that you come off of mute and video. Feel free to turn on your mic and turn on your video at that time. Chat will be off while the presenters are speaking, so that no questions are lost in the chat. Chat will be available when prompted. Next slide, please. Today's agenda will begin with a welcome remark from CDT Deputy Director of Broadband and Digital Literacy, Scott Adams. With the emergence of artificial intelligence, there's a lot of work being done, and many questions being raised by stakeholders. Recognizing that it is an important skill and topic for the community, CDT has invited guest speaker Tsion Tesfaye from the National

Digital Inclusion Alliance, or NDIA, who will discuss AI and Digital Skills. Next, Maile Martinez, Principal at Broadband Equity Partnership, will present information on the Digital Equity Resource Finder and Data Gathering. OBDL Administrative Manager James Spencer will provide a high-level overview of Broadband for All SDEP Goals, Centralized Services, and Innovative Ideas and Partnerships. Then, OBDL Digital Inclusion Manager Aracely Hernandez will provide an update on Digital Equity Resources. Lastly, Engagement and Operations Manager Anh Nguyen will close today's convening with a few next steps. After each agenda portion, Aracely or Anh will facilitate the discussion. First, I would like to introduce Deputy Director Scott Adams.

Thank you. Thank you so much, Amanda, and welcome Digital Equity Inclusion partners. It's so great to be back with you this month. I'm very thankful for a great session last month and looking forward to a wonderful session this month as Amanda stated during her recounting of the agenda. We've tried to curate the agenda based on input and feedback we received at the last meeting. Next slide, please. So we just wanted to reiterate the closer we get or the further away we get from May 9th, when the Digital Equity Act programs were terminated, that CDT and the state are still 100% committed to Broadband for All and digital equity that we are blessed to have you as partners in this robust digital equity ecosystem and network of partners. This space has really brought together to enhance our ability to coordinate, collaborate, and align and that really, our strategy in the, in the near future is about leveraging existing investments and effort, and then leveraging and developing new partnerships. Next slide, please. And so, the other thing we wanted to focus on is that the nature of these meetings. I hope by now we all know that Broadband for All has 3 main goals that were outlined in the Broadband for All Action Plan. What we're really going to focus on in these meetings moving forward is Goals 2 and 3. That all Californians have access to affordable broadband and necessary devices meant all Californians can access training and support to enable digital inclusion. Next slide, please. We did wanted to before we get going, establish some meeting norms here. In order for this space to work as we all intended to be, is a bidirectional sharing of information and resources, and ideas. We are going to suggest that we follow certain norms, and that's that only agenda items and related topics will be addressed in this setting and that we will be monitoring the chat. Disruptive behaviors will receive one warning, and then the second time, folks will be removed from the meeting if the behavior persists. And really, this is done to create a safe environment for a free flow of information.

And we know and respect and ask that all of you will abide by these norms. Thank you very much, and I think that's it for me and looking forward to a really wonderful meeting today.

Thank you again, Scott. Next up, I'd like to introduce OBDL Manager Aracely Hernandez to introduce our next guest speaker and portion. Thank you.

Thanks, Anh. Good afternoon, everyone. I'm pleased to introduce our guest speaker Tsion Tesfaye. She is a Senior Research and Policy Manager with the National Digital Inclusion Alliance, and we'll talk about the intersection of AI and digital inclusion. With the growing use of AI, we see how fast it's been moving, particularly when engaging with technology and the potential use it has for practitioners and for residents to feel empowered. So, NDIA will be talking about their recent research on AI and digital skills programs and the importance of integration to operationally accommodate curriculum with informed use to mitigate risks in vulnerable communities. Welcome, Tsion. We thank you for joining us today to talk about this important topic. I'll pass the mic over to you for your presentation, and then we'll leave some room at the end for questions.

Great, thank you so much for that introduction. It is really great to be here with you all. Oops, need to start my video. So, I think some of you are familiar with our organization, the National Digital Inclusion Alliance, but just in case, to share we are a national, nonprofit organization. We support and represent digital inclusion practitioners, so people on the ground doing the work to connect people to digital skills learning opportunities. Connecting people to, you know, help them find affordable robust broadband, and helping people who support their community and making sure people have, like, the right kind of devices to meet their needs. And there's all kinds of organizations in our affiliate network, you know. We have states as affiliates, local governments, community-based nonprofits, educational institutions, just to name a few. And I want to talk a little bit today about our work in helping organizations become responsive to what they are seeing, the interests, and the needs around learning about AI or leveraging AI and in what ways, you know, our community thinks that, you know, AI very much belongs to the discussion of digital skills.

Next slide. Okay, so I just wanted to get a quick pulse of the room. I'm very curious for those who are here that may provide direct services to individuals. I was curious to learn about where you are in the process if you feel comfortable using the react button on your Zoom screen just by a show of hands. How many of you are thinking about adding AI to your program offerings now? Yeah, I'm

starting to see some raised hands, okay. Interesting. Yeah, so it looks like I got some folks here that are kind of on the precipice of it. How many, I'll skip to, you know, learning about how many of you maybe have already added some AI learning component to your program offerings? Yeah, I see some see some thumbs up, see some hands. Okay. Great, and how many, out of curiosity, are, you know, maybe iterating on something that you've already implemented? So, you're refining your inclusion of AI to your work. You've already done it and maybe you're refining your approach or adding more things. Anybody at that level? I think I see a couple hands. Not sure if those are new hands or not. Okay, so I know this topic is interesting both to individuals who provide direct services, but also really everybody in the digital inclusion ecosystem who wants to see that their communities learn about AI the effective use of it or making sure they're aware of the changes happening around them. So, in any case, good to be a part of the discussion today. Next slide. Great, so I'm sure you're all familiar with the term, you know, digital divide and, you know, our thinking is that AI might exacerbate this, right? So what is the division going to look like with the emergence of AI, and how is it going to impact people? So we know a couple of things, right? And this part isn't new, you know? People who have access to resources and education and training fare a little bit differently in the world than people that don't. This obviously also applies in the context of AI so in and who will be able to understand the societal changes happening around them, right? How other individuals are using AI, how institutions are using AI, and how that impacts them, right? It's one aspect of, you know, our digital literacy, digital skills challenge but there's also going to be a divide between people who are able to confidently exercise judgment with some of these tools as they come out who will be able to leverage them creatively, or in ways that might allow them to save time, right? So it's both, you know, with the understanding of how its society is adopting AI in addition to being able to safely and responsibly, you know, engage with some of the tools. So, next slide. Okay. So, some might quibble with how precisely you might define AI literacy, but it's very easy to conceptually think of, you know, what may happen, or how someone will fare if they don't have opportunities to gain AI literacy skills. So, these individuals may be more susceptible to AI-aided scams, right? So, to be able to effectively avoid scams, you need to have some intuition of what the technology is capable of doing, or else you may not know how or whether to apply some scrutiny to what you're seeing and what you're hearing. They may feel like they're not equipped to vet answers, right, with some of the AI tools that are in circulation right now, or even if it's not just a tool, you know, as we're seeing, it's embedded in, you know, web



browsers, right? So developing a sophistication and understanding of fact-checking when it comes to what they see integrated with AI. This is a big one, and not a new concept to digital skills focus areas. You know, understanding how their data might be used when using an AI tool and managing their privacy. You know, developing some understanding of what they're opting into, you know, should they decide to leverage any of the tools. And as I mentioned just a moment ago, you know, there's going to be a difference between the opportunities for people to learn about how to use some of these tools to, you know, aid them, for example, on the job or, you know, and other personal pursuits. And then, of course, even if you don't quote opt-in to using AI, it's increasingly being used by institutions that do impact you, right? So, without AI literacy, you know, it's not easy to understand how it might be used by other institutions, how it's used by employers, social media companies, a variety of institutions that impact daily life. So whether you, you know, whether in person is very keen on adopting some of the tools, or they're not. You know, the challenge of and the importance of AI literacy is still pretty relevant to everyone.

Next slide. Okay, before I get into this slide, I want to back up and share how we're learning what we're learning about organizations who want to start teaching their communities about AI. NDIA does a couple of things. We work in partnership with community-based organizations and we call them AI Pilots and we work really closely with them to, you know, think together about what learning objectives are important for them. Where there might be an AI-relevant learning opportunity or module associated with it, and I'll get more into the granularity of that in just a minute. And we engaged in some research activity so that we can better understand how organizations are adapting to the need to offer these learning opportunities to their communities. So, we try to understand what the instructor experience is like, how they prepare to deliver instruction, and instructors have different levels of experience with AI. You know, some may use it already in a personal capacity. Some may have, you know, educational training background that means they're ready to start delivering this instruction. So, you know, the readiness is on a spectrum. We partner with these organizations to learn a little bit about what those needs are on an operational level but we also do some research to try to understand the learner experience as well. And I'll touch on that a little bit later, too. But we're very interested in understanding how learners' conception of AI, their opinion on what the relevant use cases for them are, their confidence, and their ability to protect their privacy while using tools, things like that. So this is very much an ongoing learning process for us, but we like to share insights as we gain them. So those

are our AI Pilots and then we have developing a community of practice around instructors who are actively introducing AI to their learners so we have an AI Working Group. I'll plug again a little bit later, but this is how we're learning about what feels important to instructors as they introduce community members to AI concepts and use cases. So, won't surprise you, and a lot of these here are pretty foundational to basic digital skills instruction. So, you know, things like protecting their privacy, understanding how institutions are using them, understanding what it means to fact-check in the age of AI, leveraging tools, and also understanding the limitations of this new technology. Next slide. Next slide. Thank you. So the question of where to begin is a question that looms large for a lot of the instructors and a lot of organizations who would like to start introducing AI concepts to their learners might be unsure of which level of learner background with technology makes sense to introduce it at. So, you know, with our AI pilots, we've actually worked with organizations who have begun to slowly introduce AI just at a very basic level to help ground people in the intuition of what the technology is, in ways that might be accessible to them, and in applications they may be familiar with, right? So, you're teaching, for example, maybe a basics digital skills class, a learning objective that is typical of that is how to use a web browser, right? Navigating the internet. But now when you do that, of course, you see the generative AI summaries now in those searches. And so, there's a need, you know. Many instructors feel like there's a need to explain to people what that is and explain to them, you know, how to apply fact-checking in something as basic as a web summary you see generated by AI. Alright, so that's, like, that's one entry point, right? That's one way you can start to introduce AI concepts to learners. A few others, and this is just a sampling here, but internet safety and security, you can kind of introduce to learners what's kind of happening behind the scene. What how AI is used to identify phishing attempts or insecure websites and then a really big one, a really interesting one, a topic area that people have many strong opinions about is the writing process, right? So, especially for individuals who are maybe making a transition from a job where they didn't need to write as much or don't have a background that has allowed them to practice that as much. There are now, as many of you know, some tools that might aid in that process. And there are different ways you can introduce this to learners. You know, I personally don't impose my own values on this process, but we encourage instructors to develop some first principles about how they want to do something like this, you know? At which stage in the learner experience they want to introduce a tool like that? What they should what they consider to be some of the best practices

around doing this, you know? And so when we work with our working group, like for example, some of our conversations will be really kind of mulling topics like this. You know, how do you do this with learners? What have you found to be challenging for them, and trying to explain to them the benefits or trade-offs of using a tool to support this process, etc? But these are just this is just an example of ways that you can add an AI module to a curriculum with a learning objective similar to this at a very basic level. Next slide. Okay, so I have here just kind of a few examples. I think I was maybe worried that I'd sound a little abstract in the way I was talking about integrating AI into learning opportunities. In our first pilot and subsequent pilots, we always like to make sure students feel like they're allowed to have their own opinion about AI and be able to reflect on which use cases make sense for them. And think about again, I talked about, like, the benefits or the trade-offs in adopting AI for certain activities. So, this is just a simple outline of AI in the web search, a little bit about how those modules are constructed. And I share this just to just, again, to make plain that you can start at a very basic level introducing these learning modules. Next slide. Okay, and email basics. We see AI show up in email now with suggested texts, for example. So there's an opportunity, even in teaching the basics of email mechanics to talk about what they're seeing there and a little bit about how the technology is working to make possible some of the options that they've seen. Next slide. Okay, so I talked a little bit about this earlier, but you know, we are as we are working through these pilots, as we're engaging our community and our working group, you know, we do encourage organizations to develop a systematic approach to learning about how it's going. So I talked a little bit about the learner experience, and one thing that we work in partnership with our pilots to do is, like, pre- and post-surveys to try to understand how their shift in their understanding of AI may change throughout their exposure to the learning. You know, what they consider relevant use cases, and their confidence, you know, their perceived confidence in their ability to safely and effectively engage with tools, and it can give you some insight into how you might adapt the curriculum further to achieve some of those learning objectives that you that you hope to set out to accomplish. And very importantly, instructor experiences, right? The preparation, the amount of time, you know, some of the resources that are helpful to make instructors feel confident about their approach and delivery of AI concepts also really good data points to help you refine your approach to integrating AI into your programming. And this is my last slide, so I think I'm a little early. Yes, okay. So, this is a link to a report that we just published called "AI and Digital Skills Program." And what you'll get to see here are the

perspectives of digital inclusion practitioners who have already started to integrate AI into their learning opportunities. So, some of the considerations I've highlighted here in my talk just now, but this is a much deeper dive into how they structured some of their learning opportunities, like maybe, like, workshops or multi-week sessions and also about why they, you know, why they feel like it's important that now is a good time to begin introducing AI into the program, so I would encourage you to give it a look. And if you have more questions or are interested in engaging with the AI community more with AI, you can email us at AI at digitalinclusion.org.

Thank you so much, Tsion, for an informative presentation on integrating AI into digital skills trainings or programs. I do want to open up the floor if folks have any questions or if they have any thoughts on the topic, please use the raise hand function at the bottom of your Zoom toolbar. We will prompt you to unmute yourself and turn on your camera. While folks, perhaps, gather, you know, their thoughts for some questions. I do have a question to get us started.

So, Tsion, before AI tools hit the broader market, we were all talking about digital literacy, cybersecurity, coding. These new technological shifts can feel, you know, a bit disorienting to people and perhaps communities. How do you help ground people so that they have the right tools and the most up-to-date resources? Looks like you're muted there, Tsion.

Great. Digital skills, right? And thanks for the question. Yeah, so, you know, one thing we are learning from instructors is they already feel the challenge of wanting to make sure that they are offering instruction that is relevant and up-to-date for people seeking out the learning opportunities but I'll say, you know, a lot of digital inclusion leaders we support really see AI as an implicit component of digital skills training. So, the idea is that we're exploring in our pilot programs, you know, the questions of how much, you know, how much do students really need to understand about the underlying mechanics of how AI works in different applications in order to use it safely and effectively? Questions about, you know, for example, you know how learner behavior might influence what recommendations they see in using some of their streaming services. Right, so we know we've learned that a growing number of digital inclusion practitioners think it's really helpful to ground people in the intuition of how AI is working around them and within the tools that they use every day.

So, they found it really they found that it's very engaging for people to learn about where they're already seeing it, where they might not have necessarily

flagged it as AI, but how they're encountering it in everyday life, professionally or recreationally. So introducing to them how they're already interacting with AI has been pretty grounding for learners.

Got it. Thank you so much. I do see a question. Looks like may have just been added to the chat here. It says, how are the environmental effects of AI being addressed, specifically around its consumption of water?

Yeah, that's a great, that's a great question. It's I know it's something that a lot of digital inclusion instructors like to like to touch on to make sure that that's a consideration. You know, we support instructors develop what their learning objectives are, and sometimes, you know, it could encompass other implications of using AI for people to consider. But, you know, as an organization, you know, we don't provide the direct services to learners so it's not a component of instructional material that we've developed, but we do encourage societal use conversations. So, in the courses that our AI pilots have done so far, every learning opportunity has an open discussion opportunities for people to think aloud and reflect on the questions that you just asked.

So, who benefits from AI? You know, who may stand to be harmed in certain applications, and as you said, what are the environmental implications of using it? So, it's a it's a conversation we very much encourage instructors to, you know, make space for in their classrooms.

Thank you so much for answering that. We do have another question here, so agencies such as the NDIA are helping the ecosystem figure out best practices for incorporating AI into digital skills training programs. What are the most common challenges to replicating this training model, and what do you think are the best ways to overcome them?

Yep. Great. So, I think one of those challenges are, you know, operational challenges, right? And that encompasses how instructors how prepared and comfortable they feel delivering AI training to community members. We know that some organizations have begun, you know, really deep learning, learning journeys, to, you know, collectively as an organization to learn more about AI.

It's the societal use, in addition to the tools that are out there. Some resources that we cite in the AI Skills Report might be good places to begin, depending on your background. So, we've also learned through our partnerships with pilot

programs. Some individuals have found LinkedIn Learning really helpful to orient them to some of the basic AI concepts. A lot of people like participating in groups, you know, like our AI Working Group, and there are others as well, where people can kind of think aloud about different curriculum options. But I'd say, too, another opportunity, I guess I'll say, as opposed to a challenge.

Is taking a step back to think about, you know, some first principles about developing curriculum material, right? So you know, it can begin with, again, like, a really explicit expression about what your learning objectives are before, you know, thinking about what the AI-relevant component would be. And as I mentioned before, you know, we're finding that a lot of learners become really engaged, and you know, find it really fascinating to learn about all of the ways they've been interacting with AI that are not as obvious to them and getting back to instructional approaches or first principles. Really thinking about, I'll use the word philosophical, for lack of a better word, your philosophy for teaching AI, right? So, you know, your philosophy might be, in the context of the writing process, that there are certain learning objectives you'd like to see students achieve before you introduce something like a tool that could help in the writing process, right? So a lot of those decisions are really crucial for helping shape how you ultimately decide to deliver instruction to learners.

Thank you. It looks like we have time for just one more question.

The question has to do with getting people more access and being part of the conversation. So we do know that NDIA offers a forum for discussing challenges around bringing AI training into communities. How can people get more involved and just stay up to date on, you know, what's happening?

Yes, I will drop a link in the chat in just a minute, but so a good way is to become an NDIA affiliate. We share a lot of the opportunities for partnerships and opportunities to participate in conversation via our listserv to learn more about engaging with our community of practice around AI. In addition to becoming an affiliate, our Affiliate Plus members are active in that forum and it's a good place to hear how people are wrestling with some of the tough challenges of, you know, beginning to integrate AI into their curriculum.

Thank you so much, again, Tsion, for joining us today. I'll pass the mic back over to Anh.

Thank you so much, Aracely and Tsion. I know we have. We just got one more question in the chat, but we'll make sure to circle back if there's time in a little

bit. If not, we'll make sure to connect Tsion and Eduardo. Up next, I would like to introduce Maile Martinez from Broadband Equity Partnership, who will help us discuss the next portion of the agenda. And just letting folks know when the presentation is happening, the chat will be off, but the Q&A box is on. So if there's any suggestions or questions that you have while Maile is speaking, please make sure to add that there, and we'll address those questions at the end of her portion. Thank you so much! Maile?

Thanks, Anh. Hi, everyone. My name is Maile Martinez, and I'm a Principal with Broadband Equity Partnership supporting the OBDL team. And we can go on to the next slide. I'm here to talk to you about some updates we are working on for the Digital Equity Resource Finder. So, many of you are likely familiar with this tool. It is currently on the state's Broadband for All portal, and this is a resource where users can log on and search for various digital inclusion resources across the state. They can look for things like programs that help individuals find computers or devices, or get technical help, or find trainings or classes and this resource was created based on the data that the state gathered during the state digital equity planning process and it was gathered in a manner that was consistent with the requirements of that process, and the requirements that were laid out by the NTIA. And what we're aiming to do now is update this resource and make it even more useful to Californians and California residents across the state to be able to quickly and easily find programs and resources that connect them digitally. So, in order to do that, we are going to launch a new form to gather and update, and refresh the data that will underpin this newly refreshed tool. So if we go to the next slide, we can talk a little bit more about that. So, our idea for the next iteration, or the updated Digital Equity Resource Finder, is that it will be a tool to connect community partners and residents with essential digital inclusion programs and services. And we'd like to update it to include even more programs and services such as resources that help locate low-cost internet service programs, digital literacy and skills training, technical support, access to low-cost or free devices, and a wide range of digital access and digital inclusion programs and services. So, as I said, in order to really expand and update this Resource Finder, we're going to need to gather some more information to make it as useful as possible. So if we go to the next slide. We will be launching a new form, and you'll be hearing about that throughout the course of my presentation to help us gather this new information. And, the question is, who should complete this form? So, we will be seeking responses from organizations, nonprofits, government agencies, and other entities that provide digital inclusion

services. So, if you represent an entity that offers these services to California residents, this form is for you. So, if we go on to the next slide. Here, I'm just giving an overview of the categories of information that we're gathering on the form. So, as I go through what during today I'm going to be sharing and previewing some of the questions that will be on the form in order to get some feedback and hear any questions that you may have about our approach here and these are the categories. So we'll be asking about organizational information. We'll give you the chance to describe the organization, describe the digital inclusion services that you provide, describe the area in which you provide those services, any other information specifics about locations where you may provide in-person services, any costs associated with them, the populations that you serve, the languages in which you provide services, and whether your organization provides services to other organizations, as opposed to individuals. So these are the categories of information we'll be gathering, and I'll take you through the questions that align with these categories. Next slide, please. The organizational information is fairly straightforward. You can provide the information of your about your organization itself, where your headquarters are, web page, that kind of crucial contact information, and then also provide a point of contact for an individual at your entity or organization that could be contacted about these services. Next slide. You can also describe the category or type of organization, so these are grouped into community anchor institutions, like schools or libraries, or community colleges, government or public organizations, including tribal governments, state governments, any other special districts and then private sector or non-governmental organizations, which could include ISPs or internet service providers, regional broadband consortia, digital equity coalitions, labor organizations, or other entities that fit into the private sector or NGO category that may be providing digital inclusion services. Next slide. This is where you'd have the opportunity to indicate the types of digital inclusion services that your entity or organization provides. So, we call out some specific digital inclusion service types here, like technical support, digital literacy and skills training, access to public Wi-Fi, etc. Next slide, please. And this is where because ultimately, one of the features that we're hoping to add to the Resource Finder is a mapping feature, or an ability to search with more specificity by location. So we're gathering more information about where services are provided. So, the respondent can indicate if you provide services statewide. Great. You can also specify the specific counties in which you provide services, or the specific cities. You also can indicate if you provide services specific to a certain tribe or multiple tribes, and then you'll be able to provide more detail about that. Next



slide. You also will be able to indicate whether you offer services virtually, in person, or both. And if you offer services in person, you can provide detail about where you offer those services and you can add as many physical locations as applicable. So again, this we are hoping can really help users find services that are close to them, or accessible to them physically, if they're seeking in-person support. Next slide, please. We also have a question about whether your services are associated with a fee or if they are free. Next slide, please. And then you'll be able to also describe the populations that your entity or organization serves so specifically, whether you serve individuals at or below 150% of the federal poverty level. And then also whether you, specifically, serve any other additional populations, such as aging individuals, incarcerated individuals, veterans, individuals with disabilities, and so on. And then finally, the Resource Finder itself today is available in dozens of languages through the a feature on the website that allows the user to translate the page. But this question is really asking what languages your organization provides its services and programs in. So, there's a list of widely spoken languages in California, and the user also can add in if the language in which they offer services is not appearing on the list. And then this question is actually for entities that may provide services to other organizations. So, all of the questions I asked, or I previewed up till now, are really about services provided to individuals across the state. And then this question is, does your entity or organization provide any supports or services to other organizations such as digital equity grant writing, organizational training, train-the-trainer support, financial support, and other similar services that benefit organizations? It looks like the fee slide is repeated here, but we will have a question about whether an entity or organization oh, excuse me, I'm sorry, this is for. Pardon me. This is repeated because it is a question for organizations, and the question is whether you charge a fee for the services you provide to other organizations, or whether those are free. And we wanted to preview this, these questions with this group to both let you know that this is coming, and that you'll have an opportunity to update your information so that we can better make it accessible to Californians and users of the Resource Finder and also provide us any feedback or ask any questions about our approach, make any suggestions or recommendations about the information that we're gathering so that we can ensure to be providing the most relevant information to users of the Resource Finder.

Thank you so much, Maile and inviting Deputy Director Scott Adams back on.

We're now ready for the discussion portion of the agenda. Please, I don't see any comments in the Q&A box, so looking forward to hands raised, as well as comments and questions in the chat. So, wanted to give folks a few minutes to do so.

Thanks, Anh, and I just want to thank you, Maile, for going through this. Folks, we really, I've been listening to you all over the last year about how we can improve this resource for our next iteration, and thankfully, during the last

meeting, one of the members of our ecosystem, Eduardo Gonzalez, had invited us to do a little bit of a focus group with the California Digital Navigator Alliance help us kind of refine how we could shorten what used to be the Digital Equity Ecosystem Mapping Tool into a better data gathering tool to provide information that would more accurately convey services to residents, and then as Maile said, to help plot those services on the map, and our intention here is, you know, we don't want to assume that what you're doing

that that we've got this right. We want to make sure that we're setting this up to enable you folks to as most easily and accurately, you know, share your information so we can convey that to, you know, to residents and other organizations.

Thank you, Scott, and thanks, Maile. We are seeing questions, and I also see a hand from Rebecca as well. So, Rebecca, feel free to go off mute, and as I sort through these questions and queue them up for questioning.

Awesome, thank you.

Oh. Yeah.

Rebecca, could you please allow me for one minute to

make a comment. The I believe that we have an off-topic question, so per the norms that we discussed at the top of this, we were going to delete that comment, and after the next comment, we will remove that participant from the meeting. Thank you.

Appreciate that, Scott. Go ahead, Rebecca.

Awesome. Thank you so much to Scott and Anh, and also to the team here. I do have a couple of follow-up questions, and first and foremost, thank you so much for the great work that you guys have created with that particular asset inventory. In regards to us being able to utilize the data, so for context, the

County of Los Angeles will be creating a digital equity roadmap, and we want to make sure that we are not duplicating any efforts that perhaps maybe you guys have already engaged with stakeholders, and we want to make sure that we can take that information and include it as part of the roadmap. Will there be a way for us to be able to download all of the assets, perhaps, via Microsoft Excel, and we can take that data and then utilize it in whatever way we see fit?

Rebecca, can you tell us a little more about that, the... So the Digital Equity Resource Finder is attempted to help categorize all, you know, digital equity resource providers across the city.

Mm-hmm.

And that information, we intend to put up on the Broadband for All portal in the Digital Equity Resource Finder. Can you maybe share with us a little more about what do you mean by sharing the information with you guys beyond what we're doing?

Yeah, that's a great question. So, I'm more so looking for an avenue for me to be able to take the data, perhaps in, like, a Microsoft Excel format, which will literally provide me of a list of all of the potential digital equity resources and services that reside within the County of Los Angeles jurisdiction. So that way, we're able to take it and input it into our digital equity roadmap, which we're creating, and ultimately, just like I mentioned, we don't want to recreate the wheel. So, for example, if there's an organization that has already communicated through your guys' platform that they have a resource, we can just refer to that versus having to, you know, re-engage and recollect that information again.

Okay. Oh, that's a yeah, so now I understand. Let us circle back with you on that, Rebecca, because the we've been working with our legal team.

There is gonna be... The new form is gonna have a disclaimer where a person will have to check off that they're authorized to provide the information on behalf of their organization, and legally, because of the sharing of personally identifiable information, there's gonna be a sort of an opt-in, because what

we've heard from stakeholders is that, like, having a program contact name or a phone number is something that's critical. So, let us see. That may

if what you're talking about is consistent with, you know, our ability to gather and share this information online, you know, I would also say is that one of the things that where we think the Digital Equity Resource Finder can be even more helpful now than prior to the termination of the digital equity capacity grants, is that it may be able to create a partnership between us and communities across the state to help create those maps, put them in one single resource, and help individuals conserve funding so they don't have to create their own. I think if that's what I'm hearing from you.

Okay, awesome, thank you, and I look forward to circling back regarding that.

Thank you.

Thank you.

Appreciate it.

Thanks, Scott. We have a question in the Q&A and from Eric Sasaki. Will or can the resource information include an end date for the services that are being provided? First part of the question. For example, grant-funded services may have a defined period of performance after which the entry could expire or be flagged for update. Similarly, there is a risk of the information becoming stale, which can be frustrating for residents or ecosystem partners. Is there a plan to periodically refresh the survey entries?

Absolutely, and Eric, thank you for those questions. If you, I mean, it's pretty detailed and that's exactly the kind of thing that we want. Like, if you have a grant that goes for 6 months or for a year. You don't want this to roll over. So it's our intention that we would potentially do a couple of things, and that's

update the Resource Finder on a rolling basis, whether that's monthly or quarterly, there would be an ability for entities to update their information. It wouldn't be automatic. It would potentially go to our team on the back end to verify and validate the information. But do you have any specific suggestions based on, it sounds like you've got something in mind that we can,

you know, include into the form?

Eric, if you're able to come off mute, please do so.

Sure. Good afternoon, yes, like an example might be in the form, if there is any kind of time parameters around the services. Like, it could be, like, they're ongoing and indefinite, but if there's, like, a known end date for the services, like we're providing these services through the end of 2026, or a specific date,

that could either be public, or it could be kind of in the metadata to indicate that there's kind of a I thought that there was going to be an end date, and then there could be a follow-up. Another thought might be that if there is, like, a, I go back to the old days when we used to have telephone directories, and it was there was a kind of a yearly publishing of what that was, and it could be kind of a call for what resources are available and, you know, maybe an intersection between those two approaches. But just kind of concerned with having information that's out there, and then as people are looking for

either partners or to provide that information referral to members of the public, we get quite a number of those referrals that come back as, we reached out and didn't get a response, or they no longer operate the program. Those sort of things that end up boomerang back to us.

Yeah, thanks, Eric. We'll work with the team. Definitely, this is gonna be something that needs to be refreshed at least annually. We'll see if there's a way we can, you know, capture some metadata on, like, or metadata on when programs will end and build that in, and also building a governance, and I think we're doing this where we're gonna crawl, walk, run a little bit, and we can iterate and discuss whether we need to make changes in 6 months. But I really think that what you've shared is critically important to making this useful in building trust with the tool, and not creating problems with our partners, which is referrals after, you know, services expired, so thank you.

Yeah, thank you for the question, Eric, and thanks for answering that, Scott.

We have a few more, so just, Beth, I saw your question in the chat, and again, in the Q&A, so I just want to combine them. Beth said, thank you for the preview. When will the update questions be coming? First question. How do we make sure that our organization is included in the opt-in to share digital inclusion efforts if we are not in the current list, which LA County Office of Education is not currently, and I think we should be in the future?

Well, thank you for the question, and I think one of the things that Maile said at the beginning, and it was kind of inside baseball, is that the Digital Equity Ecosystem Mapping tool that we put together, you know, to help us formulate the digital equity the State Digital Equity Plan. It included a lot of, like, qualitative, long-form responses from organizations. I think what we're trying to do is put this into more bite-sized information, and so what we would request is anyone who's in the current form to reenter their information in the new granular form to support the mapping system, and then, I think there were a couple questions there. We're looking to get this out in the next month, hopefully before the next stakeholder convening that we're going to be having in November and, you know, have the period open. I've got to talk to the team before I commit to how long that's going to be open, so we'll communicate that. And we'll also have multiple outreach touches to folks here, so I think,

you know, if you're, you know, on our in the Broadband for All digital equity ecosystem distribution list, you'll get multiple touchpoints and multiple opportunities to input your information, and you know, we're working on the governance structure, but we know people are busy, we're gonna

create an opportunity for folks that say, if they miss the cutoff period, we're not going to be draconian about letting you put your resources in, so we'll work with you on that.

Thanks for outlining those steps, Scott. We have a question from George. What about a nonprofit that provides services to residents of an affordable housing development but not to the general public? And then, as a follow-up, I think a clarification point, just FYI. The nonprofits serve about 40 developments around the state, with physical centers, and also have a virtual solution for tenants and tenants in buildings that do not accommodate a physical center.

I think, It's an interesting conversation. I'd love it if the person asking the question could maybe have an offline conversation with us so we could understand whether or not we could create the tool tab that much specificity.

We definitely wanted to get down to the, you know, the county, the city, town level, zip code level, but we'd like to talk that through with you before we launch, so if you could send our team your email, we'd love to talk to you about that.

Well, I think Okay, George, we look forward to your email addresses. That is all I see.

I think there's a few Anh... It looks like Estefania from Long Beach had a question about the City of Long Beach. Is there a way to bulk upload all of the resources together?

I think there probably is Estefania, and we would love to talk to you about how we do that. I think it would be a case of, you know, conforming the backend capture system, or the receptacle, providing it, you know, to, say, an umbrella entity or a coalition that wanted to you know, submit on behalf of, you know, their folks. The one thing we would want to make sure we do is work with organizations so that we get, you know, organizational permission for the folks in your community to post that information. So, Estefania, we'd love to have a, you know, a conversation with you on how we could accommodate Long Beach and create a solution for other, you know, cities, towns, entities to make that happen.

Looking forward to the connection.

Gina, I see you have a few comments and also questions in the Q&A, so wanted to combine them. Agencies participating should be able to update information on demand. I propose that keeping the information updated should be a requirement to participant in this directory, so that's a comment. And then the priority focus should be on the end user, not organizations. Data must be current. I suggest looking at Find Help's process in updating organizations' information. It is our responsibility to provide correct and current data available to end users, so I'm not seeing a question there, but Gina, if you would like to expand on those points or ask a question, feel free to do so.

Hi, everybody, and Happy Holidays before I forget that, guys. All right, so I sit on the 211 Advisory Board, one of the biggest 2-1-1s in California and I come from the perspective of the end user. And in our digital inclusion classes, this is the thing that we talk about, about going out to safety net services, and this is now included, digital equity, connection, etc., and it is so frustrating when people actually need these services, and then they're directed to a place, and then it's not available. Or, and you get that, okay, well, come back next month, because we're going to get funded again, or it's a waiting list, and here you are, just hoping that you're going to be able to get these services, maybe for kids'

school, or for whatever the number of reasons. And I'm just hoping that you're hearing my voice because I'm talking about hundreds of people that we have taught. Hundreds of people that we have discussed this issue with, and many years where I have actually talked about this on on this this committee that I'm on. And time and time again, when I'm speaking to government agencies or other organizations, or even 2-1-1, who are just they're like, oh, organizations that work with us are great, and of course they are. Of course, you know, we do our best, but the fact is, we need to get on top of our digital a game, and we need to be able to look at how, when John calls,

how is John going to get that information that he needs and stop looking at things the old way? We need to look at things the current way, and that is, we have AI, we have examples of how to do this quickly. And, so thank you. It's not a question. I'm... It's more like a complaint, but it's coming from experience, and I'm hoping you're receiving it.

Thank you, Ms. Gates. I appreciate your comments and suggestions, and we're gonna take those to heart and build those into the system. I believe those are consistent with Mr. Sasaki's comments as well. And so, you know, organizations will factor in and organizations' ability to update their information as needed. We currently have an ability to do that. I think we need to switch to the new regime and the new type of data that we're going to be featuring. And then, you know, if you've been to the Resource Finder, there was an add your, you know, organization button to the function or update your data. We've disabled that, so that is we don't want folks to go into the old tool and input the information. We want to go to the new one, but we will definitely factor that in prior to launching and try to come back at the next meeting with a little more information about how we're going to, you know, at least initially address that issue, so thank you very much.

Thanks, Scott, and for all the questions. I see two more comments in the chat, and thank you so much for the love, Eduardo. Good to see you on here again. Let me let us know if you want to raise any questions or discuss your comment further. And then Karen, I see that you are on camera. You added a comment in the chat. I could definitely read it out loud, or if you would like to go unmute, feel free to do so. Give us a...there we go.

Okay. I mean, Long Beach does a great job of getting the information out to residents. Thank you, Estefania. And the problem is that the providers aren't always accurately telling the truth. You know, they advertise unlimited data



loads. They advertise unlimited length of time. And then I'm on my third, I don't have any internet right now, I haven't for last year, because it was dropped, and now I understand better that it's a grant issue. But the internet providers need to let me know. Older adults primarily use their phones for their internet. And they don't aren't equipped with the knowledge or the equipment to manage a lot of things. They would like to be, but they're not. We have all these giveaways with tablets, which older adults with arthritis cannot use a tablet. So, I know LA County has a number of tablets in a warehouse somewhere that have not been distributed. So, I would like to see a more effective use of resources. And more broad distribution in holding the providers to account. You know, I keep getting messages that I'm I keep exceeding my data plan. And I was sold with unlimited data access, and that's not true. So, I just want the providers to be held to delivering truthful information. And I would like to see a template that they all have to use so that it could be easy for people to compare what they're offering, and there's something in writing so they can be held accountable. Thank you.

Yeah, we understand that's a problem, and I think, full disclosure, some of that is the domain of, you know, the regulators, the PUC and the FCC, but we are keenly aware that getting information about the availability of low-cost service offers and having that match as closely as to what is received versus what is advertised is an issue, and that's something we're going to be taking on in the capacity that we have, not as a regulator in the next couple months, and we'll have more to share later about how we're thinking we might be able to partner up with ISPs on that.

Wonderful. Thank you for all your comments and questions and Scott for answering them. Wanted to close the discussion portion and introduce our next presenter, James Spencer, our Broadband Administrative Manager from OBDL.

Yeah, thank you, Anh and thank you, everybody. As Anh said, my name is James Spencer, and I am the Administrative Manager of the Office of Broadband and Digital Literacy. We appreciate your partnership and engagement and thank you for joining us today. Next slide, please. So, as we've previously communicated out and in this limited time frame, we're going to use our existing staff and resources to move forward as much as we can, so we've internalized your input from the survey at the last meeting. And we're still looking at providing centralized services, tools, and resources, we can develop, procure, or curate, and then make available. There were some comments on

whether we could provide a digital equity plan template, and that's something we're working on developing. You know, and as you heard earlier, Maile talked about how we were modifying the DEEM Survey to modify the Resource Finder based on input. And so, for the rest of these here, we're looking at how we can facilitate innovative ideas that lead to partnerships around any of these activities that are either part of the Digital Equity Plan or mentioned in the last meeting. Next slide, please. And so, as I said, we're looking at ways, innovative ways, to do as much as we can and how we can establish partnerships to get the work done given our constraints. So these are the buckets we're currently considering. So we have low-cost offers, trackers, and simplified enrollment processes, expanded access to digital literacy skills and training, increased number of trained digital navigators and digital navigation services,

an increase in low-cost devices available, an expansion of the statewide statewide device ecosystem, expanded access to online educational tools and resources, and expanded access to industry-aligned digital workforce training programs. We are also looking at refined and enhanced... enhancing the California digital equity data. And then, finally, I wanted to note, related to the collective funding action, we are really thankful for the suggestions last time about collective action funding. So we've been putting our heads together to try to figure out a way to support this ecosystem, and now we'll open up for discussion.

Thanks, James. Looking over the Q&A box, I don't see any and wanted to give folks a few minutes to raise their hands, input comments or questions in the chat as well.

I think one thing that I could do to kind of prime the conversation is that the... The question that we got at the end of the, into the last session about provided data. We're really, you know, looking at ways that we can partner with providers to provide more specific information at a neighborhood level of where affordable offers are potentially available and even, you know, potentially, you know, seeing how we could seek a partnership to, get aggregated data on, you know, the number of folks that are enrolled in those low-cost programs. This is something in the past has been quite challenging, and it still may be. But we know that both are important to local and regional communities, and organizations like yourself. Like, if you're gonna go out there and help folks, you want to make sure that the program's available, where it says it is, and then, you

know, I think it would also be useful to, to be able to track the efficacy of those efforts, to be able to create a dashboard within the,

you know, constraints or sensitivities of the providers themselves. So that's something we're looking at.

This time, I do not see any questions in the chat or in Q&A. So, if it's alright, we can move on to the next portion, and if there's any questions for James, please put it in our Q&A, in our chat, and we'll get right to it. Next up, we'll bring back our Aracely to talk through digital equity resources.

Thanks Anh, good to see everyone here again. So, next slide, please. So at the last stakeholder briefing, we provided an overview of key CPUC programs to support broadband adoption, digital literacy projects, network equipment for public entities, as well as tribal broadband needs and access. So today we, you know, want to remind everybody of upcoming deadlines, particularly at the start of the new year coming up on January 1st, for all of three grants listed here. Next, slide please. So the PUC continues its efforts to close the digital divide and the affordability gap through the creation of the California LifeLine Pilot Program, which was launched in August of this year. As reported at the most recent Broadband Council meeting, the PUC provided an update in terms of the launch date, which will be taking place in the first quarter of the new year in January of 2026. The target is to increase subscriber participation to reach approximately 4.3 million eligible households. And this 3-year pilot program allows eligible consumers to apply their California LifeLine subsidy noted here to any internet plan that meets the minimum service requirements, with eligibility requirements listed here. So as we continue to receive more updates on the rollout of the LifeLine Pilot Program from the PUC, we'll continue to share information at future stakeholder briefings and again, the QR code is noted on the bottom right-hand corner if anybody wants to read the full ruling. And we'll go ahead and open it up for discussion. Thank you, everyone.

Thanks so much, Aracely. Give folks a few minutes to put questions in the chat or raise your hand out. Right now, we do not have any. We're doing great! Is there an end date? I assume Eduardo, do you mean for one of the grants, or the LifeLine Program? Feel free to go off mute to clarify your question?

Here, I'll... Eduardo may be in a place that he can't go off mute, so if the question is about an end date to the LifeLine Pilot Program, the decision by the PUC in late August was to by the Commission, was to do a 3-year pilot program.

So, you know, I think currently that's all the information we know, and you know. Okay.

Question by George or is that a clarification? AB1414 will be counterproductive in discouraging bulk internet service providers to provide permanent low-cost programs. It will be important to promote the LifeLine subsidies.

We don't really comment on legislation during these settings, but we do agree, it's going to be important to promote LifeLine subsidies, and you know, the Broadband Council received information about the... or a presentation from PUC at the last meeting, and I'm really hoping that, you know, the statewide Get Connected! mobilization is gonna, you know, lend its support, and all the regional partners to both promote LifeLine and help folks, you know, enroll in LifeLine, because it's not exact replacement for the Affordable Connectivity Program, but it is a very nice tool for us to have back in our quiver, our toolbox here in California. And I think, Anh, the one thing that I would like to share that one of the pre-enrollment for pre-registration questions that was asked prior to this meeting was, there were a couple entities that wanted to know how to become formal parties to upcoming mergers that are occurring in the industry to be able to weigh in how if those mergers go through, they would benefit local communities. That's really something that's in the domain of the Public Utilities Commission, but we did confer with them, and we were given information that the team is going to drop into the chat about how anyone can become a formal party and weigh in on mergers and any potential suggested merger conditions. So, the team has already dropped that in the chat, so if one of the folks who asked that question is here, you're able to get that.

Thanks for bringing that back up, Scott. Definitely remember from last time, as well as our pre-registration questions. George, I see another comment in the chat. Would you like to go off mute and comment on that, or just for the awareness of the audience? We'll fix that technical difficulty a bit. I don't see any more questions, and I think we're just ready about ready to go to the last portion of the agenda, and if there's time at the end, happy to address any other comments and questions. So the last portion is actually me. I'll come back and share a few next steps and close our meeting. Next slide, please. So, as Maile mentioned earlier, and as James also referred to our Digital Equity Resource Finder Data Intake Survey will be launched very soon within the next month, as Scott shared, so please take a close eye and look out for your email. Usually, we send it in our monthly email update as well as a thank you that

comes after this meeting, and our upcoming DE Stakeholder Meeting is on Wednesday, November 19, starting at 2 PM via Zoom, so very similar to this. The registration is now in the chat, and the QR code can get you to that resume registration page as well, so those are our immediate next two actions. Hopefully, you know, if you find us and we get to see you next time, we'll leave this slide on, just in case folks want to take note of the dates and the link, but wanted to open go to the next slide before we open up for discussion. So, you can always sign up for our monthly email update using this QR code here. Again, the subscription link is in the chat. Our website is [broadbandforall.cdt.ca.gov](http://broadbandforall.cdt.ca.gov). And contact information for our team is [broadbandforall@state.ca.gov](mailto:broadbandforall@state.ca.gov). And with that, yeah, just want to pause briefly for any questions since we have about 4 minutes left. Thanks, George for the comment. I am not seeing any questions in the Q&A box either, and so with that, I just want to, again, thank you, everyone for participating, and adjourn this meeting. Thank you so much. We'll see you next month. Thanks, everyone.