

ANNUAL PERFORMANCE PROGRESS REPORT FOR SUSTAINABLE BROADBAND ADOPTION

General Information

1. Federal Agency and Organizational Element to Which Report is Submitted Department of Commerce, National Telecommunications and Information Administration	2. Award Identification Number 06-43-B10594	3. DUNS Number 961752131
4. Recipient Organization City and County of San Francisco 1 S Van Ness Ave 2nd FL, San Francisco, CA 941031275		
5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2013	6. Is this the last Annual Report of the Award Period? <p style="text-align: center;"> <input checked="" type="radio"/> Yes <input type="radio"/> No </p>	
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.		
7a. Typed or Printed Name and Title of Certifying Official Brian P Roberts	7c. Telephone (area code, number and extension) (415) 581-4061	
	7d. Email Address brian.roberts@sfgov.org	
7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 01-23-2014	

PROJECT INDICATORS																																																
<p>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). No.</p>																																																
<p>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).</p> <table border="1"> <thead> <tr> <th>Manufacturer</th> <th>Item</th> <th>Unit Cost per Item</th> <th>Number of Units</th> <th>Narrative description of how the equipment and supplies were deployed</th> </tr> </thead> <tbody> <tr> <td>NewTek</td> <td>TriCaster455</td> <td>12,880</td> <td>1</td> <td>Used for video production at the Bay Area Video Coalition</td> </tr> <tr> <td colspan="2">Totals</td> <td>12,880</td> <td>1</td> <td></td> </tr> </tbody> </table> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid gray; padding: 5px;">Add Equipment</div> <div style="border: 1px solid gray; padding: 5px;">Remove Equipment</div> </div>					Manufacturer	Item	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed	NewTek	TriCaster455	12,880	1	Used for video production at the Bay Area Video Coalition	Totals		12,880	1																														
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<p>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 <u>completed</u> the course.</p> <table border="1"> <thead> <tr> <th>Types of Access or Training</th> <th>Number of People Targeted</th> <th>Number of People Participating</th> <th>Total Training Hours Offered</th> </tr> </thead> <tbody> <tr> <td>Open Lab Access</td> <td>65,000</td> <td>50,827</td> <td>0</td> </tr> <tr> <td>Multimedia</td> <td>101,000</td> <td>16,638</td> <td>222,425</td> </tr> <tr> <td>Office Skills</td> <td>3,000</td> <td>1,214</td> <td>6,934</td> </tr> <tr> <td>ESL</td> <td>1,000</td> <td>203</td> <td>3,960</td> </tr> <tr> <td>GED</td> <td>3,000</td> <td>1,342</td> <td>5,100</td> </tr> <tr> <td>College Preparatory Training</td> <td>1,000</td> <td>524</td> <td>3,511</td> </tr> <tr> <td>Basic Internet and Computer Use</td> <td>45,000</td> <td>17,832</td> <td>32,857</td> </tr> <tr> <td>Certified Training Programs</td> <td>2,000</td> <td>769</td> <td>6,533</td> </tr> <tr> <td>Other (please specify): varied</td> <td>20,000</td> <td>3,222</td> <td>23,343</td> </tr> <tr> <td>Total</td> <td>241,000</td> <td>92,571</td> <td>304,663</td> </tr> </tbody> </table>					Types of Access or Training	Number of People Targeted	Number of People Participating	Total Training Hours Offered	Open Lab Access	65,000	50,827	0	Multimedia	101,000	16,638	222,425	Office Skills	3,000	1,214	6,934	ESL	1,000	203	3,960	GED	3,000	1,342	5,100	College Preparatory Training	1,000	524	3,511	Basic Internet and Computer Use	45,000	17,832	32,857	Certified Training Programs	2,000	769	6,533	Other (please specify): varied	20,000	3,222	23,343	Total	241,000	92,571	304,663
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<p>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).</p> <p>The San Francisco BTOP Program reached a diverse group of participants including, school age youth, parents, seniors and people with disabilities. Training through our youth technology and digital media programs, consisting primarily of multimedia training, expanded in 2013 in both breadth and depth, over 2600 participants per quarter received over 120,000 hours of training through the conclusion of the grant in September. While the majority of SF BTOP youth were at the middle school level, we also reached hundreds of elementary and high school youth each year. The majority of these programs also offered training to non-senior adults, mostly from low-income or non-English speaking/immigrant backgrounds .</p> <p>Training for seniors and disabled people focused on digital literacy, but also social media and higher level skills. Digital inclusion training for seniors expanded so that senior participants received 6,800 hours of formal training and over 18,000 hours of open lab time. Collaborating with community partners, DAAS was able to create a new user computer training curriculum in 4 languages, consisting of</p>																																																

16 lessons in each language, for a total of 64 lessons.

Participants reported gains in technical knowledge, comfort/familiarity with technology and acquired skills. According to a qualitative evaluation of the seniors and adults with disabilities program, "DAAS-BTOP has been effective in making computer and Internet technology accessible to seniors and adults with disabilities. The participants appreciate the program, which has significantly increased their confidence in using the technology. The program impacted participants' lives in many positive ways: They feel less isolated and more connected with each other, family, friends, community, and the world; they can more easily communicate with family and friends; and their lives are more interesting through recreational activities and new knowledge. Program staff and volunteers play a significant role in encouraging participants to learn how to use computers and access the Internet." (Increasing Broadband Access for Seniors and Adults with Disabilities in San Francisco, Shinyi Wu, PhD, et al, Viterbi School of Engineering, USC, December 8, 2013 p. iv)

In surveys and focus groups, the vast majority of youth participants are more interested, knowledgeable, and skilled at using technology, particularly as content creators. Most say they learned valuable skills for school and are now more interested in pursuing tech careers. This is very exciting given that most of our sites are located in resource-poor neighborhoods that have been mostly left out of the city's tech economy. Most youth report improvement in 21st century skills such as creativity, collaboration, and self-expression. Adult participants also reported improvements, many being digitally illiterate prior to BTOP, they learned basic computer and Internet skills and applications, and just as important, gained the confidence to not be afraid and actively use technology. The labs created through the BTOP will have lasting benefits for San Francisco residents. For the youth technology program, nearly all sites (8 out of 10) were lacking in current technology prior to the grant. At several school based sites, the BTOP lab became the de facto computer lab for the entire school. BTOP tech coordinators at school-based sites maximized use of the labs by collaborating with teachers. The Vietnamese Youth Development Center's lab serves as the only computer lab of its kind in the disadvantaged Tenderloin community. For the seniors and adults with disabilities program, 55 labs with 248 computers were deployed in a wide range of entities including: public housing, Adult Day Centers, Senior Housing sites, Supportive Housing, and Senior Centers.

5. Please estimate the level of broadband adoption in the community(ies) and/or area(s) your project serves, explain your methodology for estimating the level of broadband adoption, and explain changes in the broadband adoption level, if any, since the project began.

5a. Adoption Level (%):	Narrative description of level, methodology, and change from the level at project inception (600 words or less).
83	Our estimate of broadband adoption is based on the percentage of respondents to a survey of a randomly selected group of San Francisco residents known as the "City Survey". The City Survey is a biennial survey most recently completed in May 2013. The adoption level represents a 13% increase over the level at project inception. Here is a link to the report: http://openbook.sfgov.org/webreports/details3.aspx?id=1572

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)?

According to our program evaluation, the main barriers preventing seniors and adults with disabilities from using computers are their (1) concerns about eyesight, (2) limited computer-related capabilities, (3) lack of interest in computers or the Internet, and (4) limited English language skills. Our program has sought to address these issues by installing magnification software (Zoomtext) on PCs, providing training on computers, demonstrating the relevance of the Internet in the course of training and providing training in multiple languages.

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)

Not Applicable.

8. Please describe any best practices / lessons learned that can be shared with other similar BTOP projects (900 words or less).

For our youth technology/digital media programs, we learned a two important lessons which would guide future program design: (1) digital media programs generate more consistent interest among youth if they are focused on a project and tied to broader educational or community endeavor and (2) youth are interested in improving coding skills.

For the seniors program, our evaluators identified a number of potential improvements: (1) technology centers could tailor courses to encourage computer use, (2) identify volunteers who can assist regularly and who speak clients' languages, (3) encourage participants to try the computer, (4) provide separate rooms for computer use, and (5) extend opportunities for open labs. Additional resources may be required to expand courses that encourage nonusers to try the computers, provide additional printers and keyboards customized for clients' native languages, authorize center staff to install applications of interest to participants, and attract trainers who speak clients' languages.