

**ANNUAL PERFORMANCE PROGRESS REPORT FOR SUSTAINABLE BROADBAND ADOPTION**

**General Information**

<b>1. Federal Agency and Organizational Element to Which Report is Submitted</b> Department of Commerce, National Telecommunications and Information Administration	<b>2. Award Identification Number</b> 25-43-B10582	<b>3. DUNS Number</b> 958165953
<b>4. Recipient Organization</b> BOSTON, CITY OF 1 CITY HALL PLAZA RM M4, BOSTON, MA 022011001		
<b>5. Current Reporting Period End Date (MM/DD/YYYY)</b> 12-31-2011	<b>6. Is this the last Annual Report of the Award Period?</b> <p style="text-align: center;"> <input type="radio"/> Yes    <input checked="" type="radio"/> No                 </p>	
<b>7. Certification: I certify to the best of my knowledge and belief that this report is correct and complete for performance of activities for the purposes set forth in the award documents.</b>		
<b>7a. Typed or Printed Name and Title of Certifying Official</b>  Bruce Havumaki	<b>7c. Telephone (area code, number and extension)</b>  617-635-1300	
	<b>7d. Email Address</b>  Bruce.havumaki@cityofboston.gov	
<b>7b. Signature of Certifying Official</b>  Submitted Electronically	<b>7e. Date Report Submitted (MM/DD/YYYY):</b>  02-28-2012	

**PROJECT INDICATORS**

**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).**

Technology Goes Home (TGH) and Online Learning Resource (OLLR): The programs provide participants with a netbook computer. OLLR provides those who successfully complete OLLR with a Windows-based netbook. The exact manufacturer changes based on availability. The rationale for this decision includes the ease of transporting the devices (many families take public transit), the ease of acquiring a signal in wireless access points (they have a wireless NIC card), the small amount of space required in the participants' homes, and the ability for the device to be mobile – allowing participants to go to free wireless sites in their community if they are not able to access the Internet at home. These devices provide sufficient computing capacity for participants to use them in advanced classes.

Connected Living (CL): High Speed Internet access is currently provided to the Boston Housing Authority buildings in this program through cable modems. For \$50 graduates and receive a voucher to purchase a computer or broadband service.

**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).**

Manufacturer	Item	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed
Acer	Acer Aspire One	325	750	On the last day of the training, the netbooks were delivered directly to the training site and given to the trainer who distributed the equipment to the parents. Parents pay their \$50 co-pay directly to the vendor. Our cost is \$50 lower than the price listed. (TGH)
Acer	Acer Aspire One	309	750	On the last day of the training, the netbooks were delivered directly to the training site and given to the trainer who distributed the equipment to the parents. Parents pay their \$50 co-pay directly to the vendor. Our cost is \$50 lower than the price listed. (TGH)
Samsung	Samsung Galaxy Tab	358	50	Galaxy pilot. Similar deployment to netbooks (TGH)
Samsung	Samsung Galaxy Tab	308	17	Galaxy pilot. Similar deployment to netbooks. (TGH)
Apple	iPad	479	20	Similar to above, used with children with significant disabilities (physical disabilities, autism, blind) (TGH)
Apple	iPad	499	5	Similar to other iPad deployment (TGH)
Samsung	Samsung N145 Series Netbook	325	102	On or shortly after the last day of the training, the netbooks were delivered directly to the training site and given to the trainer who distributed the equipment to the parents. At this time students are given a special training on how to set up their netbooks and how to access and install free software for virus protection, word processing, spreadsheets, presentations and more. OLLR Graduates pay their \$50 co-pay directly to the vendor. Our cost is \$50 lower than the price listed. (OLLR)
<b>Totals</b>		2,603	1,694	

Add Equipment

Remove Equipment

**2b. To the extent you distribute equipment/supplies to beneficiaries of your project, please describe the equipment/supplies you distribute, the quantities distributed, and the specific populations to whom the equipment/supplies are distributed (600 words or less).**

TGH: We distribute computers/tablets to all families/participants who participate in TGH. Thus far, we have completed training with 2,003 families and 571 individuals for a total of 2574 households (a total of 4,518 individuals) receiving technology and training. Based on our parent survey, our students include:

- 90% people of color
- 46% report their first language other than English
- 86% have no college diploma
- 40% have no high school diploma
- only 29% report having a household income over \$25,000
- 40% of school based classes have students with an identified special need

To date, TGH has distributed 2,003 netbooks/tablets to families, and 571 netbooks/tablets to individuals.

OLLR: The program's graduates, who are out of work adults, will be eligible to purchase a netbook with a \$50 co-pay. OLLR has distributed 102 netbooks thus far.

CL: After 12 hours of Internet/broadband training, the resident is given a "broadband assessment" to determine "adoption" of broadband. Upon passing broadband assessment and the receipt of a \$50 copay from resident to BHA, the resident is given a voucher

to redeem for one laptop for use in their apartment for the duration of tenancy and free internet in their apartment through August of 2012. So far 97 vouchers have been provided to residents who have met the requirements.

**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 cumulatively from award inception to the end of the most recent calendar year. For each type of training (other than open access), please count only the participants who completed the course.**

Types of Access or Training	Number of People Targeted	Number of People Participating	Total Training Hours Offered
Open Lab Access	383	383	0
Multimedia	0	0	0
Office Skills	0	0	0
ESL	0	0	0
GED	0	0	0
College Preparatory Training	0	0	0
Basic Internet and Computer Use	4,914	4,703	72,090
Certified Training Programs	0	0	0
Other (please specify): OLLR	190	190	45,600
<b>Total</b>	<b>5,487</b>	<b>5,276</b>	<b>117,690</b>

**4. Please describe key economic and social successes of your project during the past year, and why you believe the project is successful thus far (600 words or less).**

TGH: Based on our pre survey, 64% of parents had never participated in their child's school before TGH @ School. Based on our post survey, 98% of parents are now planning to be more involved in their child's school. 80% of participants state they are more likely to use on-line resources for banking, 88% say they are likely to use on-line resources for job searches, and 98% would highly recommend TGH to others. We currently have more demand than we can meet and the word is spreading quickly to other cities and states. The people from outside Boston who request information are given total access to our assets (curriculum, web site, flyers, videos).

OLLR: OLLR focuses on unemployed and underemployed adults who do not have the technology and workforce readiness skills to be successful in jobs requiring any kind of technology skill. For the most part students live in the greater Roxbury neighborhood which is one of the most socially disadvantaged neighborhoods of Boston. While complaining about the amount of work required to be successful in OLLR, participants are recommending it to peers and the classes are always fully subscribed. Managers of One-Stop Centers and other placement agencies continue to contact the TSN to ask how their organizations can partner with us to provide technology training to their clients and employees.

CL: The program has brought awareness of broadband and social connections through Connected Living Community Program Managers and Connect Living employees donating their time and resources to fund multiple BHA community Holiday Celebrations which brought people together within the buildings.

Program participants now have education and access to online shopping, online banking and government resource information sources. We continue to impact participants through wellness training and resume building.

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

<b>5a. Adoption Level (%):</b>	<b>Narrative description of level, methodology, and change from the level at project inception (600 words or less).</b>
70	<p>The three sub-recipients of this grant work with very different populations and the adoption levels of these communities vary dramatically. For example, TGH is seeing rates which average near 70% before attending classes and at rates as high as 90% after attending classes. Because most are families with school aged children, the adoption rate is thought to be high. CL, on the other hand, reports a current level of 27%. Question 5a allow entry of a single number between 1 and 100. Because of the diversity, we choose to enter 70%, the low end of the TGH adoption rate since TGH @ School represents approximately 80% of the entire grant population.</p> <p>TGH - Currently, TGH has each adult participant fill out an application, complete an on-line pre-survey in the first class, a post-survey in the final class, and a six-month and one year follow up survey. The data indicates that there are far higher rates of existing access than originally thought. This is especially true</p>

<p><b>5a. Adoption Level (%):</b></p>	<p><b>Narrative description of level, methodology, and change from the level at project inception (600 words or less).</b></p>
	<p>for participants who are parents of school-aged children. All trainers are asked to prioritize their classes by including un-connected participants at the top of the list. Currently we have 479 adoptees. We base this number on our starting percentages (from pre-survey) and the data collected in the post, and follow up surveys. Using the surveys percentages of adoption (before and after), we extrapolate to find the percentage of the whole. Currently, the follow up survey indicates Internet access rates of 90%.</p> <p>CL: Broadband adoption is trackable through a combination of Connected Living Network reporting and CPM status reports.</p>
<p><b>6. Please describe the two most common barriers to broadband adoption that you have experienced this year in connection with your project. What steps did you take to address them (600 words or less)?</b></p>	
<p>TGH: 1. The process of completing the application for the Comcast promotion is complex and fraught with potential stumbling blocks. Families often get frustrated and do not complete the process. We have intervened and worked with Comcast to create a simplified process. In addition, we are working with Boston Public Schools to support the adoption of Internet Essentials by all eligible families, whether or not they participate in TGH.</p> <p>2. More of our families with students in schools already have access (up to 70%). We have discovered that this is not uncommon. Therefore, our number of new adopters is not as high as we assumed it would be. However, at 6 months out, 90% of our families are connected.</p> <p>OLLR: 1. Cost for reasonable service from providers such as Comcast and Verizon is too expensive for population served by OLLR.</p> <p>2. Many participants are already Comcast or Verizon customers and cannot take advantage of the low cost Internet service.</p> <p>CL: 1. There was a delay in bringing broadband to the apartments of residents who graduated from the CL Program. We felt that this delay could have affected our recruitment and adoption with the second round of computer learning classes. We worked closely with the BHA to get the situation resolved.</p> <p>2. Some of the issues we faced with residents not completing their classes was due to illness, language barrier, family commitments or the lack of computer benefit awareness. We were able to help with the language barrier by bringing in a Chinese interpreter to attend many of our classes, this made a substantial difference in participation.</p>	
<p><b>7. To the extent that you have made any subcontracts or sub grants, please provide the number of subcontracts or sub grants that have been made to socially and economically disadvantaged small business (SDB) concerns as defined by section 8(a) of the Small Business Act, 15 U.S.C. 647, as modified by NTIA's adoption of an alternative small business size standard for use in BTOP. Please also provide the names of these SDB entities. (150 words or less)</b></p>	
<p>OLLR: All sub grants to date for OLLR have gone to non-profits who house Timothy Smith Centers. Equipment is purchased through HiQ, a minority, woman-owned business.</p>	
<p><b>8. Please describe any best practices / lessons learned that can be shared with other similar BTOP projects (900 words or less).</b></p>	
<p>TGH: Our train the trainer model is a very effective way to support trainers. We do large trainings in the fall and smaller community based trainings as needed during the school year. Our curriculum is fully developed, with pdfs and webcasts with verbal explanations. This has been powerfully effective in supporting both the trainers and the participants as they can refer to the directions often. We keep all our work open and free to anyone who is interested. We find that several of the sites we highlight connect with us and some even post our directions on their sites.</p> <p>Additionally, we have developed relationships with a variety of community partners and have supported their efforts to get their folks signed up for the Comcast low cost Internet program. Though we still find the process to be a deterrent to interested parties, we have been more successful lately in moving people from application to installation.</p> <p>OLLR: Recruit, recruit, recruit—key to successful completions.</p> <p>CL - Illiteracy is high in the low income public housing space therefore any relationships that will promote literacy training in buildings is desired. Secondly, there exists a language barrier in public housing so technology adoption programs must be offered in supporting languages. Finally community program managers/trainees are best suited when they represent or are familiar with diverse neighborhood surrounding the housing authority building.</p>	
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