

**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> 12-31-2013	<b>6. Is this the last Annual Report of the Award Period?</b> <p style="text-align: center;"> <input checked="" type="radio"/> Yes    <input 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>  03-31-2014	

**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).**

Online Learning Readiness (OLLR) and Tech Goes Home (TGH) - OLLR provides those who successfully complete OLLR with a Windows-based netbook. TGH selects from a broader range of devices (netbook, chromebook, tablet) that depends on the specific make-up of the class. For example, iPads are chosen for very young children because they support the use of the best literacy apps and also for students with significant disabilities as iPads have excellent accommodations.

Both OLLR and TGH purchase specific brands primarily based on the cost of the device. The rationale for the decision to provide light, portable devices includes the ease of transporting the devices (many families take public transit), the ease of acquiring a signal in wireless access points, the small amount of space needed in the participants' homes, and the availability of 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): CL was not active during 2013. In the 2 years that CL was on site, they offered each graduate a voucher for \$50 to purchase a computer or broadband service. During the past year BHA was able to fund limited operation of the 3 sites through matching funds.

**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
Netbooks	Acer Aspire	209	1,160	Netbooks delivered to each participant once all requirements were met (completion of final project, successful completion of 15 hours of training) - cost inc. storage, support and delivery (TGH)
Apple	iPad Minis	300	11	iPads delivered to each participant once all requirements were met (completion of final project, successful completion of 15 hours of training) - cost inc. storage, support and delivery (TGH)
Apple	iPads	494	24	iPads delivered to each participant once all requirements were met (completion of final project, successful completion of 15 hours of training) - cost inc. storage, support and delivery (TGH)
Nexus	7 Tablet	219	27	Tablets delivered to each participant once all requirements were met (completion of final project, successful completion of 15 hours of training) - cost inc. storage, support and delivery (TGH)
Chromebooks	Acer	216	334	Chromebooks delivered to each participant once all requirements were met (completion of final project, successful completion of 15 hours of training) - cost inc. storage, support and delivery (TGH)
Netbooks	Acer Aspire	270	189	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. 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. (OLLR)
<b>Totals</b>		1,708	1,745	

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).**

OLLR: The program's graduates, who are out of work adults, are eligible to purchase a netbook with a \$50 co-pay.

TGH: We distribute computers/tablets to all families/participants who participate in TGH. Thus far, we have completed training with 4,912 families, 1,908 community participants, and 12 micro businesses, for a total of 11,591 people trained in 6,832 households. Based on our parent survey, our participants include:

- 91% people of color
- 52% report their first language other than English
- 86% have no college diploma
- 32% have no high school diploma
- 65% report having a household income of under \$25,000
- 40% of school based classes have students with an identified special need

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	906	357	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	11,958	11,812	179,169
Certified Training Programs	0	0	0
Other (please specify): OLLR, Internships, Train-the-Trainer-OLLR	1,004	952	108,640
<b>Total</b>	<b>13,868</b>	<b>13,121</b>	<b>287,809</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).

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. Served 906 students (113.25% of grant targets); 464 completions (82.86% of grant target); 439 placements (109.75% of grant target). Of more significance is that 94.61% of those who successfully completed OLLR found employment, registered for advanced technology classes or enrolled in college. Being able to offer paid internships enabled OLLR graduates trying to change careers the opportunity to gain actual employment experience in their new fields.

TGH: For students with significant disabilities, 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 unfettered access to our assets (curriculum, videos, web site, flyers, videos).

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).
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 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 1367 adoptees (households). 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>

**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)?**

OLLR: Many OLLR students already have some kind of broadband in their homes. Others are ineligible for reduced rates from Comcast and the market rates available to them are out their means.

TGH -

We have found four common barriers to adoption during our implementation:

1. Relevance - how does access matter to me?
2. Cost - I cannot afford the monthly service.
3. Fear - This is new to me and I am afraid of either breaking the computer, of appearing incapable, or of the potential for bad things to happen.
4. Language - Folks who do not speak English do not realize that there are many resources that are available to support them.

**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)**

OLLR - All sub grants to date for OLLR have gone to non-profits in the City of Boston. Equipment is purchased through HiQ, a minority, woman-owned business.

TGH N/A

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

OLLR:

1. Keep control of all aspects of the program. Timothy Smith Network (TSN) centers were allowed to recruit their own students and many did not recruit students who were committed to finding employment or participating in advanced technology classes. While we conducted many train-the-trainer sessions, the TSN did not have a say in the selection of instructors resulting in uneven quality of instruction and ultimate results.
2. Once we implemented the internship program, we discovered that many graduates were not successful in procuring employment because they could not (or would not) follow the directions in the job descriptions and could not complete employment applications in a timely manner. We are stressing these skills in current and subsequent cycles of OLLR.

TGH:

1. Finding and connecting tech and second language experts to work directly in classrooms and to help us with online translations. This group helps publicize the program, sharing feedback to help us improve, and by providing needed class specific supports.
2. Data collection is key to refining the program and maintaining the fidelity of the implementation. We collect applications, pre-surveys, post-surveys, and 6, 12, and 18 month follow ups. We also look at Google analytics to examine our site's hits and bounce rates.
3. Though the technology is often the reason participants sign up, they actually are most pleased that they have made personal connections - to the trainer and his/her organization as well as to the other participants. Our data indicate that participants stay connected over time.
4. Providing the training in the participant's native language is key to success.

CL:

- 1) Because illiteracy is high in low income public housing communities, any relationships that will promote literacy training in buildings is helpful.
- 2) There exists a language barrier in public housing so technology adoption programs must be offered in supporting languages.
- 3) Community program managers/trainees are best suited when they represent or are familiar with diverse neighborhoods surrounding the housing authority building.