

**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> 42-43-B10571	<b>3. DUNS Number</b> 077064095
<b>4. Recipient Organization</b> Urban Affairs Coalition 1207 Chestnut Street Suite 700, Philadelphia, PA 19107-4101		
<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>  Arun PrabhaKaran	<b>7c. Telephone (area code, number and extension)</b> 215-851-1774	
	<b>7d. Email Address</b> APrabhakaran@UAC.org	
<b>7b. Signature of Certifying Official</b> Submitted Electronically	<b>7e. Date Report Submitted (MM/DD/YYYY):</b> 02-15-2012	

PROJECT INDICATORS																																																
<p><b>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).</b></p> <p>We do not focus on one particular broadband technology. We currently promote the Comcast Internet Essentials program and plan to soon promote internet access through Clear Wi-Max. Some sub-recipients also provide participants with information on a range of other internet options.</p>																																																
<p><b>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).</b></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>N/A</td> <td>N/A</td> <td>0</td> <td>0</td> <td>N/A</td> </tr> <tr> <td colspan="2"><b>Totals</b></td> <td>0</td> <td>0</td> <td></td> </tr> </tbody> </table> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <span>Add Equipment</span> <span>Remove Equipment</span> </div>					Manufacturer	Item	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed	N/A	N/A	0	0	N/A	<b>Totals</b>		0	0																														
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<p><b>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).</b></p> <p>Philadelphia Housing Authority residents who complete eight hours of training receive a free netbook. Since project inception, 879 netbooks have been distributed. Recipients must reside in public housing in Philadelphia, but are otherwise demographically diverse.</p>																																																
<p><b>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.</b></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>368</td> <td>352</td> <td>0</td> </tr> <tr> <td>Multimedia</td> <td>659</td> <td>595</td> <td>7,281</td> </tr> <tr> <td>Office Skills</td> <td>177</td> <td>253</td> <td>4,129</td> </tr> <tr> <td>ESL</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>GED</td> <td>77</td> <td>77</td> <td>518</td> </tr> <tr> <td>College Preparatory Training</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Basic Internet and Computer Use</td> <td>40,438</td> <td>4,287</td> <td>44,167</td> </tr> <tr> <td>Certified Training Programs</td> <td>291</td> <td>218</td> <td>2,133</td> </tr> <tr> <td>Other (please specify): Job Readiness</td> <td>16</td> <td>71</td> <td>320</td> </tr> <tr> <td><b>Total</b></td> <td><b>42,026</b></td> <td><b>5,853</b></td> <td><b>58,548</b></td> </tr> </tbody> </table>					Types of Access or Training	Number of People Targeted	Number of People Participating	Total Training Hours Offered	Open Lab Access	368	352	0	Multimedia	659	595	7,281	Office Skills	177	253	4,129	ESL	0	0	0	GED	77	77	518	College Preparatory Training	0	0	0	Basic Internet and Computer Use	40,438	4,287	44,167	Certified Training Programs	291	218	2,133	Other (please specify): Job Readiness	16	71	320	<b>Total</b>	<b>42,026</b>	<b>5,853</b>	<b>58,548</b>
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<p><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).</b></p> <p>In 2011 we have:                      Provided 68,757 hours of training to 5,853 participants                      Distributed 897 netbooks to Philadelphia Housing Authority residents.                      Created or saved 37 direct jobs.                      Prepared an innovative branding and marketing campaign for launch in the first quarter of 2012.</p> <p>Please note that 10,209 of the 68,757 training hours provided in 2011 were through self-led but instructor supervised e-learning, which is not included in the above table as per NTIA definitions.</p>																																																

Below we have included some of the anecdotes and success stories from our sub-recipients.

Through Drexel's computer training courses for Philadelphia Housing Authority (PHA) residents, several success stories have emerged. Sheila Anthony, a resident of Bartram Gardens Public Housing Development, had never touched a computer before training and now is sending emails and looking for a job. Alfreda Johnson admitted to "shying away" from computers before but now, thanks to training, she is doing online banking and avoiding check cashing stores. Several young PHA residents said they will use their new netbook computers to assist them with homework assignments for their community college courses. Drexel also augmented PHA's existing construction apprentice course with computer training, enabling 30 apprentice graduates to receive a free netbook computer in addition to their construction certification, and providing a strong tool for their start-up construction business.

Through Philadelphia FIGHT, people in our communities are gaining valuable job-readiness skills, are increasing their skill set to apply for better jobs, and some have found jobs. Participants have continued to further their education, some of them in the IT field. From a social perspective, the Internet has created a great community of peers, which provide mutual support, resources and/or a voice to their interest and issues. Many participants are starting to break a sense of powerlessness, impoverishment or "being left behind" as they gain the skills to access technology.

YOACAP has had great success with the International Computer Driver's License program (ICDL). One of the first people to become certified through ICDL was a 58 year old resident who is a block captain in Southwest Philadelphia and who runs a community organization. When she first enrolled in the ICDL classes, she got a very low diagnostic score. Now she has passed four out of seven modules and is moving to complete her fifth module. One of her peers is in her late 60s and is completing her certification and moving into her fifth module. These are just two examples of people using the computer program in a successful manner.

Through PEC, a number of participants have been able to achieve goals and improve their lives. Kathy is one of those people. "My name is Kathy. I'm 26 and a single mother. I don't have a computer but I want to be able to help my daughter with her school work on a computer. When I enrolled in PEC's BTOP computer training/JOBS program in August 2011, my goals were to get my own apartment, develop basic computer skills and find a decent job so I could, among other things, purchase my daughter a computer. Since then, I've successfully completed training in computer literacy and I'm working towards earning the Microsoft Office specialist certification. In September 2011, I secured employment, found an apartment and I'm moving into my new place in November. And after all of these successes, the BTOP computer training/JOBS program is helping me to find a refurbished computer."

You can read more success stories on our new blog, <http://www.phillykeyspots.org/blog>.

**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).
41	<p>We do not have any updated data since our proposal to indicate whether internet subscriptions have increased in Philadelphia.</p> <p>We do know that many of our participants are using technologies and tools for the first time in their lives, such as internet search, email, online maps, the Microsoft Office suite, online job search sites, online banking, etc. These tools act as a source of information, education, and entertainment that allow participants to improve their lives and achieve their goals.</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)?**

1. Lack of knowledge/skills: When participants first join our program, they often are nervous about using computers and do not fully understand the benefits of being online. In addition, participants often not only have low computer literacy, but also have low basic literacy. We address these issues by using training curriculum that has been developed to the skill levels of our participants. Some of our sub-recipients have found innovative ways to offer a flexible, tailored curriculum while teaching to classes at different skill levels, such as e-learning tools and pairing less-skilled users with more experienced counterparts. Once we have overcome these initial barriers through our training courses, we have found that participants lack a basic understanding of the internet options available to them. To this end, we are developing a partnership-wide curriculum to de-mystify the internet and help participants understand the basics of getting and using a home computer and internet subscription.

2: Cost: Many people have to prioritize between Internet service and other basic needs due to lack of affordable Internet access. We were excited about the launch of the Comcast Internet Essentials program as a lower-cost internet option. However, we have found that often members of our target population do not qualify, due to not having a permanent residence, having past due bills with Comcast, or not having any school-age children. In addition, Philadelphia Housing Authority residents who live in traditional developments do not have access to Comcast cable/broadband. To address the need for a low-cost internet option better suited to the

population we work with, we have been in negotiations with Mobile Citizen and Wilco to offer Clear Internet since April 2011 and are close to finalizing an agreement. The second component of the cost barrier is a computer. We are distributing netbooks to Philadelphia Housing Authority residents who complete training, and we expect these residents to be among the first to become internet subscribers once we make the Clear service available to them. For other participants in need of a computer, we are promoting local organizations that offer low-cost refurbished computers.

**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)**

The Urban Affairs Coalition has not subcontracted with any socially and economically disadvantaged small business (SDB) concerns.

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

**Outreach**

We have implemented an outreach strategy that ranges from street teams distributing flyers and having conversations at homes, businesses, and other organizations; to a high level social media and branding campaign. Rather than a bottom up or top down approach, we are using the best of both worlds to increase our impact and reach more people. We are also implementing and then measuring the response to discrete campaigns such as our current public transportation advertising campaign.

Another important aspect of outreach is treating computer training as a component of a larger program and taking a holistic approach to our participant's life challenges. Computer literacy has been missing for a long time in ABE, GED and job-readiness courses; acquiring technology skills is a logical next step for people who want to get ahead and prepare themselves for the workforce. For other programs (not education-related), obtaining computer skills is a great way of gaining or increasing life skills and making progress toward a goal. Having a technology aspect to any program is a great way to reach out to potential participants. Organizations are always looking ways to improve the services they deliver to their clients, so we have found that partnering with other social service organizations increases our impact.

**Training**

We approached training our trainers by focusing on how to deliver computer training and instruction to our target population, considering their needs, struggles and challenges. Our curriculum includes exercises and materials that relate to them, and are realistic to their particular level of education and socioeconomic status (such as resumes that are less than perfect).

Another important component of serving a population that often has low literacy levels and multiple life challenges, is to incorporate flexibility into the coursework as much as possible. This includes designing courses that are not strictly linear, so that missing one class session doesn't result in an immediate drop-out. It also includes incorporating e-learning opportunities, and training participants who have gone through basic training to provide one-on-one assistance to their less-skilled colleagues.

Our program encompasses a number of organizations, all of which were encountering similar training challenges. We decided to organize a mini-conference to bring together all of the on-the-ground trainers to facilitate networking, problem solving, and sharing best practices. The roundtable occurred in the beginning of 2012, so we will be sure to share the results in our next annual report.

**Management**

Finally, in terms of program management, we have designed a spreadsheet to track each organization's deliverables. This spreadsheet compares their initial projections for key performance indicators with their monthly results. By updating this every month, and sharing the charts with each organization, we are able to monitor results in real-time and move swiftly to correct any issues that arise.

We also have regular working group meetings on the topics of training, outreach, website/LMS development, and overall strategy. This allows all of the organization in our partnership to collaborate and work together to improve program performance.