

**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> 12-31-2012	<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>  Kate Rivera	<b>7c. Telephone (area code, number and extension)</b>	
	<b>7d. Email Address</b>  krivera@uac.org	
<b>7b. Signature of Certifying Official</b> Submitted Electronically	<b>7e. Date Report Submitted (MM/DD/YYYY):</b> 02-27-2013	

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>                      We do not focus on one particular broadband technology. We currently promote the Comcast Internet Essentials program and Clear Wi-Max internet through a partnership with Mobile Citizen and local cable company Wilco Electronics.</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> <p style="text-align: center;"> <input type="button" value="Add Equipment"/> <input type="button" value="Remove Equipment"/> </p>					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>                      Philadelphia Housing Authority residents who complete eight hours of training receive a free netbook. Since project inception, 3,956 netbooks have been distributed. Recipients must reside in public housing in Philadelphia, but are otherwise demographically diverse.                       The Partnership also works with Wilco Technologies (an internet service provider) and Mobile Citizen to offer internet subsidies and modems to new subscribers. In 2012, 457 Philadelphians received 4G services and modems subsidized through the Partnership.</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>1,390</td> <td>0</td> <td>0</td> </tr> <tr> <td>Multimedia</td> <td>2,671</td> <td>2,150</td> <td>22,476</td> </tr> <tr> <td>Office Skills</td> <td>718</td> <td>670</td> <td>5,277</td> </tr> <tr> <td>ESL</td> <td>152</td> <td>104</td> <td>846</td> </tr> <tr> <td>GED</td> <td>256</td> <td>250</td> <td>1,948</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>65,589</td> <td>15,672</td> <td>138,333</td> </tr> <tr> <td>Certified Training Programs</td> <td>998</td> <td>914</td> <td>7,003</td> </tr> <tr> <td>Other (please specify): Job Readiness</td> <td>867</td> <td>633</td> <td>6,514</td> </tr> <tr> <td><b>Total</b></td> <td><b>72,641</b></td> <td><b>20,393</b></td> <td><b>182,397</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	1,390	0	0	Multimedia	2,671	2,150	22,476	Office Skills	718	670	5,277	ESL	152	104	846	GED	256	250	1,948	College Preparatory Training	0	0	0	Basic Internet and Computer Use	65,589	15,672	138,333	Certified Training Programs	998	914	7,003	Other (please specify): Job Readiness	867	633	6,514	<b>Total</b>	<b>72,641</b>	<b>20,393</b>	<b>182,397</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>                      In 2012 we have:                      -Provided 122,932 hours of training to 14,887 participants (for a cumulative total of 197,262 hours delivered to 20,951 participants, including 558 participants and 14,865 hours delivered through supervised self-guided online learning not included in section 3 above).                      -Distributed 3,077 netbooks to Philadelphia Housing Authority residents (for a cumulative total of 3,956 netbooks distributed).                      -Developed a strong brand image and successfully launched a marketing campaign across Philadelphia (cumulatively close to 5M awareness impressions)</p> <p>The Freedom Rings partnership (referred to herein as the "Partnership") has been successful at reaching our programmatic goals for training and hours ahead of schedule while staying on track with federal spending requirements (training hours is expected to be</p>																																																

reached in January 2013, while training participation goals have exceeded the goal by approximately 39% as of 12/31/2012). In addition, the Partnership has been successful in reaching each of the Partnership's identified target populations: Adults, Seniors, Youth, Unemployed, Underemployed, Formerly Incarcerated, PHA Residents.

Evaluator's from sub-recipient Open Technology Institute (OTI) reported that although the average age of KEYSPOt participants was 43, "KEYSPOTS serve a range of age groups". Further, Rutgers University, another sub-recipient reported: "Through our initial analysis, we contend that KEYSPOtS is a critical component of a novel Philadelphia, helping forge new spaces and practices that speak to the problems of poverty, un/underemployment, truancy and social isolation."

Besides evaluator reports of programmatic success, Keyspots participants and trainers also give firsthand reports of the program accomplishments:

From a trainer from sub-recipient People's Emergency Center: One of my students is a 65-year-old Senior Citizen from Puerto Rico and when he started my ESL Computer Classes he did not have any computer skills, he had no personal form of identification and he didn't know English. For my classes, we needed to login to the Free Library of Philadelphia [a sub-recipient under our "sister" PCC project] to access a language program. So he had to get a Library card in order to take advantage of the English program. Since he did not have an ID or any other documentation for over 20 years he ask the lab and me for assistance with helping him to apply. Together we found the information that he needed to fill out in order to apply and we encourage him to get him an ID for the classes. Now, after over 20 years of living in Philadelphia, he finally has an ID and now can access health services and other benefits for senior citizens in Philadelphia. His computer skills are getting better and he is learning English as a Second Language.

Through the KEYSPOtS' workforce development trainings and "Employment Boot Camps" conducted in partnership with the City's Philly Rising program and spearheaded by sub-recipient Drexel University, one participant wrote about the success of the program: "I learned a lot from the workshop to add to my resume, skills, and even career choice," Johnson said. "I now know how to strengthen my resume with strong vocabulary, and thanks to the workshop presenter Shaun, I just began to consider the option of being a freelance designer."

YOACAP, a sub-recipient, reported that a number of participants in their computer trainings have obtained employment or boosted their employment prospects through their KEYSPOt. For example, Ms. Green who attends computer classes on Saturday's at YOACAP, started her own business. Through trainings at KEYSPOt she was able to design and print her stationary and business cards, create social media pages for her business, and learned to track her business contracts using Microsoft Excel.

You can read more success stories on our blog at: <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	We do not have any updated data since our proposal to indicate whether internet subscriptions across Philadelphia have increased. We do know however that we have helped over 500 Philadelphian's get new subscriptions to the internet. Further programs report

**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. Cost: Many participants reported cost to be a major barrier to broadband adoption. To address this issue, we have partnered with Clear/Mobile Citizen to offer subsidized internet subscriptions. This low cost option (which costs \$15/month and includes a free modem - subsidized through the program) is computer training participants who would be new subscribers. We also partner with Comcast Internet Essentials to promote their \$9.95 per months internet option, for those that qualify. Although this greatly reduces the cost of broadband, the cost still is prohibitive for some participants.

2. Lack of Knowledge/Apprehension about Technology: Program participants often discuss the lack of knowledge surrounding computers and their application as a reason why they have shied away from broadband adoption. According to the Q3 2012 evaluator report from OTI, "Webguides explained that the vast majority of training participants increase their digital literacy skills. Many people make a significant leap from initial repulsion and fear of even turning a computer on to becoming KEYSPOt regulars, using the computers and Internet for work, study, community engagement, etc. One webguide shared how she held deep fears of computer viruses and did not know how to use a mouse before the training. With the help of her instructor, she not only progressed quickly, but the KEYSPOt later offered her a job as a webguide after she graduated because of her self-initiated efforts to support her classmates. Another webguide recounted the story of a Hispanic participant in his thirties with no technology experience. This young man experienced a steep learning curve and yet eventually moved from basic training to audio/video classes, later producing an informational video on immigration to help people in his community better understand the topic." As discussed in the OTI quote above, through training programs and apt curriculum development, we have worked to de-mystify the internet and technology.

**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:**

The promotion of KEYSPOTS including its branded logo and consistent, timely and effective marketing efforts have helped KEYSPOTS optimize our impact throughout Philadelphia. Key ingredients in our outreach successes include:

- mobile website: <http://phillykeyspots.org> for quick access to KEYSPOT information and training locator;
- consistent/timely updates on the KEYSPOTS blog and social networking sites (twitter: @phillykeyspots and facebook: facebook.com/phillykeyspots, etc.); and
- participation at several city-wide events (MLK signature event two years in a row, ShopRite Superstore's KEYSPOT day, Digital Job Fairs, etc).

Recent results of the outreach efforts have included over 400,000 impressions and articles in [cbslocal.com](http://cbslocal.com) (12/31/2012), [technicallyphilly.com](http://technicallyphilly.com) (10/8/2012), and [www.philly.com](http://www.philly.com) (9/21/2012).

**Training:**

Peer-to-peer education and focus on the program's target populations are key best practices/lessons learned regarding BTOP Training. Peer learning has been a particularly important tool in classrooms where individuals have different skill levels or learn at different paces, and as a way to customize learning when the class size is too large to enable the instructor spend one-one-one time with each participant. Flexibility and relevance have been key to attracting and retaining participants in training programs. Programs range from one-time workshops to intensive months-long training curricula. Trainers ensure relevance by using real world examples, tailoring learning to a specific goal or goals, and soliciting feedback from participants to inform changes to current and future class offerings. KEYSPOTS hosted two Training Roundtables in 2012 where trainers come together for a mini-conference: a day of professional development, including the discussion of resources, shared obstacles and discovered solutions.

**Management:**

Finally, workgroups/teams of program managers/coordinators focused on marketing, sustainability, evaluation, training, and online learning that meet at least monthly, have helped boost the productivity of the Partnership and build cohesion amongst the group. Workgroups have been instrumental in solving problems as they arise and developing the course of action for the program.