

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 17-43-B10507	3. DUNS Number 140652640
4. Recipient Organization City of Chicago 50 W. Washington St., Suite 2700, Chicago, IL 60602		
5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2011	6. Is this the last Annual Report of the Award Period? <p style="text-align: center;"> <input type="radio"/> Yes <input checked="" 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 Francesca Rodriquez	7c. Telephone (area code, number and extension) 312.744.4081	
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7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 02-16-2012	

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).

The City of Chicago's sustainable broadband adoption project does not promote one particular broadband technology, instead it aims to educate residents on the different options available. The City and its partners are addressing the primary barriers to adoption: cost, lack of interest, and difficulty of use.

Our strategy for Broadband Technology Adoption is based on a multi-pronged approach. Existing "Smart Communities" and their corresponding "Smart Community Plans" tie into an overarching master plan centered on five strategies: build awareness, expand digital education and training, improve access to technology, generate local content about neighborhood news and resources, and help grow existing businesses and attract new ones. Other key projects in progress include marketing campaigns to boost adoption, creation of FamilyNet Centers for training and access, expansion of broadband at public computing sites, community portals for the remaining communities, expansion of youth programs in schools and at libraries, and the establishment of more Business Resource Centers that build capacity.

The broadband technologies the YOUmedia branch expansion project supports are access to laptops utilized by students who attend the program at the library. Students can use Mac laptops to take part in digital media workshops, create digital media artifacts, and engage with private online social networks that fosters their creativity and learning around digital media. YOUmedia participants also have access to new digital media technologies that allow them to learn and demonstrate new media skills on professional music, graphic, and video equipment such as MPC machines, digital drawing tablets, and high quality video and photography cameras.

With access to the laptops, students have gained access to online networks and open-source programs that have allowed them to further their digital media education. YOUmedia students can now interact with one another on the private social network where they can discuss media from a social and technical perspective, receive constructive feedback from peers around the media artifacts they create, and interact with mentors who are professionals in various digital media fields to gain further knowledge and expert advice around the medium they interact with most. Students can access and learn to navigate open-source graphic design and music platforms that they can access from any internet device and connection.

The Digital Youth Network (DYN) program requires technologies such as computers (laptops and PCs) with internet access as well as software specific (e.g. Aviaary Garage Band, iMovie, Media Maker, Adobe Photoshop) to each medium.

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
McGraw Hill training materials (Software)	Software	5,194	1	Supplies were purchased by the sub-grantee, SERC Corporation and received by the designated personnel at their office location.
HP Proliant ML 350 Server	Server	5,197	1	Supplies were purchased by the sub-grantee, SERC Corporation and received by the designated personnel at their office location.
T710 Tower Chasis for up to 8 (3.5 in HD) 3GBps	Server Tower	5,227	1	Supplies were purchased by the sub-grantee, Chicago Commons Corporation and received by the designated personnel at their office location.
Totals		15,618	3	

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).

The Broadband Technology Opportunity Program provided community based organizations with desktops and furniture to FamilyNet Managers and, Centers to build out the Center and to offer training classes and extended computer access. Netbooks/Macbooks and hardware were purchased for Tech Organizers to perform job duties. Desktops and laptops were purchased for Business Resource Networks coordinators to offer small training classes to small business owners. Netbooks were provided to residents to utilize new computer skills learned, continued educational growth and search for new job opportunities. Desktops provided to small business owners to get firms the tools they need for efficiency and business growth, after completion of trainings.

The following equipment was distributed:

- Earned Computer Netbooks - 1280
- Earned Computer MacBooks - 117
- Earned Computer Desktops - 100
- Group purchased Desktops - 59
- HP Touchsmarts - 19

Group purchased Netbooks/laptops/mac -10

All equipment and supplies have been distributed to the three YOUmedia library branches, and utilized by middle school students for learning and interacting with digital media such as Macbooks, audio equipment, digital still and flip cameras, printers, digital drawing tablets, scanners, and digital media software.

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	0	0	0
Multimedia	300	240	228
Office Skills	2,187	1,557	3,114
ESL	0	0	0
GED	0	0	0
College Preparatory Training	0	0	0
Basic Internet and Computer Use	10,618	8,123	16,246
Certified Training Programs	0	0	0
Other (please specify):	0	0	0
Total	13,105	9,920	19,588

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).

As a result of the Broadband Technology Opportunity Program, 12 full-time positions were created: one full-time Smart Community Program Officer, five full-time Tech Organizers, six full-time FamilyNet managers. Additionally, 29 partial positions were created: 20 Digital Youth Network Mentors, 4 Business Resource Network Coordinators, 3 Portal Managers and 5 Digital Youth Summer Job Coordinators. Over 6000 residents and 150 small business owners have participated in basic internet and computer training. Community Portals launched in each neighborhood, which are web sites focused on a single neighborhood feature news stories, opinion pieces and, calendar and directory items. Also 57 youth between 14-17 years old successfully completed the 2011 Digital Youth Summer Jobs program and earned 57 MAC books. 475 residents earned netbooks and 3 businesses earned desktops.

YouMedia has been successful socially with programming. The Thurgood Marshall library branch has seen an average of 12-15 students in most workshops from the first day workshops opened at the branch. Students have created amazing digital media artifacts from photography, animation, documentaries, music, and graphics. The program has created new learning opportunities for students in the "Smart Communities" that are not offered in their traditional school and learning environments. They have gained a new set of 21st century technical skills that will serve them in practical and social endeavors.

240 youth participated in YouMedia-Digital Youth Network (DYN) after-school programs at 11 Chicago Public Schools. The DYN program benefits youth across the City of Chicago, by helping students develop a set of 21st century digital literacy skills. Youth in BTOP neighborhood sites have created digital artifacts that are creative and personally meaningful to them. Such artifacts include: songs, audio podcasts, short videos, photo blogs, and music 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).

<p>5a. Adoption Level (%):</p>	<p>Narrative description of level, methodology, and change from the level at project inception (600 words or less).</p>
<p>45</p>	<p>Neighborhood-level data from a July 2009 technology study conducted by the University of Illinois at Chicago demonstrates a broadband adoption rate of approximately 45% across the five neighborhoods included in the Smart Chicago Sustainable Broadband Adoption project. This data point -- the most recent available -- will serve as a baseline against changes in broadband adoption can be measured over the course of the BTOP project. The City has set the goal of generating 11,386 new high-speed Internet subscribers in the Smart Communities.</p> <p>The City and its partners have taken a number of steps to measure growth in broadband subscribership in the target areas, including:</p> <ul style="list-style-type: none"> >> Working with front-line program staff at sub-recipient organizations to identify program participants that have become new broadband subscribers. >> Engaging a third-party academic research institution to perform a formal program evaluation of the Smart Chicago Sustainable Broadband Adoption project. >> Collaborating with the University of Illinois at Chicago and the Partnership for a Connected Illinois to repeat the 2009 study with support from NTIA's State Broadband Data and Development Grant Program. >> Requesting that Internet service providers in target areas provide aggregated, de-identified data changes in broadband subscribership.
<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)?</p> <p>The two most common barriers expressed by community residents are broadband costs and lack of interest/difficulty of use of technology. Each resident interested in training through the "Smart Communities: FamilyNet Center are required to meet with a financial counselor whose goal is to help residents create financial opportunities (i.e. increasing household income, budgeting, access to income supports) for their households. Our goal is that participants will understand the importance of internet services and budget accordingly, and recognize the personal and economic opportunities of internet participation. The community portals also provide locally generated content that will make broadband internet of value at the local level.</p> <p>DYN has faced challenges in schools that lack a strong climate and culture that values connectivity. Another anecdotal observation from schools participating in the DYN program includes access to updated technology that allows them to connect to the internet.</p>	
<p>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)</p> <p>A total of \$1,833,680 of subcontracts have been awarded to vendors and consultants. As a part of our procurement process, we encouraged proposals from M/W/D businesses and as a result, we awarded five contracts to Women owned businesses. Three out of five were African-American women owned businesses totaling \$671,930; two were women owned businesses in the amount of \$863,620. To date, we have executed sixteen grants to African-American led community-based organizations (CBOs) totaling \$1,236,738 and eight grants to Latino-led CBOs totaling \$879,483.</p>	
<p>8. Please describe any best practices / lessons learned that can be shared with other similar BTOP projects (900 words or less).</p> <p>Several best practices and lessons were learned during this reporting period. Specifically it is critical to set up programmatic and financial compliance management processes early and train sub-recipients multiple times at both administrative and program staff levels. It is vitally important to establish early partnerships and various strategies working with telecommunication companies, including cost consideration for successful broadband adoption. Local Initiative Support Corporation (LISC-Chicago) has finally secured aircards from Sprint to assist in our adoption efforts, but that has taken almost the full reporting period.</p> <p>Operational expectations should be adjusted to include delays in programming due to recruiting, staff turnover and training of new and existing staff. Additionally, program efficacy that is weighing what was intended versus what is occurring should happen at regular intervals, such as with our assessment of the Business Resource Network (BRN) program. We have since adjusted the training material and activities to match the skill level of the business professionals which were lower than anticipated. As with implementing any new programming, especially those that involve large bureaucratic systems, delays in contract execution, amendments due to multiple levels of sub-recipients should have been anticipated.</p> <p>Another lesson learned is the importance of YOUmedia staff development and integration. By clearly defining and understanding each others' roles, there is better understanding of the project mission, and the communities and students that are served. For this reason we have done a significant amount of work to communicate with community leaders, combine professional development, and strategically plan the outreach opportunities and events. Additionally, at DYN after-school sites, it is important to take inventory of hardware and to ensure that computer labs are updated. With our DYN program, a lesson learned included having a clear and articulated plan for funding recruitment and outreach efforts.</p>	

One of the best practices that YOUmedia has continued to implement is the importance of project documentation and reflection. With the help of the cameras purchased, staff have been able to regularly document workshops and events that have been useful in identifying the successes of the program, reflect on curriculum development and lesson delivery, the progression of students projects, and staff interactions. Reflections have been key in identifying issues that arise and helped the staff come together and work out solutions, formulate new protocols and procedures to remedy challenges. Reflections have also been a great indicator for successes within the project such as great students projects or moments where staff have come to new realizations about themselves as educators, their students, and the work as a whole. It allows the project to have tangible artifacts that speak to the narrative and logistical path of the project.