

ANNUAL PERFORMANCE PROGRESS REPORT FOR PUBLIC COMPUTER CENTERS

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 25-42-B10503	3. DUNS Number 073799215
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4. Recipient Organization

 Cambridge Housing Authority 675 Massachusetts Ave, Cambridge, MA 02139

5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2013	6. Is this the last Annual Report of the Award Period? <input checked="" type="radio"/> Yes <input type="radio"/> No
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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 Steven Swanger Director of Resident Services	7c. Telephone (area code, number and extension) (617) 520-6246
	7d. Email Address sswanger@cambridge-housing.org

7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 04-12-2013
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PROJECT INDICATORS						
1. Are you establishing new Public Computer Centers (PCCs) or improving existing PCCs? <input type="radio"/> New <input type="radio"/> Improved <input checked="" type="radio"/> Both						
2. How many PCCs were established or improved, and what type of institution(s) were they associated with? Please provide actual total numbers to date. Figures should be reported cumulatively from award inception to the end of the most recent calendar year. Recipients should only count the PCCs that were fully established or in which improvements have been fully completed in that year (that is, partial improvements should not be counted).						
	Institutions	Established	Improved	Total		
	Schools (K-12)	1	0	1		
	Libraries	0	0	0		
	Community Colleges	0	0	0		
	Universities / Colleges	0	0	0		
	Medical / Health care Facilities	0	0	0		
	Public Safety Entities	0	0	0		
	Job-Training and/or Economic Development Institution	0	0	0		
	Other Community Support-Governmental (please specify):	0	0	0		
	Other Community Support-Non-Governmental (please specify): Cambridge Housing Authority	0	3	3		
3. Please complete the following chart for each PCC established or improved using BTOP funds. Please provide actual total numbers to date.						
3.a. New PCCs						
	New PCC Address	Number of Workstations Available to the Public	Total Hours of Operation per 120-hour Business Week	Total Hours of Operation per 48-hour Weekend	Speed of Broadband Access to Facility (Mbps)	Average Number of Users per Week
	Cambridge Rindge & Latin School 459 Broadway Cambridge, MA 02138	6	20	0	1	15
		Add New PCC		Remove New PCC		
3.b. Improved PCCs						
	New PCC Address	Number of Workstations Available to the Public	Total Hours of Operation per 120-hour Business Week	Total Hours of Operation per 48-hour Weekend	Speed of Broadband Access to Facility (Mbps)	Average Number of Users per Week
Prior to Improvement						
	5-A Jefferson Park Cambridge, MA 02140	20	0	0	16	0
	119 Windsor St. Cambridge, MA 02139	17	0	0	16	0
	14 Roosevelt Towers Cambridge, MA 02141	5	0	0	0	0
		Add New PCC		Remove New PCC		
After Improvement						
	5-A Jefferson Park Cambridge, MA 02140	20	18	0	16	96
	119 Windsor St. Cambridge, MA 02139	17	23	4	16	77
	14 Roosevelt Towers Cambridge, MA 02141	20	15	0	16	29

Add New PCC

Remove New PCC

4.a. Please check the primary uses of the PCCs funded by this award. (Check all that apply.)

Open Lab Time Other Training

4.b. If "other," please specify the primary use of the PCCs:

N.A.

5. Please list all of the PCC broadband equipment and/or supplies you have purchased during the past 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 (600 words or less).

Manufacturer	Items	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed
NA	NA	0	0	NA
Totals:		0	0	

Add Equipment

Remove Equipment

6. For PCC access and training provided with BTOP grant funds, please provide the information below. Figures should be reported cumulatively from award inception to the end of the most recent calendar year.

Types of Access or Training	Number of People Targeted	Number of People Participating	Total Hours of Training Offered
Open Lab Access	2,356	16,210	0
Multimedia	0	0	0
Office skills	0	0	0
ESL	308	761	36,103
GED	0	0	0
College Preparatory Training	0	0	0
Basic Internet and Computer Use	357	673	19,610
Certified Training Programs	0	0	0
Other (please specify): Family Literacy & Camb Empl Prog	71	149	9,569
Total	3,092	17,793	65,282

7. Please describe how your Public Computer Center(s) promotes economic recovery in your area, such as through providing job training, access to job searches, online course offerings, certifications and the like (600 words or less).

With the BTOP grant we were able to fulfill our commitment to upgrade two existing centers and establish a third. In fact, utilizing newly-acquired support from the local school district, we were also able to establish a fourth center at no cost to NTIA.

Three times each year, in December, June and August, flyers were mailed to all 5,500+ public housing households in Cambridge describing the resources available through the BTOP grant and facilitating resident participation in that programming. As a result of this aggressive outreach, 71% of residents indicated in a HUD-mandated Resident Satisfaction Survey that they were aware of the computer centers; 31% indicated that someone in their household had availed themselves of this resource; and, of those who enrolled in computer classes, 91% reported that the classes were helpful to them.

The BTOP program served far in excess of the number projected. Nearly 7 times the anticipated number of users of all ages availed themselves of our Open Labs. More than twice the projected number of adults were served in our Strictly Computer and ESOL classes, where adult students gained basic digital literacy which they were then able to use as employees, as consumers and as parents who wish to promote their children's education. More than twice the anticipated number of 4 – 7 year olds and their parents participated in Parents ROCK (Parents Reading On Computers with Kids) technology-based early literacy instruction. The centers also

provided broadband access to hundreds of low-income, largely minority adolescents enrolled in our nationally-recognized program, The Work Force. Work Force students utilized the centers on a regular basis for schoolwork, job readiness instruction, preparation of resumes, college and financial aid search, and college and financial aid applications. As a result of these efforts, The Work Force sent over 90% of its graduates on to college and in so doing, helped to prepare those young people to enter the labor market at their full potential. A recent independent study of Work Force alumni determined that two-thirds of the program's graduates move out of public housing, thereby breaking the generational cycle of poverty and dependency on federal and state subsidies.

8. To the extent that you have made any subcontracts or sub grants, please provided 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).

We have a contract with one vendor who meets the definition of a socially and economically disadvantaged small business. That company, North Shore Consulting and Development, provides technical support for our four labs.

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

The CHA owns and manages over 5,500 units of affordable housing, some as apartments located in private housing scattered sites throughout the city and some in conventional public housing developments. While person-to-person outreach to our residents is the most effective method of informing them of available resources, that approach only works when seeking to reach only a small number of households all concentrated in one geographical area. In the case of the BTOP program, which was available to all 10,000 of our residents, the person-to-person approach was not practical. For that reason, we developed a system of mailings which were unique in their design and clearly distinguishable from other mail from housing authority (which, as correspondence from the landlord, is rarely good news and often ignored). The mailings provided information not only on BTOP programming, but also about a wide range of other services available to our residents (e.g., vocational counseling and training, GED classes, adult college prep classes, family literacy programming, Kindergarten enrollment and other pertinent information from the local school district, etc.).

Throughout the three-year term of the BTOP grant, mailings were sent to all 5,500+ households over Labor Day weekend (for fall enrollments), New Year's Day (for winter/spring enrollments) and in mid-May (for summer programming). Copies of those mailings have been attached to our regular Quarterly Program Progress Reports. As noted in #7 above, these mailings were highly effective as a recruitment tool: with 71% of residents reporting that they were aware of the mailings and 31% indicating that a member of their household had participated in programming.

Once we had effectively reached out to our residents, we learned an important lesson about how best to serve our adult population. In working with residents for whom English is often not the native language and whose educational opportunities have been extremely limited, we have found that computer classes are extraordinarily challenging. The use of a keyboard, which requires a reasonably high level of literacy and comfort with the English language, is the first challenge faced by this population. Beyond that, many of those with limited formal education, while not lacking at all in intelligence and the ability to learn experientially, struggle with how to learn in a classroom setting.

When we began offering what we called Strictly Computer classes to adults (as distinguished from ESOL classes with a computer instruction component), we employed a teacher with strong computer skills and some experience teaching computer skills. She had a great deal of difficulty presenting her material in a way that was helpful to our population and we quickly changed both teachers and our approach to instruction. We learned from this experience that the teachers who do best with our population were not those with strong computer backgrounds and some teaching experience, but rather those who have extensive experience with and skills in working with adult learners with limited education and/or English language skills. For this reason, we chose to replace our first Strictly Computers instructor with teachers from our local adult education provider, who were already teaching our computer-assisted ESOL classes. This approach has proven highly successful in both retaining students and in helping them to gain the skills they need to function in a digital society.