

RECIPIENT NAME: Connected Living, INC.

AWARD NUMBER: 25-43-B10574

DATE: 01/30/2012

OMB CONTROL NUMBER: 0660-0037

EXPIRATION DATE: 12/31/2013

### ANNUAL PERFORMANCE PROGRESS REPORT FOR SUSTAINABLE BROADBAND ADOPTION

#### General Information

|   |  |                                    |
|---|--|------------------------------------|
| <b>1. Federal Agency and Organizational Element to Which Report is Submitted</b><br>Department of Commerce, National Telecommunications and Information Administration                              | <b>2. Award Identification Number</b><br>25-43-B10574  | <b>3. DUNS Number</b><br>859935004 |
| <b>4. Recipient Organization</b><br>Connected Living, INC. 300 CONGRESS ST STE 406, QUINCY, MA 02196  |  |                                    |
| <b>5. Current Reporting Period End Date (MM/DD/YYYY)</b><br>12-31-2011  | <b>6. Is this the last Annual Report of the Award Period?</b><br><input type="radio"/> Yes <input checked="" type="radio"/> No |                                    |
| <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><br><br>Patti Holbrook   | <b>7c. Telephone (area code, number and extension)</b>   |                                    |
|   | <b>7d. Email Address</b><br><br>pholbrook@mywayvillage.com   |                                    |
| <b>7b. Signature of Certifying Official</b><br><br>Submitted Electronically   | <b>7e. Date Report Submitted (MM/DD/YYYY):</b><br><br>01-30-2012   |                                    |

**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).**

Our SBA program attempts to test various broadband technologies to determine which are most effective in fostering adoption by our target group of trainees -- low income seniors and peoples with disabilities. In our Computer Learning Centers (training labs), we currently supply both Dell desktop computers and HP touch screen computers. For Internet access we had a competitive tender to supply broadband connections to resident apartments in the 23 low income housing buildings we serve. The winning bidders provide a combination of wired and wireless network solutions, and at least one of our project buildings is in a planned wi-max area.

**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                    |
|-----------------|--|--------------------|-----------------|--|
| Hewlett Packard | HP 500B-P E5700 3 GHz  | 446                | 65              | Desktop computers deployed in Computer Learning Centers                                  |
| Acer            | V173 DJbm 17" LCD  | 126                | 65              | Monitor for desktop computers deployed in Computer Learning Centers                      |
| Dell            | Vostro 3400  | 1,030              | 19              | Desktop computers deployed in Computer Learning Centers                                  |
| Hewlett Packard | HP TouchSmart 9100 - Core 2 Duo T6570 2.1 GHz - 23" TFT  | 1,144              | 12              | Touch screen computers deployed in Computer Learning Centers                             |
| Hewlett Packard | Officejet 6500   | 99                 | 7               | Printers deployed in Computer Learning Centers   |
| Cubix           | Pewter 48" Desk  | 150                | 63              | Desks for Computer Learning Centers  |
| Staples         | Belmore Leather Manager's Chair, Black   | 50                 | 71              | Chairs for Computer Learning Centers   |
| Dell            | 1510X Projector  | 622                | 18              | Projector for group classes in program buildings   |
| Draper          | Consul AV Format with Keystone Eliminator Projection Screen  | 90                 | 25              | Projection screens for group classes in program buildings                                |
| Canon           | PowerShot A3100 IS   | 120                | 23              | Digital cameras deployed in Computer Learning Centers and program buildings for training |
| Dell            | Latitude E6410 Laptop  | 1,368              | 5               | Laptops for Community Program Managers who conduct training programs                     |
| Logitech        | HD Webcam C510   | 40                 | 16              | deployed in Computer Learning Centers  |
| Acer            | Personal Computer/ Voucher-2 2 5 7 6 0 6 A C E R A S 5 2 5 3 - B Z 6 0 2 E 3 5 0 2 5 0 G B 2 G B W 7 H | 365                | 1,189           | Laptop computers for graduates   |

| Manufacturer  | Item   | Unit Cost per Item | Number of Units | Narrative description of how the equipment and supplies were deployed |
|---------------|--|--------------------|-----------------|---|
| Microsoft     | Personal Computer/Voucher-210 3428 MICROSOFT OPT MOUSE 200 BLK 5PK | 34                 | 590             | Mice for Laptops  |
| <b>Totals</b> |  | 5,684              | 2,168           |   |

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).**

Each one of the 23 low income buildings were equipped with a lab which consisted of Desktop computers, monitors for desk top computers, touchscreens, a projector and projector screen, chairs, desks and in most buildings webcams. The size of the lab and # of pieces of equipment was dependent upon the population in the building.

We have distributed 1,189 new Laptop computers and 590 mice to residents that have taken our computer classes and passed a computer and internet proficiency evaluation. We have distributed 552 Refurbished computers to neighborhood Outreach residents that have taken the classes, passed a computer and internet proficiency evaluation, and shown proof of newly acquired broadband.

Each month supplies are distributed to the 23 buildings on a need basis. Such supplies would include printer ink, paper and pens.

**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   | 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                    | 2,684                     | 1,189                          | 33,600                       |
| Certified Training Programs                        | 0                         | 0                              | 0                            |
| Other (please specify): Outreach Training Programs | 50,000                    | 947                            | 0                            |
| <b>Total</b>                                       | 52,684                    | 2,136                          | 33,600                       |

**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).**

There have been multiple areas of success within this SBA project. First and foremost, we have brought over 2000+ low income PHA and neighborhood residents online who had never been online before. Second, as a result of their online experience, we have noted increased socialization (among each other and with family members), increased spending (and saving) through online shopping networks and coupon hubs, greater engagement into the politics and key topics of the day through access to online news sources), commitment to education (CL GED programming), increased spirituality (through online prayer groups), an increased sense of pride resulting from program adherence and graduation, enhanced family connections through geneology research, etc. Each of these changes represent a true culture change within the 23 low income buildings we serve. In addition, the program brings this same

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training experience to over 25 additional "outreach" satellite sites, bringing these same successes to local churches, area agencies on aging, social organizations, senior agencies, park district, educational organizations, healthcare, etc.

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.

|                                |  |
|--------------------------------|--|
| <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>28</p>                      | <p>The estimated broadband adoption rate for the Collaborator buildings at project inception was less than 10%. The access to broadband was limited to the individual resident in the building to negotiate their own, so there is no quantitative way to recall that information. But based upon the level of training and new broadband acquired, we are confident that the less than 10% number is accurate. Since the project start, we have implemented training to 1727 residents and 1441 neighborhood residents. Since the program began, the broadband adoption has increased from less than 10% (200) to 808 residents and 562 for neighborhood residents (28% for residents/1% increased percentage for neighborhood residents as the target population is 50,000 residents surrounding the Collaborator buildings). These numbers are verified through the following methods: 1) resident numbers are verified by an agreement of reporting from the property manager, the internet provider, and the trainer. The outreach broadband adoption number is verified through a documented copy of a newly acquired proof of broadband. It is anticipated that both of these numbers will continue to grow through ongoing training and awareness.</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)?

Illiteracy is higher in the low income public housing space than earlier expected, having a strong impact on both the learning and the ability to enjoy broadband to its fullest capacity, so we made adjustments to our signage and our curriculum (adjusted it to a 4th grade reading level) and developed local partnerships with literacy councils and organizations, bringing in teachers and volunteers where available. Additionally, there is a high level of mental and learning disability prevalent within the low-income PHA's we serve, making it more difficult to gain and retain the resident-trainee to complete a 12 week (our original) curriculum. As a result, we adjusted our curriculum and training delivery to longer sessions over the course of 6 weeks, and this made it easier for participants to stay engaged and finish the classwork within this shorter framework. Additionally, we became more aware of the "ups and downs" associated with the drug and alcohol addictions prevalent in the low-income PHA's and have attempted to adjust class schedules to include many of our "later sleepers" and provide variable class scheduling options.

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)

We did not have any socially and economically disadvantaged small business subcontracts.

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

We have learned many best practices as we continue to serve this low income PHA population. The first is developing a strong leadership team with an understanding and a passion for the challenges our trainees have. We have accomplished this through effective hiring practices, selecting our Trainers from the neighborhoods we serve. We have implemented a 8+8 Volunteer Program where we are transitioning the full-time grant provided trainer role to a resident trainee role, allowing the residents to see what might be available to a skilled and willing worker once they complete their training. We have developed a Connected Living Training Network that includes dozens of neighborhood outreach locations, bringing our best practice training curriculum to hundreds of surrounding neighborhood participants through the use of volunteer labor and donated technologies. We have partnered with 3 local refurbished computer shops, 2 of which are non-profit organizations, in order to provide refurbished desktops to neighborhood outreach participants that take the class, pass the assessment, and provide proof of newly acquired broadband. Most of the previous best practices previously stated are at a programmatic level. In addition, there are several Connected Living best practices that we have implemented, such as our hiring (through online and referral sources only), our Kickoff events (to include pre-launch activities such as resident info meetings, site staff training, resident directory formation), our uniforms (bright blue friendly shirts recognizable as someone that can help support you), our rewards (small tokens of reward to include gift cards, ink, paper, printers, etc) for strong participation and referrals. Additionally, there are best practices associated with training and working with this diverse population. We have developed a corporate culture where we understand that technology means different things to different people -- meaning that when we find out what interests our residents, we will then have the ability to bring the need for internet training and broadband connections to them, using their own interests and challenges. This takes the "training" to a whole new level. We have developed an understanding that when alcohol or drug-addictions play a role in training, it becomes disruptive and chaotic; therefore we have developed a best practice set of rules that do not allow these types of influences into our classroom while class is in session. Finally, we have developed a sustainable training model that will continue to flourish long past the grant term through the use of outreach satellite sites and volunteer labor. These sites have brought in hundreds of program participants, and continue to train and promote broadband to the neighboring community surrounding our Collaborator PHA's.

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