ANNUAL PERFORMANCE PROGRESS REPORT FOR SUSTAINABLE BROADBAND ADOPTION

General Information

1. Federal Agency and Organizational Element to Which Report is Submitted	**2. Award Identification Number**	**3. DUNS Number**
Department of Commerce, National Telecommunications and Information Administration	25-43-B10574	859935004

4. Recipient Organization

Connected Living, INC. 300 CONGRESS ST STE 406, QUINCY, MA 02196

5. Current Reporting Period End Date (MM/DD/YYYY)	**6. Is this the last Annual Report of the Award Period?**
12-31-2012	◉ **Yes** ○ **No**

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	**7c. Telephone (area code, number and extension)**
Patti Holbrook	
	7d. Email Address
	pholbrook@mywayvillage.com
7b. Signature of Certifying Official	**7e. Date Report Submitted (MM/DD/YYYY):**
Submitted Electronically	01-29-2013

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
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	241	Laptop computers for graduates
Assorted	Assorted	127	1,365	Refurbished Desktops for outreach collaborators and graduates
Totals		492	1,606	

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).**

We have distributed 241 new Laptop computers to residents that have taken our computer classes and passed a computer and internet proficiency evaluation. We have distributed 1365 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 underlined 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	2,032	36,576
Certified Training Programs	0	0	0
Other (please specify): Outreach Training Programs	50,000	3,493	62,874
Total	52,684	5,525	99,450

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 5500+ low income PHA and neighborhood residents onlin 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 training experience to over 37 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.

5a. Adoption Level (%):	Narrative description of level, methodology, and change from the level at project inception (600 words or less).
57	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 2032 residents and 3493 neighborhood residents. Since the program began, the broadband adoption has increased from less than 10% to 57% for residents and 3% 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.

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)?

lliteracy is higher in the low income public housing space than earlier expected, having a strong impact on both the learning and tlhe 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.