Broadband Non-Infrastructure Application
Submission to NTIA – Sustainable Broadband Adoption

Submitted Date: 3/12/2010 4:50:11 PM	**Easygrants ID: 4480**
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

Table of Contents

Broadband Non-Infrastructure Application
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Submitted Date: 3/12/2010 4:50:11 PM	**Easygrants ID: 4480**
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
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A. General Application Information

1. Applicant Information	
Name and Federal ID for Applicant	
DUNS Number	958165953
CCR # (CAGE)	37BN9
Legal Business Name	BOSTON, CITY OF
Point of Contact (POC)	PAUL LACERDA 6176354140 Ext. Paul.LaCerda@CityofBoston.Gov
Alternate POC	VIVIAN LEO 6176354140 Ext. Vivian.Leo@CityofBoston.Gov
Electronic Business POC	VIVIAN LEO 6176354140 Ext. Vivian.Leo@CityofBoston.Gov
Alternate Electronic Business POC	PAUL LACERDA 6176354141 Ext. Paul.LaCerda@CityofBoston.Gov

2. Name and Contact Information of Person to be Contacted on Matters Involving this Application:	
Prefix	Ms.
First Name	Donna
Middle Name	
Last Name	Sorgi

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Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

Suffix	
Telephone Number	617-635-4097
Fax Number	
Email	Donna.Sorgi@cityofboston.gov
Title	Senior Assistant Corporation Counsel

3. Additional Contact Information of Person to be Contacted on Matters Involving this Application:			

Project Role	Name	Phone	Email
Secondary Point of Contact	Ms. Alice , Santiago	6176354757	Alice.Santiago@cityofboston.gov
Other Contact	Ms. Susan M, O'Connor	6179683653	smoconnor@timothysmithnetwork.org

4. Other Required Identification Numbers	
Easygrants ID	4480
Funding Opportunity Number	500001
Catalog of Federal Domestic Assistance Number	**BTOP CFDA Number:** 11.557 **BTOP CFDA Title:** Broadband Technology Opportunities Program

5. Organization Classification	
Type of Organization	City or Township Government
Is the organization a small business?	No
Does the organization meet the definition of a socially and economically disadvantaged	No

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
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Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

small business concern?	

6. Authorized Organizational Representative	
AOR	LaCerda, Paul
Result	<Select>

7. Project Title and Project Description

Project Title: Boston Sustainable Broadband Adoption (BSBA)

Project Description: 3 adoption programs with computers for all: TechnologyGoesHome – 5800 schoolchildren/parents and 1500 adults at community anchors learn life relevance of on-line ways to live/learn/earn/work/play; OnLineLearningReadiness prepares 800 out-of-work adults for the digital workplace; ConnectedLiving teaches 254 public housing seniors the power of on-line connection to family/friends/service providers.

8. Other Applications

Is this application being submitted in coordination with any other application being submitted during this round of funding?

➢ Yes

Easygrants ID	Project Title
1445	Boston Public Computing Centers (BPCC).

If YES, please explain any synergies and/or dependencies between this project and any other applications.

There are powerful synergies between this SBA grant and the Round One BTOP funded Boston Public Computing Centers. Round One BTOP funding for Boston's 55 Public Computing Centers (PCCs) have equipped libraries, centers for youth and families and public housing computer labs with new computers and software and enabled basic computer skills training to be much more widely available in Boston's lowest income neighborhoods. With Round 2 funding for this SBA grant, the potential of the PCCs as training grounds for broadband adoption will be

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
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Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

fully exploited. Not only will the PCCs provide public access to computers where so many residents lack home computers, but these newly equipped PCCs will provide an ideal setting for expansion of the more advanced broadband adoption training for which this SBA grant seeks funding --Technology Goes Home (TGH). PCCs also will be a source of basic training to prepare out-of-work adults for the advanced digital literacy training to be provided by the other Boston SBA program – On Line Learning Readiness (OLLR.)

With SBA funding, not only will Boston expand the number of school-based families trained in its Technology Goes Home (TGH) curriculum and computer distribution program, recently cited by the FCC National Broadband Plan staff as an example of excellence in adoption programming. SBA funding will enable a new TGH-PCC partnership that can serve as a model for other community anchors. TGH will train PCC staff in the TGH curriculum and provide up to 1100 PCC TGH graduates with netbooks for a $50.00 co-pay.

Predominately located in Boston's lowest income neighborhoods, PCCs offer multi-services and programming utilizing computers and hence attract citizens of all ages in settings where they are comfortable and that are near their homes. The content of TGH training should be very attractive to PCC patrons, especially adults and seniors. TGH offers 15 hours of instruction in use of the internet so that users see concrete benefits and relevance to their everyday lives: learning to pay bills on line, applying for jobs including jobs that require digital literacy, communicating with children's teachers, finding housing, medical and social services, securing GEDs online, developing safe online presence and other social networking opportunities for seniors—all of the myriad ways on-line access makes life easier and more productive.

The newly BTOP funded PCCs provide an ideal new setting for expansion of TGH broadband training and computer distribution to a new pool of residents in Boston's lowest income, most digitally excluded neighborhoods.

9.   Is the Applicant exempt from the Department of Commerce requirements regarding individual background screening in connection with any award resulting from this Application?

➤   Yes, Applicant is exempt because it is a unit of a state or local government

If the answer to the above question is "No," please identify each key individual associated with the Applicant who would be required to complete Form CD-346, "Applicant for Funding Assistance," in connection with any award resulting from this Application:

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

Name	Title	Employer

B. Executive Summary, Project Purpose and Benefits

Essay Question

10.   **Executive Summary of the proposed project:**

This grant benefits 8,354 of Boston's most vulnerable with 3 programs providing in-depth broadband life-relevance training in schools, community anchors, and senior housing, as well as digital job acquisition skills for out of work adults, with computer distribution to all.

Technology Goes Home (TGH) is an 11 year old school-based, family broadband education program, recognized by the FCC's National Broadband Plan Staff for excellence in adoption programming. TGH will expand to train many more in its unique life-relevance curriculum by: providing 15 hours of training and netbooks to 5800 students and parents, doubling the current school-based TGH enrollment and extend into the newly BTOP funded PCCs and TSN centers to train staff to teach an additional 1500 with netbooks for all graduates.

Connected Living (CL) is an established senior housing based broadband life-relevance program. CL will work directly in 3 Boston Housing Authority (BHA) senior communities to achieve high rates of adoption and sustained use by 1:1 instruction, centered on senior's interests, empowering connections with family, friends, service providers and enhancing independence, socialization and cognitive abilities.

On Line Learning Readiness (OLLR) follows Microsoft's ICT Curriculum Roadmap and will enroll 800 out-of work adults in in-depth digital workplace skills training at community anchors that already host tech programs.

All 3 programs provide the critical components for sustainable adoption: computer skills, life-relevance education and computers.

Submitted Date: 3/12/2010 4:50:11 PM	**Easygrants ID:** 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
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Through "BPS Connect," Boston is developing a public/private partnership to deliver the final necessary component of sustainable adoption: affordable home connections. With particular focus on school aged youth, BPS Connect will also work to identify affordable options for all Boston's low income residents. The city is in discussion with incumbent providers as well as TowerStream who plans a 2nd Round BTOP infrastructure grant to provide 4G wireless in Boston for $8.95/month. This would be an affordable option for Boston's most vulnerable, where commercial rates are over 4 times this cost. Boston also is pursuing Google Network to link our most vulnerable and commmunity anchors.

Area served/demographics/estimated number of broadband subscribers:
TGH, CL and OLLR will serve the majority-minority lowest income areas which have low (30%) broadband adoption. Median household income is at or below Boston's median of $46,362 which is already lower than MA and US medians of $61,785 and $50,007. In this high cost city, such low household incomes indicate true financial distress. These neighborhoods include the families/seniors/disabled tenants in 11,000 units of public housing where median income is $9,606. 74% of Boston schoolchildren qualified for free or reduced price school meals in 2008-an increase from 71% in 2007. Between 2005 and 2007, 21% of Boston children lived in poverty compared to 10% statewide and 42% live in high-poverty neighborhoods compared to 13.8% for MA TGH will train 5800 school-based children and parents, enable training for 1500 at the PCCs and TSN centers for a total of 7300 new broadband users. 800 out of work adults will participate in the OLLR program and 396 seniors will be in CL, resulting in 8354 newly trained broadband users.

Qualifications: TGH has operated for 11 years as a partnership of the Boston Public Schools and a nonprofit. TGH is led by the public school principal who pioneered the leading TGH school-based program, winning the 2008 Verizon Tech Savvy "best in the nation" award for innovative use of technology in education and cited by the FCC National Broadband Plan Staff as exemplary of excellent broadband adoption programming. MyWayVillage has offered the CL program in a variety of senior settings in several states for over 4 yrs. OLLR is offered by Timothy Smith Network (TSN) whose 31 community anchor agencies have provided technology training and access in one of the lowest income, highest unemployment neighborhoods for 12 yrs.

Jobs Created/cost: Over 500 part time teachers and educators will be employed and 9 fulltime managers. OLLR will enroll 800 and the majority of graduates will become employed. Total

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Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

cost for 3 programs is $6,293,648 offset by a 31.48% cash match of $1,981,972 for a total grant request of $4,312,476.

TGH and CL
a) Problem/Need: Low income schoolchildren and their families, adults, and seniors lack affordable access to the hardware, Internet connections, and the skills and knowledge of broadband's life-relevance to maximize the use of technology. These deficits impact education, job opportunities, good health care and more. Broadband adoption among the most vulnerable cannot occur until these deficits are effectively addressed. TGH and CL do this. TGH operates in 47 middle and high schools, providing training in 21st century skills to students and parents, giving the knowledge and hardware needed for sustainable adoption and digital equal opportunity. Current funding greatly constrains the number of families served and, in most schools, family graduates receive only refurbished desktops. With grant funding, TGH will reach many more families of Boston's neediest schoolchildren, will expand into BTOP funded PCCs and TSN centers to reach adults and seniors, providing life relevance training and a netbook. Boston's public housing seniors live in "digital isolation." This deprives seniors of the easy connection to family, friends and service providers. Internet access and use helps seniors learn new physical, cognitive and social skills associated with maintaining independence and brain health. CL solves this isolation and opens new worlds for seniors.

b) Innovative Approach: TGH and CL innovate by providing hardware, training in how to use integrated hardware and web applications, and the life-relevance of connection. TGH 2.0 structures skill development and access in an easy-to-use framework called "live, learn, earn, work and play online". TGH programs will operate on the TGH 2.0 model which focuses on broadband empowerment skills, mobile netbooks instead of refurbished desktops, and Internet-based applications. TGH innovates by: 1) Training Content & Format: TGH curriculum, training, and netbooks are built around single-sign on access to "best in class" broadband content and applications. From accessing city services (food, fuel, housing) to GED prep courses and online bill payment, TGH students and families come to value the life-relevance, life-improvement potential of broadband access. CL gives seniors tailored training to conform to their interests, providing easy access to on-line resources with computers and software age-suitable. CL uses 1:1 as well as group sessions with personal ambassadors to encourage learning. 2) Structural Design: By building according to technology sector's most advanced thinking, TGH is prepared for evolutionary changes over the next 5 years and has significantly reduced per seat costs in the last two years, enabling expanded access and sustainability. CL uses on-line

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	Applicant Organization: BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	Applicant Name: Ms. Donna Sorgi

tools, personal ambassadors and group sessions in the senior community to impart learning. 3) Access & Support: TGH: Mobile, connected hardware coupled with powerful, remote location-based services and rich media, assuring participants get real-time information, tools and resources wherever they are. CL provides large screen computers for seniors in their units, simple software with ongoing personal support. 4) Collaboration: TGH and CL connect participants with community anchors who service and support program participants.

On Line Learning Readiness (OLLR)
a. Problem/Need: Out of work adults need digital literacy skills for 21st century jobs. Microsoft VP Passman noted: "…Technological fluency is essential to develop careers and achieve success in virtually every sector of the economy, from health care and construction to agriculture and manufacturing." Companies today rely on e-communications and train employees through e-learning. Many of Boston's most vulnerable desire IT careers but lack technical skills, are ignorant of career options and how to prepare for them. Many have never tried or succeeded in e-learning environments. With high unemployment and jobs requiring on line capabilities, OLLR responds.

b. Innovative approach: OLLR will train 800 out of work adults in digital workforce skills using e-learning materials. Skills needed for online learning overlap those employers are seeking: basic technical competencies, self-directedness, problem solving, individual/team work skills, effective online communication, time management, reading for comprehension. OLLR's 12-week, 20 hour/week program builds on the capacity of the TSN anchors to provide computer and workforce development training with a netbook for at-home use and assistance in securing jobs in Boston's digital employment environment.

11. **Project purpose:**

COMPELLING PROBLEM/OPPORTUNITY CONSISTENT w/BTOP: The majority users of hi-speed Internet connections are young, white, suburban, college-educated and high-earning. The shorthand: technology and prosperity are inextricably linked in the digital world. The urban poor and seniors are often unable to access and understand the Internet. As Chairman Genachowski said, a digital divide is an opportunity divide. Boston's 3 SBA programs will serve the schoolchildren and families, seniors and adults in the majority-minority, lowest income areas of Boston, enhancing connection to the organizations dedicated to these communities. Broadband adoption is not the single silver bullet that will overcome barriers to prosperity and better lives but it is a powerful tool for life improvement.

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

EFFECTIVENESS OF SOLUTION: TGH and CL have similar approaches. TGH is a school-based program proven highly effective in broadband education for families of schoolchildren over its 11 year life. TGH was singled out by the FCC Broadband Plan Staff as an exemplary family broadband adoption program. CL is an acclaimed 4 year old program that provides seniors help in identifying and advancing interests through the Internet -- connecting with children/grandchildren, emailing, accessing health care/gov't services-- to improve, stimulate and enrich lives. TGH and CL provide the hardware, software and train families and seniors in proficient use. CL uses off-line methods (video/discussion groups) to make learning easy and convenient for seniors, emphasis on practical benefits of being on-line. TGH structures tech skill development across four key areas: education, income, jobs, general opportunity (health, cultural etc). TGH builds a platform for in-person and online collaboration between families, students and teachers, and community anchors. By embedding a laptop directly in the home, and by supporting the laptop's use through direct, ongoing, personalized training, TGH and CL challenge fearful attitudes towards technology and age, cultural or educational issues that stymie the full opportunity available through tech-based interactions with the broader world—chances to learn, improve, expand interests, develop skills, enhance employment. TGH develops new skills enabled by evolutions in broadband speed, capacity, and organization of the Internet. TGH develops 21st Century broadband empowerment skills: financial literacy, communication, leadership, work skills. TGH participants go beyond understanding that people who use spreadsheets, presentation software, Internet applications, or word processing are "in demand" in work and school settings. TGH and CL teach participants that broadband access, coupled with the ability to move among the functions and opportunities of the Internet, offers them inclusion in a modern economy and life. With grant funding, TGH will expand the school families served and extend into PCCs and TSN anchors to offer a wider audience this powerful adoption programming. CL will provide seniors in 3 of Boston's senior developments the on-line means to live more enjoyably and productively, with more constant, intimate connections to family, friends and other supports.

OLLR addresses a vexing problem in Boston's most distressed neighborhoods: helping out of work adults enter the digital workforce. 800 OLLR participants will acquire technical and workforce skills through e-learning materials, learning that skills needed for online learning are the same skills employers seek: basic tech competencies/self-directedness/problem solving/independent and team skills/online communication/time management/reading for comprehension. OLLR builds on existing computer skills training of TSN Centers. Microsoft's

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

Digital Literacy curricula is supplemented with exercises and activities that result in successful on-line learning and readiness to enter the workforce. At OLLR completion, participants will receive job-placement assistance, special training in creating an online presence for employability (funded by a separate grant from Microsoft), and be encouraged to follow Microsoft's ICT Curriculum Road to acquire high-end technology skills. All graduates will go home with a netbook for a small co-pay.

REPLICABILITY: TGH, CL and OLLR are replicable models: TGH features: a) Flexibility of Anchor Institution – although primarily school-based, what matters is the training/delivery/support/netbook portability that makes TGH 2.0 scalable. b) Train-the-Trainer Format/Flexibility of Portal Content: TGH's train-the-trainer format provides fundamentals of education/support/implementation for anchor institutions, allowing them to customize areas of content under the five program "portals," live, learn, earn, work, and play, to their areas of service focus. c) Hardware: TGH offers anchors hardware for participants who want a netbook with the TGH 2.0 components/other features. OLLR uses out of the box e-learning materials. CL has simple components including computer based tools, personal ambassadors and group sessions. Boston believes that grant funded and expanded TGH, CL and OLLR will attract the interest of other community anchors who will want to be trained and sponsor these programs.

BTOP PURPOSES ACHIEVED: TGH, CL and OLLR advance the BTOP purpose of improved broadband access to underserved by imparting necessary skills, user-friendly, appealing computer equipment and assistance in acquiring affordable access needed by residents living in these low income areas with such low broadband adoption. TGH, CL and OLLR treat broadband access as a starting point upon which to build all the life and opportunity-enhancing features that are the heart of the programs. These programs meet the BTOP goals of offering full-scale broadband education, training, equipment, support and job-creating strategic programs to vulnerable populations.

12.   Recovery Act and Other Governmental Collaboration:

TGH / OLLR unite the educational interests of institutions and civic entities across greater Boston with several important alignments to high quality state and federally funded programs. These include, but are not limited to, career and workforce development efforts, financial literacy education, community health center investments and a continuum of educational programming serving learners in our K12 schools, higher education institutions and lifelong learning initiatives.

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

The most critical collaborative partnership behind the success of Tech Goes Home (TGH) to date is between TGH and the Boston Public Schools (BPS). The first goal of TGH is to leverage hardware, connectivity and "know-how" to create deep and meaningful connections between families and schools. TGH is then able to provide invaluable tools and skills for parents to communicate with teachers, advance their careers, manage their finances online, connect and communicate with resources in their community, their region, or across the globe. Building on these important outcomes, TGH and the BPS are deepening their partnership by coordinating additional state and federally funded programs including Title I Family Engagement efforts and the district's expanded technology-based credit recovery initiative. Together, BPS and TGH are aggressively seeking to secure ARRA investments that can leverage synergies and expand the return for students, families and Boston residents. BPS has already invested $2.2 million from the first round of stimulus education stabilization funding to bring a contemporary formative benchmark assessment system online. This vital student performance data system will be a key asset for TGH participants, allowing them to access a wealth of information and insight about their children's progress. In addition, the BPS is collaborating with TGH on a shared vision for "anywhere-anytime" learning and supporting expansion of wireless connectivity to each of the city's schools to facilitate TGH sessions. BPS will support the alignment between Tech Goes Home and new federal US DOE funding for academic credit recovery and expanded access for students with limited English proficiency (EETT-776 and 160; $940,744).

TGH /OLLR programs hold great promise for expansion and replication in Boston and beyond for the following reasons: the central players each bring a critical strength and specific area of expertise to the work ahead. The BPS has the capacity and authority to build-out the next generation of digital technology infrastructure in its schools, and to support the broad adoption and use of new data systems. TGH has the proven capacity to partner with schools to engage parents, aunts, uncles, grandparents and siblings as they leverage broadband access to live, learn, earn work and play.

13. Technology Strategy:

The sustainability of broadband adoption is an embedded, cornerstone concept of TGH, CL and OLLR, reflected in their technical and operational design:
TGH:

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	Applicant Organization: BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	Applicant Name: Ms. Donna Sorgi

APPEAL OF PARTICIPATION: significant rewards for comparatively low trainee investment: After 15 hours of TGH training, participants get netbooks and free access to the "Your Life Online" portal.

EASE OF USE: program design is simple, fits users needs and apps are easy to use. After training, users remain connected to the anchor institution, can send questions, get support from staff trained through the train-the-trainer model. TGH training and the "Your Life Online" portal encourages adoption and sustained use.

QUALITY OF TECHNOLOGY: WEB-run applications are increasingly powerful. The next generation of netbooks will feature computing hardware and technical capacity to support these more sophisticated applications and the Intel Atom 470 chip with integrated graphics processor.

MECHANICS & OPERATIONAL DETAILS: participants learn how to use all basic functions and applications of the netbook, including Internet, email, web search engines and programs, as well as the functions of the "Your Life Online" portal.

DESIGN FLEXIBILITY: TGH is easily customized to the needs, content, and deliverables of anchor institutions giving it virtually unlimited flexibility as a technology adoption program design. Open-source framework compartmentalizes the main spheres of technology use in society, allowing each anchor to insinuate its services.

PARTNERSHIP AND LONG-TERM VISION: Established partnership with the City/Schools and ties to community anchors, public agencies, state and federal government, innovators in technology, nonprofit and private sector companies.

ONLINE LEARNING READINESS (OLLR): This learner-focussed out of work adult program will result in sustainable adoption because it will lead to employment in the digital workplace, furthering skill development and adoption. OLLR allows participants to simultaneously acquire technical and workforce skills through the use of e-learning materials, skills overlapping those needed by digital workplacy employers: technical competencies, self-directedness, problem solving, team and individual work skills, online communication, time management, reading for comprehension. Sustainable adoption is likely as graduates are expected to find employment using these skills, will receive program assistance to achieve that result, and a netbook for home use.

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

CONNECTED LIVING (CL): Seniors learn in their own living environments with other seniors and CL staff providing constant support in the early stages. 1:1 training based on individual interests, group sessions with other seniors, and on-line connections to family/friends/service providers will keep seniors connected. Hardware and software tailored for senior use.

All of these program aspects should lead to a dependence on broadband and permanent adoption by graduates.

14.   Innovative Approach:

TGH innovation is its life-relevant content, tailored hardware and software and community integration. Conventional approaches to broadband adoption fail to weave the necessity, convenience, and advantages of use into the fabric of the lives of the practitioners and to integrate into the community's primary "social commerce" institutions (schools, health centers, banks, etc.). TGH 2.0 structures the technical aspect of its program so that upgrades to software/improvements in usability/integration with other services/access to new offerings all happen through a one-stop, one-click, one sign-on to multiple tools, application-rich web portal. All users need is a netbook, training in its functions, and supported, live use of the main portal and tabs. The portal and tabs are the online marketplace for the user, linked to local institutions and agencies, which encourage and support its use. The content and enrichment offered through the tabs become integrated into users' lives. The TGH modules are flashed onto every netbook that graduates take home. "Your Life Online" portal is the starting point to access content related to education, work, financial well-being, health, safety, and recreation. LIVE icon gives access to commonly used transactional functions having to do with food/living space/safety; LEARN icon focuses on English language skills/online education/high school credit recovery/GED prep; EARN icon offers easy-use web tools for online banking/bill payment/loan/credit tracking/household budgeting; WORK icon offers career tools—employment notices/resume help etc.

CL innovates by offering broadband life relevance training to seniors where they live. CL focuses on specific interests/needs of each senior with 1:1 training and group training for seniors to learn in a semi-social setting. CL uses off-line methods and personal ambassadors to draw seniors in and explain the practical benefits of the on-line world with simple instructional content oriented to actual interests. Cost is eliminated as a barrier since the learning center, all training and computers are supplied by the program.

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	Applicant Organization: BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	Applicant Name: Ms. Donna Sorgi

OLLR: Innovates by using e-learning opportunity to acquire technology literacy needed for the digital workforce. OLLR will be in TSN centers with staff to support graduates and sustain OLLR. Participants use online-tools at all stages: registration, access to instructional materials, communication with instructors, recording student progress, evaluation. This enables self-paced progress through technology topics while being part of a group for support and workforce readiness workshops. Students have access to broadband and become highly functional in using online resources. Curriculum materials and instructions for each lesson are housed online, always accessible. Student/instructor communication is via email/other networking media. Attendance and evaluation data are stored online. Netbooks for graduates enhance continued learning and sustained adoption.

15.   Is the applicant is seeking a waiver of the Buy American provision pursuant to section x.Q of the NOFA?

➢   No

16.   Is the applicant deliquent on any federal debt?

➢   No

If Yes, justification for deliquency:
➢   .

17.   Are you seeking a waiver of any requirement set forth in the NOFA that is not mandated by statute or applicable law?

➢   No

C. Partners

18.   Are you partnering with any other key institutions, organizations, or other entities for this project?
➢   Yes

If YES, key partners are listed below:

Project Role: Contractor Name: O'Connor, Susan

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	Applicant Organization: BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	Applicant Name: Ms. Donna Sorgi

Email: smoconnor@timothysmithnetwork.org
Address 1: 1234 Columbus Ave. (Building 4, Room 102)
Address 2:
Address 3:
City: Roxbury
State: Massachusetts
Zip Code: 02120
Organization: Timothy Smith Network
Organization Type: Non-profit Corporation
Small business: No
Socially and economically disadvantaged small business concern: No

Project Role: Other
Name: Johnson, Carol
Email: superintendent@bostonpublicschools.org
Address 1: 26 Court Street
Address 2:
Address 3:
City: Boston
State: Massachusetts
Zip Code: 02108
Organization: Boston Public Schools
Organization Type: Other
Small business: No
Socially and economically disadvantaged small business concern: No

Project Role: Other
Name: Riordan, John
Email: john.riordan@childrens.harvard.edu
Address 1: 300 Longwood Ave.
Address 2:
Address 3:
City: Boston
State: Massachusetts
Zip Code: 02115
Organization: Children's Hospital
Organization Type: Non-profit Corporation
Small business: No
Socially and economically disadvantaged small business concern: No

Project Role: Other
Name: Smith, Monalissa

Submitted Date: 3/12/2010 4:50:11 PM	**Easygrants ID: 4480**
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

Email: monalissa.smith@citizensbank.com
Address 1: 28 State Street
Address 2:
Address 3:
City: Boston
State: Massachusetts
Zip Code: 02109
Organization: Citizens Bank
Organization Type: For-profit Entity
Small business: No
Socially and economically disadvantaged small business concern: No

Project Role: Other
Name: Gag, Steven
Email: ███████████████
Address 1: 141 Tremont St., Suite 600
Address 2:
Address 3:
City: Boston
State: Massachusetts
Zip Code: 02111
Organization: Digital Bridge Foundation
Organization Type: Non-profit Foundation
Small business: No
Socially and economically disadvantaged small business concern: No

Project Role: Other
Name: Lenaghan, Brian
Email: brian.lenaghan@intel.com
Address 1: 1900 Prairie City Road, FM6-73
Address 2:
Address 3:
City: Folsom
State: California
Zip Code: 95630
Organization: Intel
Organization Type: For-profit Entity
Small business: No
Socially and economically disadvantaged small business concern: No

Project Role: Other
Name: Martinez, Jorge

Broadband Non-Infrastructure Application
Submission to NTIA – Sustainable Broadband Adoption

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	Applicant Organization: BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	Applicant Name: Ms. Donna Sorgi

Email: jmartinez@projectright.org
Address 1: 320A Blue Hill Avenue
Address 2:
Address 3:
City: Dorchester
State: Massachusetts
Zip Code: 02121
Organization: Project Right
Organization Type: Non-profit Corporation
Small business: No
Socially and economically disadvantaged small business concern: No

Project Role: Other
Name: Shaw, Klare
Email: Klare.Shaw@Barrfoundation.org
Address 1: The Pilot House
Address 2: Lewis Wharf
Address 3:
City: Boston
State: Massachusetts
Zip Code: 02110
Organization: The Barr Foundation
Organization Type: Non-profit Foundation
Small business: No
Socially and economically disadvantaged small business concern: No

Project Role: Other
Name: Fleming, Robert
Email: robert fleming@cityofboston.gov
Address 1: Boston City Hall
Address 2: 1 City Hall Plaza
Address 3:
City: Boston
State: Massachusetts
Zip Code: 02108
Organization: City of Boston Trust Office, Timothy Smith Fund
Organization Type: City or Township Government
Small business: No
Socially and economically disadvantaged small business concern: No

Project Role: Third party in-kind contributor
Name: Guarin, Edwin

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

Email: eguarin@microsoft.com
Address 1: One Memorial Drive
Address 2:
Address 3:
City: Cambridge
State: Massachusetts
Zip Code: 02142
Organization: Microsoft Corporation, New England
Organization Type: For-profit Entity
Small business: No
Socially and economically disadvantaged small business concern: No

Project Role: Contractor
Name: Holt, Sarah
Email: sholt@mywayvillage.com
Address 1: 300 Congress Street, Suite 305
Address 2:
Address 3:
City: Quincy
State: Massachusetts
Zip Code: 02169
Organization: MyWay Village, Inc
Organization Type: Non-profit Corporation
Small business: No
Socially and economically disadvantaged small business concern: No

Project Role: Contractor
Name: Socia, Debra
Email: dsocia@lgfnet.org
Address 1: 270 Columbia Road
Address 2:
Address 3:
City: Dorchester
State: Massachusetts
Zip Code: 02121
Organization: Digital Bridge Foundation/openairboston.net
Organization Type: Non-profit Foundation
Small business: No
Socially and economically disadvantaged small business concern: No

Project Role: Other
Name: Livingston, Gail

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	Applicant Organization: BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	Applicant Name: Ms. Donna Sorgi

Email: Gail.Livingston@bostonhousing.org
Address 1: 52 Chauncy Street
Address 2:
Address 3:
City: Boston
State: Massachusetts
Zip Code: 02111
Organization: Boston Housing Authority
Organization Type: Non-profit Corporation
Small business: No
Socially and economically disadvantaged small business concern: No

19. **Description of the involvement of the partners listed above in the project.**

The key partners with the City of Boston for this grant and their roles are:

Boston Public Schools: Carol Johnson, Superintendent
    Alignment of curriculum, Title 1, Parent partnerships and school facilities as sites for TGH

Children's Hospital: John Riordan, Community Relations
    Support for development of health and wellness curriculum and sustainability

Citizens Bank: Monalisa Smith
    Support for development of online financial literacy curriculum and sustainability

Digital Bridge Foundation: Debra Socia, Manager, Technology Goes Home
    Develop, implement, and manage the Technology Goes Home program

Google: Jeff Keltner, Director, Google Apps for Education
    Support for Google apps and Web OS

Intel: Brian Lenaghan, NE Public Partnerships
    Support and coordination of Netbook development and procurement

Project Right: Jorge Martinez, Executive Director
    Support for development of curriculum and sustainability

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

The Barr Foundation: Klare Shaw
    Support for development of curriculum and sustainability

Timothy Smith Fund for Old Roxbury: Robert J. Fleming, Executive Secretary and Fund Manager
City of Boston
    Matching funds for the Online Readiness Program

Timothy Smith Network: Susan O'Connor, Executive Director
    Develop, implement, and manage the Online Readiness program

MyWay Village: Sarah Holt, CEO & Co-Founder
    Operate Connected Living Adoption and Sustainability Program in Boston Housing Authority Senior Developments

Boston Housing Authority: Gail Livingston, Director of Operations and Property Management
    Partners with MyWayVillage in offering Connected Living in BHA Senior Developments

TGH involves the local community by virtue of being based in 47 public schools in the lowest income neighborhoods. TGH classroom teachers recruit students and their families to participate from the school populations and then teach TGH after-school hours. Local community resources are directly in the TGH curriculum and featured on the TGH netbook desktop which further connects the community to the families and the broadband adoption initiative. With grant funding, TGH will serve many more school families, TGH curriculum will be extended to participants at PCCs and TSN community anchors, providing an explicit connection between TGH and the neighborhoods the anchors serve.

OLLR will be offered by the Timothy Smith Network (TSN) whose 31 community anchor agencies have provided effective, instructor-led, technology related training and access to residents for 12 years in the Roxbury area of Boston, one of the lowest income, highest unemployment neighborhoods. TS Centers are all established entities with deep experience operating projects of comparable size and complexity.

Submitted Date: 3/12/2010 4:50:11 PM	**Easygrants ID: 4480**
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

Connected Living will be offered by MyWayVillage which developed and now operates Connected Living programs in a variety of senior living centers. MyWayVillage will partner with the Boston Housing Authority to sponsor CL in 3 Senior BHA developments.

D. Congressional Districts

20.   Applicant Headquarters

- ➢ Massachusetts

21. Project Service States

Massachusetts

22. Project Service Areas

Massachusetts - 8

Massachusetts - 9

23. Will any portion of your proposed project serve federally recognized tribal entities?

- ➢ No

24. Indicate each federally recognized tribal entity your proposed project will serve.

25. Have you consulted with each of the federally recognized tribal entities identified above?

No

E. Community Anchor Summary

26. Community Anchor Institution

Submitted Date: 3/12/2010 4:50:11 PM	**Easygrants ID: 4480**
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

Schools (k-12)	47
Libraries	26
Medical and Healthcare Providers	0
Public Safety Entities	0
Community Colleges	0
Public Housing	14
Other Institutions of Higher Education	0
Other Community Support Organization	47
Other Government Facilities	0
TOTAL COMMUNITY ANCHOR INSTITUTIONS	134
27. Minority Serving Institutions	
Historically Black colleges and Universities	0
Tribal Colleges and Universities	0
Alaska Native Serving Institutions	0
Hispanic Serving Institutions	106
Native Hawaiian Serving Institutions	0
TOTAL MINORITY SERVING INSTITUTIONS	106

F. Demographics

Submitted Date: 3/12/2010 4:50:11 PM	**Easygrants ID: 4480**
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

28.   Will your proposed project be specifically directed to serve vulnerable population groups?

➤   Yes

If "Yes" which vulnerable population groups will your proposed project serve? Check as many as apply:
Hispanic

Black/African-American

Asian

Native American or Native Alaskan

Native Hawaiian or Pacific Islander

English as Second Language (ESL)

Disabled

Low Income

Unemployed

Senior Citizen (55 and over)

Youth

Other:

29.   Vulnerable Populations

The 47 TGH schools, the PCCs, and OLLR Timothy Smith Centers are predominately located in the lowest income, majority minority neighborhoods of the city. (See Ex. Summary)

TGH specifically targets vulnerable populations as indicated by federal free and reduced lunch programs and related indicators thereby engaging every targeted demographic identified by NTIA. All the demographic groups represented attend the TGH schools and use the PCC and TS

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

Center facilities. These children, their families, adults, and seniors comprise the population from which TGH and OLLR recruits enrollees.

Parent aides who assist in the TGH program come from the lowest income neighborhoods and often assist in the recruiting of other parents to take part in the TGH training. TGH recruitment is primarily done by the classroom teachers who know the children and families most in need of this training and classroom teachers are themselves the TGH instructors. Many of the TGH teachers share a cultural background with the participants.

OLLR: The targeted audience for OLLR live in one of Boston's poorest minority neighborhoods with the highest unemployment—residents who are actively seeking work or who have been laid off from jobs because they lack technical skills. Many are already served by the TSN community anchors which will be adding OLLR to their program offerings, providing a prime source for recruitment and engagement. The TGH school and PCC sites will also provide good candidates for OLLR. The OLLR curricula enables participants to learn technical concepts in their native language. OLLR and TSN will reach and engage the target audience by direct connection with these individuals at their places of worship, by postings at unemployment offices, the PCCs, schools, local businesses, community anchors, local media and information sessions on Boston's Public Access TV. With the exceptionally high unemployment rates in the area targeted by the OLLR program, we believe we will have 800 qualified enrollees and a much larger pool of applicants.

CL: The participants in this program are all seniors residing in Boston Housing Authority Senior Developments. By definition, they are low-income (median income $10k or less) Over 20% of residents speak a first language other than English. These factors combined with age, disability and frailty make this a disadvantaged and vulnerable population.

30. Accessibility

All of the Boston Public School sites and the PCCs where TGH will be offered already are accessible as required by law. The TSN Centers where OLLR will be offered are also accessible.

TGH and CL have and will continue to provide adaptive technology including hardware, software and peripherals to help ensure that all learners can experience success.

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	Applicant Organization: BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	Applicant Name: Ms. Donna Sorgi

Windows VISTA and/or Windows7 will be used on the netbooks and computers purchased for this grant. These operating systems provide built-in and assistive technologies that can help individuals with sight, hearing, and physical disabilities use computers even if they have difficulty using the keyboard, mouse, and trackpad.

The following features have been included in Windows Vista and Windows 7 which will address the majority of accessibility needs of participants in the TGH and OLLR program. All computer instructors will know how to access these features when needed.

A summary of the accessibility features that are available through these operating systems include:

EASE OF ACCESS CENTER: Provides a centralized location where you can adjust accessibility settings and manage accessibility programs.

SPEECH RECOGNITION: Enables you to interact with your computer using only your voice while maintaining, or even increasing, your productivity.

MAGNIFIER: Enlarges part of the screen while you work, leaving the rest of your desktop in a standard display.

NARRATOR: A text-to-speech program that reads aloud on-screen text and describes some events (such as error messages) that happen while you're using the computer.

ON-SCREEN KEYBOARD: A visual, on-screen keyboard with all the standard keys that you can use instead of a physical keyboard. On-Screen Keyboard also lets you type using an alternative input device.

KEYBOARD SHORTCUTS: Use keyboard shortcuts as an alternative to the mouse. Keyboard shortcuts can be found in the menus of programs, or, if a letter is underlined on a menu, it usually means that pressing the ALT key in combination with the underlined key has the same effect as clicking that menu item.

MOUSE KEYS: Instead of using the mouse, you can use the arrow keys on the numeric keypad to move the pointer.

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

STICKY KEYS: Instead of having to press three keys at once (such as when you must press the CTRL, ALT, and DELETE keys simultaneously to log on to Windows), you can press one key at a time when Sticky Keys is turned on.

FILTER KEYS: Ignore keystrokes that occur in rapid succession and keystrokes that are held down for several seconds unintentionally.

VISUAL NOTIFICATIONS: Replace system sounds with visual cues, such as a flash on the screen, so system alerts are announced with visual notifications instead of sounds.

CAPTIONS: Get information via animations and video that some programs use to indicate that activity is happening on your computer.

31.   Other Languages

TGH has developed curriculum assets in multiple languages ranging from Spanish to Somali. Additionally, our most recent version of the curriculum can be translated dynamically into 50 languages.

ONLINE LEARNING READINESS
The Microsoft Digital Literacy curriculum has three levels:
•   Microsoft Digital Literacy Basic curriculum
•   Microsoft Digital Literacy Standard curriculum
•   Microsoft Digital Literacy Advanced curriculum

The Standard Digital Literacy curriculum is currently available in over 30 languages (http://www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up/digitallite racy/default.mspx). OLLR will use this Standard Curriculum for over 90% of the program. The Basic and Advanced courses are currently available in English and Microsoft is committed to making them available in other languages in the near future.

Participants in the OLLR program will be able to use the courses in the Standard Digital Literacy curriculum in the language of their choice for all independent study. Classroom instruction will emphasize use of English and the advanced courses in ICT Curriculum Roadmap are only available in English, consistent with what is necessary for workforce skill development.

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

Outreach materials and recruitment efforts will be in the languages of the targeted populations.

CONNECTED LIVING:
Determining Language Needs: 19% (74/396) of the residents in the three Boston Housing Authority (BHA) communities speak Spanish as their primary language. In addition, 13 residents of one community speak Mandarin as their primary language.
Providing Internet Training in Other Languages: Connected Living is in the process of translating its Internet training curriculum to Spanish and has plans to translate into Russian, Chinese (Mandarin) and Portuguese.

Language Fluency and Cultural Sensitivity of the Instructor: It is critical to communicate with residents in their native tongue. The Resident Service Coordinators (RSC) employed by the BHA to work in the Elderly/Disabled portfolio are able to speak the languages needed in the buildings they serve. We have several Spanish-speaking RSCs and two Chinese-speaking RSCs. Residents Help Translate: Next to a bilingual CPM or Assistant CPM, a bilingual resident is most helpful. When a bilingual resident is involved in the same education and training as a resident who does not speak English, these residents are paired. The non-English speaking resident has training provided in the native tongue, and the translator benefits by being obliged to learn the materials sufficiently well to explain it to another. Both the CPM and Assistant CPM provide individual instruction to the translator – in a variant on "train the trainer" – so that the translator also gets additional personalized instruction in computer skills and applications. With the number of residents involved in this program, it is likely that translating help will be available to every participant.

G. Project Budget

32. Project Budget	
Federal Grant Request	$4,312,476
Total Match Amount	$1,981,172
Total Budget	$6,293,648
Match Percent	31.5%

Submitted Date: 3/12/2010 4:50:11 PM	**Easygrants ID:** 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

33.   **Projects Outside Recommended Funding Range:**

> ➤ The budget for this project is within the recommended funding range.

34.   **Sustainability:**

TGH: This grant will enable significant advances in numbers of broadband adopters among Boston's most vulnerable which would otherwise take 2 or 3 times as long. TGH will work with its partners, The City, the Boston Public Schools and Public Computing Centers, to find the funding to sustain an expanded TGH in the post-grant years. These partners have an 11 year record of fundraising for TGH and will be successful post-grant.

Some known examples of sustainability funding:

1. The Cable Fund which has supplied the match for this grant will generate approximately $200,000 in funding for post grant years.

2. The profits from an annual Hub on Wheels bike-a-thon are dedicated to TGH, estimated at $100,000 / year post grant.

3. $50.00 co-payments for the 5100 netbooks during the 2 year term of this grant will generate $255,000 which will be dedicated to post-grant support. Also, during each post-grant year, the co-pays will continue to provide revenue.

4. Boston Public Schools will provide support in post grant years.

5. Corporate sponsors will provide post grant support as in past years.

6. The TGH manager has a proven track record of successful fundraising for TGH and for other school based programs at the Lilla Frederick school where she has been the principal for the past 7 years, raising approximately $1m/year.

OLLR: Annual recurring program costs for OLLR that require post grant sustainability funding are $768,012. The TS Fund is the cornerstone of sustainable strategy for OLLR providing $500k/year for refreshing the hardware and software at TSN centers which host OLLR. Additionally, Timothy Smith Centers are embedded in multi-service organizations that have always included public computing in their mandates. This grant will provide funding to "train the trainers" to insure that permanent staff of these centers understand how to teach OLLR— becoming educated in the critical success factors in online learning and become experienced and successful using this instructional modality. Digital Literacy Curriculum and other Microsoft online learning resources will be available at no cost to broadband users. These resources are part of Microsoft's corporate strategy to provide millions of people with the technology training needed to succeed in the 21st-century economy. Corporate sponsors of the TSN and its programs

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

are interested in the success of the Online Learning Readiness Program which could become a model in other community technology center settings.

CL is sponsored by the BHA which will support this program in post grant years. BHA Resident Service Coordinators will be involved in CL training during the two years of the grant and gain the expertise needed to sustain CL.

The broadband adoption rates among the 8354 new broadband users will be sustained because the computer skills, life relevance education, a computer configured to support practical everyday needs and post grad support are integral to the programs.

35. Matching Funds	
Applicant is providing matching funds of at least 20% towards the total eligible project costs?	Yes
Describe the matching contributions	The total cash match from the City and its partners is $1,981,172 or 31.48% of the total project cost of $6,293,648. City of Boston has pledged $1,000,000 cash match which is 15.89 % of the total grant cost and 30.07% of the total TGH grant budget. This match will be used to support the TGH costs across all categories. Boston Housing Authority has pledged $149,284 cash match which is 2.4% of the total grant cost and 23.4% of the CL budget which it will support. MyWayVillage has pledged $45,188 cash match which is .7% of the total grant cost and 7.1% of the cost of the CL budget which it will support. TSN: The Timothy Smith Fund has pledged cash match of $787,500 to support the OLLR program. This is 12.5% of the total grant costs and 33.19% of the OLLR grant budget. $750,000 of this cash match will be dedicated to hardware and software purchases for TSN sites

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

	which will either be the locations where OLLR is offered during the 2 year grant period or will be locations where program enrollees can utilize computers to complete the 10-15 hours/week of out of class activities required by this program and to receive support when enrolled in advanced e-learning courses. The additional $37,500 cash match will cover the supplies and incidentals, curriculum materials for OLLR.
Unjust enrichment	This project is not receiving nor have we applied for any federal support for non-recurring costs in the area for which we are seeking an award.
Disclosure of federal and/or state funding sources	We have not received or requested other federal or state funding for the activities within this project or for projects to which this project relates.

36. Budget Narrative	
Budget narrative	TGH Budget/Timeline: Budget of $3,325,412 will add 7300 new broadband users for a total cost/new user of $455, or $19.50/training hour plus cost of netbooks. TGH broadband life-relevance curriculum and teaching methodology will conform to the highly successful TGH 2.0 model offered to families at the Lilla Frederick pilot middle school during the past 3 years, highlighted for excellence by the FCC National Broadband Plan Staff. After 15 hours of training, TGH will graduate 1100 school-based families in year one and 1800 families in year two vs 900 in 2009, adding 5800 new individual broadband users. Classroom teachers will recruit families and then offer after school TGH training, deepening the parent-teacher connection. Teacher assistants will be recruited from past graduates. All graduating families will go home with a new netbook – an infusion of 2,900 new computers into school-based households as well as assistance in acquiring affordable connectivity through BPS Connect. TGH will expand its powerful broadband adoption curriculum beyond the schools by a new "train the trainers" capacity, partnering with Boston's newly BTOP funded PCCs as well as TSN Centers to train their permanent staffs to offer TGH curriculum and netbooks for grads in these multi-service settings. This will add 1500 graduates with netbooks and will embed in the PCCs the ability to integrate TGH

Submitted Date: 3/12/2010 4:50:11 PM	**Easygrants ID: 4480**
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

	broadband adoption into their permanent program offerings. This powerful combination of hardware and skills and life relevance broadband training will result in a significant increase in broadband adoption in these lowest income areas. The two years of the grant will witness a powerful Boston assault to achieve substantial inroads on digital inclusion and provide the program infrastructure for years to come.
	OLLR Budget/Timeline: OLLR's budget of $2,372,077 will train up to 800 out of work adults centered in the highest unemployment inner-city area. The training cost/enrollee is $2776 for 12 weeks of intensive 20hrs/week in-class training, or $11.55/training hour, intended to facilitate digital workplace employment for graduates. Each graduate of OLLR will receive 240 classroom hours of computer training targeted toward technology career positions and a netbook. Through this program, participants will learn how to become life-long learners through online resources, how to search for jobs and to succeed in the digital workplace. The TSN Centers that host and support OLLR will provide job acquisition assistance to program graduates.
	The CL Budget of $596,158 will train 254 Seniors in 3 developments. The cost/enrollee is $2,247 including the computer, or $28.79/program hour.
	These three powerful programs operating in many locations across the lowest income areas will provide comprehensive broadband adoption training to schoolchildren and their families, to other residents at community anchors, out of work adults and seniors in public housing.
Budget reasonableness	For a total project cost of $6,293,648 offset by 31.48 % matching fund, the grant request is $4,312,476. This will fund broadband adoption/life-relevance training for up to 8354 individuals with computers supplied to program graduates. This equates to a per/person cost of $754 and a federal grant cost of $516. All costs are eligible under NOFA guidelines. The population targeted is Boston's most vulnerable, residing in the

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

lowest income neighborhoods of the City. This influences the structure and cost of the programs proposed. Program expenditures are almost exclusively personnel costs for training and for computers for those who successfully complete training.   During the grant period, Boston 8,354 residents will be offered training in how to use and understand the relevance of Internet resources to improve their life circumstances, including acquiring digital workplace employment. All will take home computers for a $50 co-pay to continue learning and using broadband in their daily lives. The 800 out of work adults will learn skills needed in the digital workplace and be assisted in finding post-training employment.

Reasonableness of units/unit costs:
• The unit cost of netbooks is $275 which is the median cost of many models; volume purchasing agreements will ensure adequate software. Total units purchased will be 4960 netbooks, to supply one for: 2900 TGH school-based family grads; 1100 PCC grads; 400 TSN grads; 560 OLLR graduates.
• The unit cost of computers for seniors is $450 which is median cost of many models.
• TGH teachers will be paid at rate established by Union contract.
• TGH parent assistants will be paid $15/hour, a living wage for families in Boston
• TGH: 15 hours of training with two teachers and one parent assistant for every 18 families is based on established track record of Boston's premier TGH program at the Lilla Frederick. This is the time and staffing required to promote child/parent understanding of how to use the internet to improve their daily lives.
• OLLR: 12 weeks @20 hrs/week allocates the hours suggested for the Microsoft Digital Literacy Curriculum across a time-frame which will allow students to master these technical skills. Supplemental exercises will reinforce learning and employment readiness activities; unpaid internships will enhance experience and benefit employment chances for graduates.
• OLLR and CL instructor costs are prorated on salaries of

Submitted Date: 3/12/2010 4:50:11 PM	**Easygrants ID: 4480**
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

	experienced instructors. • OLLR assistants and CL Program Managers: $15/ hour is living wage for families in Boston This grant will provide Boston with a training infrastructure that will deliver benefit year after year, far beyond the grant period. The value of this expenditure of federal funding is much larger than even this modest cost/user suggests since it will provide Boston with a powerful weapon in its efforts to bring about digital inclusion at the fastest possible rate for vulnerable citizens.
Demonstration of need	The City of Boston/BHA and its non-profit partners are able to make a 31.48% cash match but do not possess sufficient budget resources to support the total program costs for the sustainable broadband adoption programs described in this application. This significant cash match in such challenging fiscal times for Boston and its nonprofit partners signifies a joint steadfast commitment to sustainable broadband adoption. Without federal grant assistance, the 3 programs described herein will not be implemented. The BHA is deeply financially stressed, facing state and federal funding cutbacks. It had hoped to sponsor CL at 12 Senior developments but was only able to identify $150,000 cash match and so the program scope was reduced to 3 developments. BHA Resident Service coordinators at the Senior developments at TS Centers are effective in causing learning to take place among community residents and, with grant funding, these staff will become experts in the use of CL learning resources and will be able to continue using this instructional modality in post-grant years. TGH is operated by the non-profit Digital Bridge Foundation/Openairboston.net (BDBF/OAB), in partnership with the City. The City has been able to identify cash match of $1,000,000 from a cable franchise fund which constitutes the total financial ability of the City to support this program during the grant period.

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: **4480**
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

	The Timothy Smith Trust Fund which supports the TSN will provide $787,500 in matching funds used to purchase the computer equipment and supplies at TS Centers which run and support OLLR. Timothy Smith Trust monies cannot be used for operational and staff costs associated with the OLLR Program. The program costs for OLLR must come from grant funding or OLLR cannot be offered. Staff at TS Centers are technically savvy and are effective in causing learning to take place among community residents. With grant funding these staff will become experts in the use of online learning resources in an inner city environment and will be able to continue using this instructional modality in post-grant years. The blended instructional environment of the Online Learning Readiness program capitalizes on the expertise of existing staff together with e-learning resources to raise the skill levels of participants for participation in technology based jobs. Timothy Smith Centers are highly dependent on foundation and corporate funding for much of their program expenses. The most recent edition of the Foundation Yearbook, states that 67% of the foundations surveyed estimate that they will decrease their 2009 giving by 8 to 13%. Many foundations have discontinued grants for adult technology training at a time when the need is increasing. The NTIA grant opportunity is of vital importance to enable the TS Centers to provide the effective, learner-focused technology training needed to succeed in the 21st-century economy.

37. Funds to States/Territories

States	Amount of Federal Grant Request
Massachusetts	4,312,476

Funds to States/Territories Total: $4,312,476

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	Applicant Organization: BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	Applicant Name: Ms. Donna Sorgi

H. Historical Financials

38. Matching Funds			
	2007	**2008**	**2009**
Revenue	2,534,846,000	2,604,277,000	2,671,759,000
Expenditures	2,599,518,000	2,765,807,000	2,779,152,000
Net Assets	1,159,130,000	975,247,000	822,877,000
Change in Net Assets from Prior Year	105,785,000	-183,883,000	-148,870,000
Bond Rating (if applicable)	Aa1, AA+	Aa1, AA+	Aa1, AA+

I. Program Benefits

39. Jobs	
How many direct jobs-years will be created from this project?	47
How many indirect jobs will be created from this project?	30
How many jobs will be induced from this project?	17

40.   Methodology used to estimate jobs:

Our estimations are based on the Council of Economic Advisor's guide to job creation estimates.

A request of $4,312,476, based on each $92,000 of government spending creating 1 job-year, results in 47 job-years.

With 64% of the total job-years representing direct and indirect effects, our grant results in 30/direct/indirect jobs.

With 36% of the job-years representing induced effects, our grant results in 17 induced jobs.

41. Adoption Metrics

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

How many total new home subscribers (household accounts) to broadband do you expect to generate through use of BTOP funds over the entire life of the program funded?	5153
How many total new business and/or institutional subscribers to broadband do you expect to generate through use of BTOP funds over the entire life of the program funded?	0
How many total users of broadband in public computer centers or users of broadband outside the home (e.g., in a community college) do you expect to generate through use of BTOP funds over the entire life of the program funded?	8053
What is the total cost of your project per new subscriber (household, individual, or institutional) or new end-user?	$782.00

42. Measuring Adoption Impact:

Because the TGH portal is online we have a highly granular view of participant access to online tools and resources. This view allows TGH to track and understand both use patterns and benefits for families. Working in coordination with Boston Public Schools, TGH will seek to quantify benefits to students and families including student achievement, parent engagement, and overall student improvement.
BPS Connect will provide the adoption metrics for school-aged youth and families who participate in TGH.
We will engage our PCC and TNS partners to do follow-up with graduates to ascertain how they are connected to the Internet. All attendance, program completion, netbook co-pay, and broadband adoption by TGH participants will be tracked.

OLLR
Student information (demographics, registration, progress through program, evaluation results, attendance, broadband adoption, etc.) will be tracked via the Timothy Smith Network's online database. A digital portfolio of student's work will be maintained at each participating TS Center. The TSN will rely on reports from One-stop placement partners to determine the number of OLLR participants who are places in jobs. Have built into the grant career counseling and placement support for individuals achieving proficiency in advanced level IT topics.

CONNECTED LIVING
Connected Living is divided into a series of logical steps or building blocks. There is a detailed evaluation system to monitor the actions prompted by our awareness-raising and education

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

interventions at each step. Monthly reports will be issued reflecting participation in all group meetings, one-on-one sessions and online training. This data will also be used to assess outcomes of the awareness-raising, education and training program. Data collected through surveys and focus groups will generate feedback for curriculum development, the adequacy of training, training approaches, and support provided by the instructors.

43. Broadband Training Programs	
If you intend to provide training or education, how many people in total will your program(s) reach?	8354
How many hours of training do you expect to provide per person on average for each participant in your training program(s), through completion of training for that individual?	32
How many Full time employee (FTEs) instructors or facilitators will you employ for broadband and digital literacy training purposes?	32

44.   Describe their qualifications (training and experience):

Over the last decade TGH has found the optimal balance of training, facilitation, and support. The award winning program leverages 2 highly qualified Boston Public School teachers for every 18 families enrolled. TGH has found that by using the children's classroom teachers as instructors in this TGH out-of-school program they are able to build upon student relationships to engage the entire family.

Instructors in teaching the Online-Learning Readiness program will come from existing instructors at TS Centers. They currently provide instruction on technology topics which makes them well qualified to become OLLR instructors. They will be given special training as on-line learning facilitators and will be expected to complete all of the modules that are available for students. Several instructors are enrolled in IT degree programs at colleges and universities. Others already have advanced degrees in instructional design, methodology and technology. Still others have already become certified in advanced IT skills. Other individuals will be employed to provide support for students during open access/public computing time at the Timothy Smith Centers. These individuals will receive special training to understand the assignments of students and to know how to assist participants without doing the work for them.

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	Applicant Organization: BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	Applicant Name: Ms. Donna Sorgi

CL: MyWay Village looks for five primary attributes when recruiting Connected Living program staff responsible for education and training: (1) prior work experience related to entry-level computer and Internet instruction, ideally with low-income seniors and the disabled; (2) the individual's own educational experience related to seniors, teaching and computer/Internet training; (3) teaching and counseling skills necessary to work effectively with seniors and the disabled; (4) personality traits – like patience and respect - to inspire trust and confidence with seniors and the disabled in attempting to learn computer and Internet skills; and (5) a value system oriented to helping others learn new skills to promote independence and self-sufficiency.

Initial Ambassador training comprises 8 hours (4 hours classroom instruction and 4 hours of onsite training / shadowing) and is directed to the mastery of the Connected Living instructional materials used to help residents develop foundation skills for Internet use. Ambassadors receive continual ongoing training on new curriculum and teaching materials. Special training is provided in the resident assessment and evaluation functions which occur before, during and after training intervention.

45. Equipment Affordability Programs		
What is the total up-front cost of this equipment?	$2,238,483.00	
If you are providing an equipment purchase or loan program, for how many households, businesses and/or institutions do you expect to provide equipment or computers?	5214	Households
	0	Businesses
	0	Institutions
If you are employing a loan program for purchases of service or equipment, what will be the total cost to the typical customer you assist over the life of the loan, including all interest and fees?	$0.00	
How many broadband-related equipment units (e.g. computers, wireless devices) do you intend to purchase overall?	5471	

46. Broadband Awareness Programs

Submitted Date: 3/12/2010 4:50:11 PM	**Easygrants ID: 4480**
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

If you are conducting an awareness campaign, how many people do you expect your campaign will reach in total per year?	55000

47.   Awareness Campaign Methods: Briefly describe the targeting, media, and messaging strategies your awareness campaign will employ.

TGH:
Message: The recruiting materials for TGH--"Upgrade Your Life!" are compelling: picture of an open netbook with the "Your Life Online" portal and icons, and outside the picture, a series of questions: "How would you like to change your life? Learn the latest technology? Connect with friends/ family? Chat on Facebook? Find a job? Access your bank account? All this is yours, plus a netbook! If interested, contact…." TGH is poised to exploit the power of its brand.
Netbooks: Netbooks are a great recruiting tool. When a teacher at the Frederick school holds up a netbook and explains to prospective participants that "this is what your family gets at the end of TGH training", the classes fill overnight. The Frederick school has the largest single school enrollment of any–over 200 families last year. Netbooks have visual attraction, the status of being cutting edge, portable and user friendly for "lifestyle" computing.
Schools: Recruitment and training in the schools leverages the entire social unit of the family and maximizes benefits to the broadest spectrum of new users, requiring a child/adult team attend training.
PCCs: PCCs attract a wide range of ages for all types of programming. Adding TGH classes with the netbook "draw" should make these settings great recruiting grounds for expansion of TGH to vulnerable adults and seniors, particularly.
OLLR: The targeted audience live in one of Boston's poorest minority neighborhoods with the highest unemployment. Many are actively seeking work or have been laid off because they lack technical skills. Many are already served by TSN which will be OLLR sites, providing a prime source for recruitment. OLLR will also recruit via unemployment offices, community anchors, businesses, houses of worship, local media/information sessions on Public Access TV. With the exceptionally high unemployment rates in the area targeted by the OLLR program, we believe we will have 800 qualified enrollees and a much larger pool of applicants.

CL is offered directly within the Senior Housing Development so recruiting is direct to the residents, often living within a single building.

How Programs Don't Exist and/or Meet the Need:

Submitted Date: 3/12/2010 4:50:11 PM	**Easygrants ID:** 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

OLLR: There is no program being offered in Boston for out of work adults that uses e-leaning to prepare trainees for on-line digital workplace.

TGH is Boston's only school-based program that offers adoption training to school families. It is currently much too small to accommodate the number of families who need and desire this training.

CL is the first and only program to offer seniors broadband adoption training in their public housing community.

48.   Measuring Campaign Impact: Describe how you will measure the impact of the awareness campaign.

The awareness campaign will be considered a success if all seats in the TGH programs at the schools, PCCs and TSN centers are filled and if the 800 openings for Online Learning Readiness programs are filled with qualified individuals and there is a sufficient waiting list to fill in openings made available by those who drop out. The CL awareness campaign will be successful if 65% complete the program.

J. Project Readiness

49.   Licenses and Regulatory Approvals

There are no local, state, or federal licenses and regulatory approvals required to complete the project.

50.   Organizational Readiness

NTIA JUST RECONGIZED BOSTON'S ORGANIZATIONAL READINESS BY FUNDING US FOR PUBLIC COMPUTING CENTERS IN ROUND ONE.

CITY/BOSTON PUBLIC SCHOOLS/TGH: TGH has an 11 year track record of working in partnership with the City and BPS in this innovative family broadband education program. TGH has operations, accounting structures, procurement, logistics and management that are matured and developed. TGH has longstanding relationships with the PCC community anchors, making extension of TGH to those settings highly likely to succeed. Letters of support for this grant from Intel, Google, Children's Hospital, the Barr Foundation and others evidence the credibility, capabilities and track record the City/TGH partnership has demonstrated.

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	Applicant Organization: BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	Applicant Name: Ms. Donna Sorgi

TSN: ONLINE LEARNING READINESS
The 31 sites of the Timothy Smith Network (TSN) among which the OLLR program will be offered and supported are anchors with deep experience operating projects of comparable size and complexity. TS Centers have come together to jointly plan this grant and the OLLR curriculum because this type of training and programming is consistent with their overall mission and essential to the constituencies they serve. Permanent staff at TS Centers already teach technology courses to community residents. Since 2002, the TSN has procured and managed several grants to provide technology and other types of training at TS Centers. Through funding from Timothy Smith Fund established in 1996 by a bequest to the City, TSN has purchased equipment and curriculum and programming supplies valued at over $2.6 million for the TS Centers and three BPS schools in Roxbury. With a grant from Boston Connects over 600 residents of Boston's Empowerment Zone received basic technology training in 2003 and 2004 at 13 TS Centers. From 2007 through 2009 staff at 8 TS Centers facilitated after-school astronomy programs in conjunction with representatives from MIT's Kavil Institute with funding from NASA. Most of the youth who successfully completed the program, went on to summer jobs at MIT. Microsoft Corporation has donated over $2.6 million in large software grants to TS Centers through the TSN and provided the TSN with additional cash grants to increase the technological and instructional capacity of TS Center staff. These accomplishments demonstrate TSN's ability to successfully partner and manage the activities laid out in this proposed grant.

Boston Housing Authority/CL: The BHA has operated public housing for over seventy years and has been designated by the HUD as a High Performer for the past three years. Despite years of financial cutbacks, the BHA's properties are fully occupied with a waiting list of over 12,000. The Resident Services division, with 6 resident service coordinators, works with dozens of service providers to enhance the lives of senior residents in its 3,000 elderly disabled units. MyWayVillage has a 4 year record of operating CL in senior developments facilitating an easy partnership with BHA

51.   Project Timeline and Challenges

Overall Project
• Establish project meeting schedule, monthly reporting and procurement procedures
• Negotiate purchasing agreement for equipment
• Hire and train all project staff for each program (Q1)
• Sustainability planning and activities

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	Applicant Organization: BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	Applicant Name: Ms. Donna Sorgi

TGH
Stage 1: Develop Infrastructure (Q1-2)
• Create Web portal
• Establish wireless connection in all TGH schools
• Finalize curriculum and marketing materials
• Reporting and tracking of students and progress (ongoing)
Stage 2: Initial TGH cycles (Q2)
• Run TGH at schools
• Train staff at PCCs
• Create integrated schedule of TGH at schools and PCCs
• Begin running TGH at PCCs
Stage 3: Run cycles TGH (Q3-Q8
• Run TGH at schools (recruit and run program)
• Run TGH at PCCs

OLLR
Stage 1: Develop Infrastructure (Q1)
• Train staff at TS centers
• Finalize recruiting material and upgrade web site
• Begin recruiting for OLLR
• Establish advanced training sites
Stage 2: Initial OLLR cycles (Q2)
• Run OLLR at 3-5 sites
• Revise program and develop integrated schedule
• Recruit for subsequent cycles of OLLR
• Train staff at additional TS Centers
• Migrate graduates to placement centers or into advanced training
Stage 3: Run cycles OLLR (Q3-Q8)
• Upgrade equipment in TS Centers
• Continue running OLLR cycles

CL
Stage 1: Develop Infrastructure at BHA sites and Community Set-Up (Q1)
• Meet management team to establish Connected Living schedule
• Site audit, recommendation for computer lab (procure equipment and/or install if needed)

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

• Set-up of co-branded portal with online resident directory for each Boston Community
• Create co-branded marketing materials and provide file
• Begin marketing program to residents and families (letters and family info form)
• Plan "Connected Living Launch" to residents
• Assist staff to build base level of content on "MyVillage" page
Stage 2: Connected Living Launch (Q2)
• "Launch Event" for residents
• Activate residents, family and friends accounts
• Connected Living Ambassador one-to-one sessions begin with residents
• Family and friends are invited into MyWay Village site
• Connected Living classes and Lab Sessions begin
Stage 3: Connected Living Rollout (Q2-Q8)
• Ongoing reporting and consultation to ensure program success

Challenges and Mitigation Plans for all Programs
• To attract qualified and committed participants recruiting will recruiting until numbers are reached
• To retain individuals in OLLR if work is a priority, OLLR will develop process for self -paced if participant has broadband access
• Boston's Public Computer Center and Broadband network funded by other NTIA grant will give students additional access to on-line resources outside of classes.
• High quality flexible trainers with experience in diverse settings will allow adapting curricula to multiple environments in community anchors.
• Use of blended-online training will mitigate turnover of instructors and trainers.

52.   SPIN Number

K. Environmental Questionnaire

53.   Does the proposed action involve the procurement of materials? If so, will the materials be installed, stored or operated in an existing building or structure? If yes, please click "Add" to include the list of equipment and peripherals to be procured.

No

Submitted Date: 3/12/2010 4:50:11 PM	**Easygrants ID: 4480**
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

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54.   Does the proposed action involve procurement of electronic equipment? If yes, will the equipment be disposed of in an environmentally sound manner at the end of its useful life?

Yes

55.   Does the proposed action involve construction, remodeling, or renovation? If so, will these activities be limited to only minor interior renovations to a structure, facility, or installation? If yes, click "Add" to include a description of the proposed renovations with your project summary.

No

56.   Does the proposed action involve the production and/or distribution of informational materials, brochures, or newsletter?

Yes

57.   Does the proposed action involve training, teaching, or meeting facilitation at an existing facility or structure? If yes, click "Add" to explain.

Yes

TGH will be taught at existing schools, PCCs and TS Centers.

  OLLR will be taught at existing TS Centers.

  CL will be taught at 3 existing Senior Boston Housing Authority developments.

58.   Does the proposed action involve ground or surface disturbance to accommodate new fiber optic cable? If yes, please click "Add" to include a description of the extent of service upgrade, a list of the permits required, and linear footage of underground fiber optic cabling required.

No

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	Applicant Organization: BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	Applicant Name: Ms. Donna Sorgi

59.   Does the proposed action involve an upgrade of broadband service to an existing facility or structure? If yes, please include a description of the extent of service upgrade, a list of the permits required, and linear footage of underground fiber optic cabling required?

No

Broadband Non-Infrastructure Application
Submission to NTIA – Sustainable Broadband Adoption

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

Uploads

The following pages contain the following uploads provided by the applicant:

Upload Name	File Name	Uploaded By	Uploaded Date
Management Team Resumes and Organization Chart	NTIA-4480-SBA-ManagementTeamResumes.pdf	Sorgi, Donna	03/12/2010
Management Team Resumes and Organization Chart	NTIA-4480-SBA-OrganizationChart.pdf	Sorgi, Donna	03/12/2010
Government and Key Partnerships	NTIA-4480-SBA-LoS-Intel.pdf	Sorgi, Donna	03/12/2010
Government and Key Partnerships	NTIA-4480-SBA-LoS-BarrFoundation.PDF	Sorgi, Donna	03/11/2010
Government and Key Partnerships	NTIA-4480-SBA-LoS-BostonPublicSchools.PDF	Sorgi, Donna	03/11/2010
Government and Key Partnerships	NTIA-4480-SBA-LoS-ChildrensHospital.PDF	Sorgi, Donna	03/11/2010
Government and Key Partnerships	NTIA-4480-SBA-LoS-CitizensBank.PDF	Sorgi, Donna	03/11/2010
Government and Key Partnerships	NTIA-4480-SBA-LoS-DigitalBridgeFoundation.PDF	Sorgi, Donna	03/11/2010

Submitted Date: 3/12/2010 4:50:11 PM		Easygrants ID: 4480	
Funding Opportunity: Sustainable Broadband Adoption		**Applicant Organization:** BOSTON, CITY OF	
Task: Submit Application - Sustainable Broadband Adoption		**Applicant Name:** Ms. Donna Sorgi	

Government and Key Partnerships	NTIA-4480-SBA-LoS-Microsoft.pdf	Sorgi, Donna	03/11/2010
Government and Key Partnerships	NTIA-4480-SBA-LoS-ProjectRight.PDF	Sorgi, Donna	03/11/2010
Government and Key Partnerships	NTIA-4480-SBA-LoS-MyWayVillage.PDF	Sorgi, Donna	03/11/2010
Government and Key Partnerships	NTIA-4480-SBA-LoS-TSF-TSN.PDF	Sorgi, Donna	03/11/2010
Government and Key Partnerships	NTIA-4480-SBA-LoS-BHA.pdf	Sorgi, Donna	03/12/2010
Historical Financial Statements	NTIA-4480-SBA-MyWayVillage-Historical-Financials-2007-09.pdf	Sorgi, Donna	03/12/2010
Historical Financial Statements	NTIA-4480-SBA-BostonDigitalBridgeFoundation-2006Audit.pdf	Sorgi, Donna	03/08/2010
Historical Financial Statements	NTIA-4480-SBA-BostonDigitalBridgeFoundation-2007Audit.pdf	Sorgi, Donna	03/08/2010
Historical Financial Statements	NTIA-4480-SBA-TSNFinancialStatement-2006-2007.pdf	Sorgi, Donna	03/08/2010

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

Historical Financial Statements	NTIA-4480-SBA-TSNFinancialStatement-2007-2008.pdf	Sorgi, Donna	03/08/2010
Historical Financial Statements	NTIA-4480-SBA-TSNFinancialStatement-2008-2009.PDF	Sorgi, Donna	03/08/2010
Historical Financial Statements	NTIA-4480-SBA-CityOfBoston-AuditorLetter-1521.pdf	Sorgi, Donna	03/09/2010
Historical Financial Statements	NTIA-4480-SBA-CityOfBoston-MIS-FY10-Budget.pdf	Sorgi, Donna	03/09/2010
Community Anchor Institutions Detail	NTIA-4480-SBA-CommunityAnchorInstitutions-Form.xls	Sorgi, Donna	03/11/2010
BTOP Certifications	NTIA-4480-SBA-Authentication-Certifications.pdf	Sorgi, Donna	03/11/2010
Detailed Budget	NTIA-4480-SBA-Detailed-Budget-Attachment-CL.xls	Sorgi, Donna	03/12/2010
SF424 A Budget	NTIA-4480-SBA-SF424A-Form-CL.pdf	Sorgi, Donna	03/11/2010

Submitted Date: 3/12/2010 4:50:11 PM		Easygrants ID: 4480	
Funding Opportunity: Sustainable Broadband Adoption		**Applicant Organization:** BOSTON, CITY OF	
Task: Submit Application - Sustainable Broadband Adoption		**Applicant Name:** Ms. Donna Sorgi	

SF424 B Assurances - Non-Construction	NTIA-4480-SBA-AssurancesNonConstruction.pdf	Sorgi, Donna	03/11/2010
Supplemental Information	CL-Curriculum Offerings.docx	Sorgi, Donna	03/12/2010
Supplemental Information	OLLR-Syllabus-2010-03-04.pdf	Sorgi, Donna	03/12/2010
Supplemental Information	TGH-intro brocheur 2008-09.pdf	Sorgi, Donna	03/12/2010
Supplemental Information	TGHAsusEEEPCcurriculum-HowtousetheEEEPC.pdf	Sorgi, Donna	03/12/2010
Supplemental Information	TGHAsusEEEPCcurriculum-Internettab.pdf	Sorgi, Donna	03/12/2010
Supplemental Information	TGHAsusEEEPCcurriculum-LearnTab.pdf	Sorgi, Donna	03/12/2010
Supplemental Information	TGHAsusEEEPCcurriculum-worktab.pdf	Sorgi, Donna	03/12/2010
Supplemental Information	TGH-fianaciallitcurric.pdf	Sorgi, Donna	03/12/2010
Supplemental Information	TGH-June 2008 herald article.pdf	Sorgi, Donna	03/12/2010

Submitted Date: 3/12/2010 4:50:11 PM	Easygrants ID: 4480
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** BOSTON, CITY OF
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Ms. Donna Sorgi

Supplemental Information	TGH-Families-During-Training.pdf	Sorgi, Donna	03/12/2010
Supplemental Information	OLLR-BuildingSkills-BostonGlobe-OpEd-Microsoft.pdf	Sorgi, Donna	03/12/2010
Supplemental Information	CL-BackgroundPresentation.pdf	Sorgi, Donna	03/12/2010