

2025-MBI-07 RFI RESPONSES

Massachusetts Broadband Institute
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AgeSpan

Name: AgeSpan

Initiative Area Mapping

- Digital Literacy
- Device Distribution
- Education, Outreach and Adoption

Main Address: 280 Merrimack Street Suite 400 Lawrence, MA

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Organization/Business name: AgeSpan

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Question 1. Service Description

AgeSpan's Digital Equity Program is multi-faceted. AgeSpan offers device distribution for older adults aged 60 years of age or older living in the Merrimack Valley and North Shore. AgeSpan is able to offer LG tablets with and without data plans free of charge. AgeSpan incurs the cost of the data plan for up to one year. After the year, the consumer is encouraged to keep the tablet and is provided a list of low-cost internet options in their area. If they do not wish to purchase internet, they are still able to keep the tablet and use it any place that offers free Wi-Fi. AgeSpan's Digital Access Coordinator provides 1:1 technology training to the older adult. This training is usually done in the home and focuses on not only set-up and basic functions of the tablet but also is heavily focused on the goals of the consumer. Goals we often see include emailing and video-calling with family and friends, telehealth, attending support groups, and socialization. Consumers are then left with a tech training guide created by AgeSpan that reinforces all the skills that were learned during the home visit. AgeSpan can also offer digital literacy training to individuals on their own devices. If a consumer has a question regarding their own personal device, whether that be a laptop, smartphone or tablet, a referral into our program can be made. We also host "office hours" at our supportive housing sites where residents can sign up for a time slot with our Digital Access Coordinator and have their specific questions answered regarding their device. Group training is another service that we offer through our Digital Access Program. Group training can be offered in supportive housing or at Councils on Aging. The group training follows our tech training guide but can be held over a few sessions

with other AgeSpan staff assisting during the training. Lastly, AgeSpan is able to offer presentations in the community on various topics such as scam awareness, online shopping and online safety to name a few.

Question 2. Pricing Structure

There is no cost associated with AgeSpan's Digital Equity Program. Through funding, we are able to offer not only the tablet, but the data plan free for up to one year and 1:1 training. Consumers are able to keep the device with no charge.

Question 3. Target Audience

AgeSpan's targeted audience is aging individuals aged 60 years old or older. We also serve women, individuals with a language barrier, LGBTQ+, members of racial/ethnic groups, veterans and low-income households.

Question 4. Experience and History

We began providing digital equity services as a result of the pandemic, which started in 2021. Since AgeSpan has started our Digital Equity Program, we have served over 550 older adults living in our catchment area with device distribution and digital literacy services which include 1:1 training in the home and group training in housing sites and Councils on Aging.

Question 5. Geographic Reach

AgeSpan covers the 28 cities and town in the Merrimack Valley and North Shore.

Question 6. Success Metrics

AgeSpan measures success by the consumer's ability to use the technology before ending the home visit. We do not leave unless the consumer is feeling confident in what they have learned during the visit. If the consumer needs additional training, we make sure to schedule an additional visit to ensure the consumer feels confident and empowered using the technology. We also measure success by success stories. We like to highlight any success story from consumers in the community that we encounter. One particular success story we have encountered in the community came from a consumer who was referred into the program to receive a tablet and training for telehealth. The Digital Equity Program Manager was able to get the consumer set up with the tablet, assist her with accessing her email to then find the link to her telehealth appointments. The consumer can now have telehealth appointments with her oncologist and now she does not have to travel to every appointment.

Question 7. Client Engagement

Before a home visit is conducted, our Digital Access Coordinator will review a pre survey with the consumer. During this pre survey, we like to hear from the consumer their specific goals around using technology and what they would like to get out of the visit. This way, we can focus the home visit around the consumer's specific goals, whether it be to learn how to email with family, attend an online support group, find transportation, or have a telehealth appointment, we want to make sure the goals of the consumer are being met during the home visit.

Question 8. Partnerships

AgeSpan partners with our supportive housing sites and Councils on Aging as part of our service delivery model. AgeSpan partners with our local Councils on Aging and supportive housing sites to receive referrals, to promote digital literacy program and be a site to host group trainings. These partnerships have been established throughout the duration of AgeSpan's Digital Equity Program. AgeSpan has also partnered with the Merrimack Valley Veteran's Collaborative to help promote their program to veterans in our service area.

Question 9. Training and Support

AgeSpan has created a Technology Training Guide that covers everything from basic functions of the tablet, to email set-up, internet usage to every function on Zoom. This serves as the training for our Digital Access Coordinator and any other AgeSpan staff members that may assist with group training or if there is a language barrier. The Technology Training Guide is translated into three different languages to ensure that it is culturally competent.

Question 10. Case Studies

1. Providing a tablet for a consumer and teaching her how to access her email and retrieve a link for her telehealth appointments. She is now able to have telehealth appointments with her oncologists in the comfort of her home.
2. As a result of an uptick in questions regarding affordable internet and phone plans from residents at a housing site, our Digital Access Coordinator created a fact sheet of low-cost phone and internet plans for all Resident Service Coordinators to use as a resource for their residents.
3. As a result of an uptick in questions regarding personal devices at a particular housing site, our Digital Access Coordinator hosted "Office Hours" as an opportunity for residents to sign up for a time slot to have their specific questions answered regarding their device. This was a successful approach and will now be offered at other housing sites in the Merrimack Valley.

Question 11. Contact

Molly Gerbutavich - mgerbutavich@agespan.org or 978-651-3033

AlbanyCanCode, DBA Can Code Communities

Name: AlbanyCanCode, DBA Can Code Communities

Initiative Area Mapping

- Digital Literacy

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Organization/Business name: AlbanyCanCode, DBA Can Code Communities

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Question 1. Service Description

Can Code Communities has been offering digital equity and inclusion services since 2016. We have offered a variety of programs, including but not limited to, Beginner Computer Training, Job Ready Digital Skills, Front End Web Development, Cybersecurity Essentials, Python 1: Programming Concepts, Python 2: Data Analytics, AI Essentials, JavaScript Frameworks and Fundamentals.

We have been serving Massachusetts residents since 2021, where we have partnered with Massachusetts College of Liberal Arts: Pittsfield, Berkshire Community College, and Holyoke Community College to offer programs in Front End Web Development, Beginner Computer Training, and Job Ready Digital Skills.

Beginner Computer Training (BCT) program:

The BCT program, formerly known as Virtual Digital Literacy, provides participants with essential computer skills necessary to excel in today's digital economy. This program serves as a foundational step toward further education in our software-sector career training programs. This training is delivered through cohorts structured in six and a half weeks of intensive sessions totaling forty hours of hands-on training. This format, tested successfully in the summer of 2024 and funded by partner organizations, offers a more practical time commitment for our trainees.

To ensure a smooth start, instructors meet individually with trainees during the first week to onboard them with Microsoft Teams, and provide ongoing support throughout the program as needed. We strive to create an engaging and supportive learning environment. Lessons are tailored to our trainees' diverse cultural backgrounds and skill levels, fostering a climate

of encouragement and active participation. Trainees gain confidence by sharing their work during class, receiving feedback, and collaborating with peers in virtual study groups. This peer-to-peer interaction has proven highly effective, allowing trainees to benefit from different learning styles and teach one another. Concepts taught in the modules include Microsoft Word, Excel, PowerPoint; navigating the web and local file systems; resume and cover letters; managing email; Google Documents, Sheets, Slides and Drive; and introduction to Artificial Intelligence.

Job Ready Digital Skills:

The Job Ready Digital Skills program offers trainees an opportunity to enhance their Microsoft 365 knowledge across various applications. This program is perfect for those with basic computer skills looking to advance their skills for work, school, or personal use. In this comprehensive program, trainees will master OneDrive for effective file and folder management, including sharing functionalities and permission settings for collaboration. The Outlook module focuses on professional email communications, effective organization, and management techniques. The program also covers PowerPoint where trainees will explore intermediate skills such as custom templates, cohesive themes, and advanced features like generative AI for enhancing presentations. The Word module covers essential word processing skills from basic handling to advanced formatting and collaboration tools, while the Excel segment equips participants with foundational and intermediate skills, including essential and advanced features such as Pivot Tables and macros. Through practical tips and best practices, this course prepares participants to navigate the digital workspace with confidence and efficiency.

AI Essentials:

This twelve week course is a hands-on, beginner-friendly AI course designed for adults looking to develop career-ready skills by effectively integrating AI into their learning and work. Participants explore the evolving world of artificial intelligence in an accessible and practical way, gaining a strong foundation in AI concepts while focusing on safe and responsible AI usage. Throughout the course, trainees get direct experience with cutting-edge tools like ChatGPT and low- or no-code platforms facilitated with Docker Desktop. Key topics include prompt engineering, understanding AI models, and leveraging AI for coding, research, and automation. Trainees also work with retrieval-augmented generation (RAG) and agentic AI, explore AI-powered workflows, and dive into machine learning fundamentals—all while maintaining a strong focus on ethical AI use and its limitations. By the end of the course, trainees have the confidence to use AI tools effectively, develop AI-enhanced projects, and understand how AI is shaping the future of work and innovation.

Cybersecurity Essentials:

This twelve week, comprehensive network security course is designed specifically for adults seeking career-ready skills and exploring both fundamental aspects of networking and cybersecurity. From understanding the basics to implementing practical security measures, this course covers a broad spectrum of topics, equipping trainees with the knowledge and hands-on experience needed to excel in any field. Trainees will learn about network architecture, IP addressing, network protocols, and network attacks, as well as security principles like risk management, security protocols, cryptographic solutions, and incident response. The course uses industry-standard tools, such as VirtualBox for creating and managing virtual networks and Wireshark for network traffic analysis. Trainees will gain practical skills in managing network devices, cabling, and storage solutions to ensure network operations and business continuity.

Front End Web Development:

A twelve week course structured around tutorials, assignments, and group projects, giving participants hands-on experience building the pieces of code that determine how an online experience feels and connects the user experience into the processes of the back end. Through lecture and individual assignments, trainees establish a solid foundation in key tools of a front end developer: HTML, CSS, Bootstrap, JavaScript, and collaborative workplace/version control tools, Git and GitHub. The latter part of the course features team based portfolio-building projects, giving students real-world experience in web design and development. The course is attractive to beginning programmers with aspirations to create mobile applications, as it establishes foundations in JavaScript that support eventual progression into Full-Stack Web Development.

JavaScript Fundamentals:

This twelve week course teaches the fundamentals of JavaScript, giving participants a solid foundation to stand on before learning front-end web frameworks like React, Redux, Vue.js and Angular. Trainees will begin with the basics of programming using JavaScript, learning how to solve algorithms with concepts such as callbacks, closures, high order functions, and recursion. Following that, trainees will explore how to make applications come alive in the browser, how to communicate with a remote server, and finally, how to organize their code.

JavaScript Frameworks:

This twelve week, intermediate course is suitable for participants who have a strong foundation in JavaScript. It begins by solidifying a trainee's skill in functional programming, higher order functions, callbacks, currying, recursions, and promises. The course also

covers and allows trainees to practice with JSX and Virtual DOM. The latter part of the program dives into components in React.js and other currently popular frameworks.

Python 1: Programming Concepts:

This twelve week course covers programming fundamentals for someone looking to start writing code. Some of the programming concepts covered include variables, data types, operators, loops, functions, classes, and file i/o. The course focuses on learning the primary skills that all programmers need in most languages. Although the course covers broader concepts, it will reinforce real-world applications in Python. At the end of the course, trainees will have a strong foundation to continue learning Python or any other programming languages.

Python 2: Data Analytics:

This twelve week course is designed for participants with a fundamental understanding of programming in Python. Trainees will learn fundamental data science concepts using Python, specifically as a tool for collecting, analyzing, and visualizing data. Python is one of the world's most popular programming languages and more businesses are introducing Python into their work. The course will take trainees through the process of a data project from start to finish, building from clean, and processing a data set to deliver meaningful recommendations based on the trainee's findings. Basic statistics will also be covered to help participants interpret data, such as basic summary statistics and recognizing common statistical distributions. All this will culminate in the analysis and visualization of real data sets of the trainee's choosing.

Question 2. Pricing Structure

The total cost for both the BCT and Job Ready Digital Skills programs ranges from \$2,500 to \$3,000 per trainee, based on a minimum enrollment of 10 trainees. The \$2,500 tuition covers all class preparation, instruction, and a Microsoft Office subscription. Many participants in the BCT and Job Ready Digital Skills programs face challenges accessing a computer or reliable internet to complete the coursework. To address this, we provide loaner laptops and hotspots as needed. The cost for these loaner devices, including shipping, typically ranges from \$200 to \$500, depending on the number of trainees who need them.

Question 3. Target Audience

Can Code Communities' mission is to create a vibrant, inclusive, and talent-driven tech sector by diversifying the technology workforce and providing digital training to individuals with the aptitude to succeed in the field. Our programs specifically focus on immigrants,

refugees, historically marginalized groups, veterans, women, and individuals in rural communities, with a focus on offering equitable access to technology opportunities. Through flexible training, mentorship, and access to resources, including scholarships, loaner laptops and hotspots, we aim to increase representation in the technology industry and help individuals secure meaningful, long-term technology careers. We track key performance indicators, such as employment status, completions, and the number of individuals in each demographic to ensure that our programs are effectively advancing both diversity and economic opportunity in the technology sector.

As of February 2025, 67% of Can Code Communities' software trainees identify as a non-white, non-male. Additionally 43% of all software trainees identify as a person of color, and 46% of all our software trainees identify as non-male. Our goal is for 75% of our trainees to identify as non-white and non-male, and while we recognize there is still progress to be made, we are committed to this vision. To ensure we are effectively reaching and serving underrepresented communities, we actively seek partnerships with organizations that help us better understand the needs of these groups. Through these efforts, we strive to advance our mission of diversifying the technology sector and promoting digital equity and inclusion for all communities.

Question 4. Experience and History

Founded in 2016 as AlbanyCanCode, we began serving New York's Capital Region. Our mission was to serve two key stakeholder groups: local employers of software and IT professionals and local folks who have the aptitude for working in software but lack local options for training. Our initial 12-week course in Front End Web Development attracted more than 80 applicants. A majority of the ten final trainees were income-qualified for a full grant for tuition. Following course completion in late January 2017, nearly half of our trainees have now been hired or are in the process of interviewing for internships at area software employers. By the Fall of 2016, we felt a need to respond to tremendous interest from our area K-12 educators. Logically, the introduction of coding principles and practices throughout our region's school systems will make our local talent pipeline more inclusive and more expert.

Since 2018, we have worked with numerous partners to build a community in which our software talent pipeline can grow outside of the Capital Region. We have since worked throughout communities in New York State, Massachusetts, Pennsylvania, Ohio, and Alabama. In 2022, we offered our first class to Western Massachusetts residents, in partnership with MCLA: Pittsfield. Now reaching more communities outside of the Capital Region every day, we announced our transition to simply being known as Can Code Communities.

In 2024 alone, we served 817 individuals, and since our inception, we have reached a total of 5,066 participants. We run three cohorts annually - spring, summer, and fall - offering a range of classes that cater to individuals with varying levels of coding experience and interests. The courses we offer are based on feedback from both our students and employers in the community, ensuring we are aligned with what is relevant with that region's workforce needs.

Our current software program offerings include: AI Essentials, Cybersecurity Essentials, Front End Web Development, JavaScript Fundamentals, JavaScript Frameworks, Python 1: Programming Concepts, and Python 2: Data Analytics.

In addition to our software classes, we provide foundational training through our Beginner Computer Training program and the newly introduced Job Ready Digital Skills program, which was developed in response to feedback from both students and employers.

We also offer K-12 programs and workshops. In 2024, we trained 264 students and nine staff. To further our mission, we believe that fostering diversity in the software workforce and promoting coding literacy starts with empowering K-12 teachers to integrate coding activities into their daily curriculum. By equipping educators with the tools and knowledge to teach coding, we will inspire the next generation of diverse tech talent.

Question 5. Geographic Reach

We currently serve residents of Massachusetts through our partnerships with Holyoke Community College and Berkshire Community College. We have thirty-four total trainees enrolled in the two Spring 2025 Job Ready Digital Skills programs. Additionally, Massachusetts residents are able to enroll in software classes offered in partnership with other non-Massachusetts partners.

Question 6. Success Metrics

At Can Code Communities, we measure success both quantitatively and qualitatively. Quantitatively, we track alumni success by monitoring their average salary increases after completing our programs. Our dedicated Trainee Success Coach maintains ongoing contact with alumni, providing guidance to help them achieve their employment goals. We proactively reach out to alumni to gather employment information at the three, six, nine, twelve, eighteen, and twenty-four month post-training mark. We utilize two outreach approaches: email surveys and outreach calls. Another key metric is course completion rates. Trainees are expected to maintain regular attendance and complete assignments to successfully finish our programs and receive a certificate of completion. However, we recognize life's challenges can sometimes create an obstacle for our trainees, so we offer

continuous support to help trainees overcome those challenges and successfully complete their training.

Qualitatively, we also measure success through the personal testimonials of our trainees, which provide valuable insights into their experiences and the programs impact on their careers. Take our alumni, Ramon, who shared “Can Code Communities helped me strengthen my skills, network with local employers, and land my first job as a web developer.” We have provided more testimonials in the ‘Optional attachment’ section below.

Question 7. Client Engagement

We are committed to creating meaningful pathways for trainees while simultaneously strengthening our partnerships with employers. The Manager of Trainee and Employer Services plays a pivotal role in connecting trainees to job opportunities, ensuring they are well-prepared for the workforce, and fostering strong relationships with employers to ensure our training programs align with industry standards. Our Trainee Success Coach provides personalized, one-on-one support, assisting trainees in overcoming barriers such as academic hurdles, financial challenges, and personal obstacles that may impede their progress. We provide individualized support, offering flexible solutions such as extra time with instructors, access to study resources, and time management strategies to help trainees balance work, school, and personal responsibilities. Together, these roles provide a comprehensive support system, offering both career guidance and personal support needed for trainees to thrive. Those experiencing academic difficulties will receive additional help through targeted tutoring sessions, ensuring that they fully understand the material and continue progressing through the program. These efforts are further reinforced by the entire Can Code Communities’ team, whose collective dedication strengthens workforce development, broadens career opportunities, and cultivates a robust network of employers.

An example of our efforts to further expand community support, we partnered with Trinity Alliance for Health, bringing vital services directly into the classroom. This collaboration has provided trainees with access to financial assistance, healthcare resources, housing support, and counseling, ensuring that external barriers do not interfere with their success.

Through these initiatives, Can Code Communities continues to build strong employer partnerships, support trainees and alumni, and create opportunities that lead to long-term career success. By working together across roles—from employer engagement and alumni support to individualized coaching and community partnerships—we are strengthening

workforce development efforts, increasing access to tech education, and ensuring that more individuals have the opportunity to build meaningful careers in the tech industry.

Question 8. Partnerships

We have established partnerships with a variety of educational institutions, BOCES programs, state agencies, and nonprofits. These partnerships have been instrumental in expanding our programs and enabling us to serve communities across various regions. We also collaborate with these partners to connect to local employers. Through hosting employer roundtable discussions, we work closely with local companies to design in-demand, employer-driven curricula that are responsive to workforce needs, while also addressing the national demand for upskilling.

Our partnerships include institutions affiliated with the SUNY and CUNY systems, such as SUNY Adirondack and CUNY Kingsborough, as well as BOCES programs like Capital Region BOCES. Additionally, we have received grants and continued support from state agencies including the NYS Office for New Americans and the NYS Department of Labor. As we expand into Massachusetts, we have formed partnerships with MCLA: Pittsfield, and continue our collaborations with the Massachusetts Alliance for Digital Equity, Berkshire Community College and Holyoke Community College.

Question 9. Training and Support

Most of our adult programs are operated by Can Code Communities' staff, with classes taught by our instructors and the additional support given by our staff. Participants are required to complete our registration process to join the programs. However, the role of our education partners sponsoring the class is critical to the success and functioning of these programs. Our education partners assist with recruitment efforts by leveraging their networks to reach individuals. This is particularly helpful to reach individuals within the community that may not be aware of our programs through traditional marketing and social media channels. We also meet regularly with the education partner to ensure that we are meeting contractual milestones and fulfilling class size requirements. If a class falls short of the required size, we work diligently to address this, particularly in rural communities where access may be limited. Additionally, our community partners play an essential role in expanding reach within our communities. We collaborate with local organizations to host information sessions, engaging both community members and staff to help spread the word about the programs.

Question 10. Case Studies

Office for New Americans Partnership:

Since 2021, we have partnered with the NYS Office for New Americans to provide new Americans residing in New York State with digital training to help with their transition to the United States. Trainees come to Can Code Communities with various coding experience, including, those who have never coded prior to the class to those looking to expand their skill sets by taking more advanced courses. In the Fall 2024, we had four trainees who started out in the BCT classes and continued in advancing their technical skills with our software classes. Three of these trainees previously completed the BCT course in Spanish and are tackling a dual challenge: advancing their technical skills through a more complex course conducted entirely in English while simultaneously overcoming language barriers. Despite these challenges, they have shown remarkable dedication, completing all assigned work to date and collaborating on a group Final Project. Regular support meetings have played a key role in their success, ensuring they stay on track and continue to make progress.

Veterans Scholarship:

Can Code Communities offers scholarships for Veterans residing in New York State.

Ryan Downey came to us as an unemployed U.S. Veteran. Following his courses with us, he received an internship with the NYS Office of Information Technology. This internship led to a full-time position within the agency. He has since mentored Can Code trainees and provided guidance to them on navigating the hiring process for New York State technology jobs. "I would highly recommend other veterans take at least one Can Code class as they mirror the hands-on approach to training that the military utilizes. For me, I learn by engaging in the subject through a hands-on approach as opposed to reading and trying to memorize the info for a test. Can Code allows those of us who utilize this approach to learn a skill set at a faster and more engaging pace." - Ryan Downey.

Nikita Thomas, a U.S. Veteran of color, came to Can Code Communities after experiencing long-term unemployment. He thrived in our Front End Development and JavaScript courses. Mid-way through his laptop broke which inspired our Laptop Lending Library, which provides loaner laptops to trainees who do not have access to one. With a laptop in hand provided by SEFCU support, Nikkita went on to receive employment as an apprentice with Accenture and now works as a Data Analyst further increasing his salary.

Jamal Taylor, a U.S. Veteran, is a full-time software engineer and currently our JavaScript instructor. Jamal worked a succession of IT jobs after his military service ended, but wanted to provide more income for his family. Passionate about coding and motivated to learn, Jamal completed online courses in JavaScript and React, and enrolled in our Fall 2017 Back End Web Development program. Before the class ended, he had two full stack

web development job offers. “It seems that Can Code Communities has a reputation for spotting talent and teaching the skills employers need. I’m using my talents to fill capacity, supporting my family, and ready to give back to the community of aspiring, non-traditional developers.” - Jamal Taylor.

Question 11. Contact

info@albanycode.org / 518-238-6808 ext. 710

Question 12. Additional Information

Refer to Airtable database for more information

AnetaEd.com, Inc.

Name: AnetaEd.com, Inc.

Initiative Area Mapping

- Digital Literacy

Main Address: N/A

Applicant Name: Afua Branoah Banful, PhD

Organization/Business name: AnetaEd.com, Inc.

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Phone Number : 6173880082

Question 1. Service Description

AnetaEd.com, Inc. is an educational technology platform that transforms children's screen time into engaging, independent learning experiences. It provides curated, age-appropriate digital literacy resources that empower children to explore high-quality educational websites. Our service ensures that young learners, ages 3 - 8 can develop digital navigation skills in a safe and structured online environment.

Key features include:

- Independent Kid Navigation: A visual, image-based platform allowing pre-readers and early learners to explore digital resources independently.
- Digital Content Organization: Parents and educators can customize learning experiences by curating content specific to their child's learning needs.
- AnetaPacks (Curated Journeys): Expert-curated learning paths for topics such as literacy, STEM, and geography.
- Digital Literacy Training for Caregivers & Educators: We provide guidance on integrating technology into learning while ensuring screen time is productive.

AnetaEd.com fosters early digital literacy skills, preparing children for a future where digital proficiency is essential.

Question 2. Pricing Structure

AnetaEd.com follows a subscription-based model that ensures accessibility while maintaining a sustainable digital education platform.

- Family Subscription: \$5 per account per month. Each account can be used for up to 5 children
- School & Library Partnerships: Custom pricing based on the number of licenses.
- Nonprofit & Low-Income Community Access: We offer discounted or free access through grant partnerships and sponsorships.

We are open to collaborations with Massachusetts organizations to ensure that underserved communities can benefit from AnetaEd's digital literacy resources.

Question 3. Target Audience

Our primary beneficiaries are young learners (ages 3-8) and their caregivers. Specifically, we serve:

- Low-income households who may lack structured digital learning opportunities.
- Rural communities with limited access to high-quality educational content.
- Immigrant and multilingual families, including non-native English speakers, who need accessible digital literacy tools.
- Educators and caregivers in underserved communities looking for safe and effective digital learning solutions.

AnetaEd.com is image-based, allowing any child, regardless of language spoken, to independently navigate educational content. By eliminating language barriers, Aneta ensures that non-native English speakers and pre-readers can engage with digital learning from the start, fostering confidence in technology use.

Question 4. Experience and History

AnetaEd.com has been operating since September 2021, making it over 3.5 years in operation. With active users in multiple states across the U.S., our platform has:

- Supported over 40 children and families in accessing structured digital literacy experiences.
- Partnered with educators and homeschool groups to integrate digital literacy into early education.

Our team continuously expands partnerships and refines offerings to ensure digital literacy is accessible to all. We are especially interested in collaborating with public libraries to offer free access to digital learning journeys for young children both onsite and at home.

Question 5. Geographic Reach

Currently, AnetaEd.com operates nationwide with users across multiple states. We are actively exploring partnerships in Massachusetts to support local digital equity initiatives.

We are prepared to expand our reach by:

- Partnering with Massachusetts schools, libraries, and community centers.
- Offering free or subsidized digital literacy access for low-income families in the state.
- Collaborating with statewide digital equity programs to provide AnetaEd.com as a ready-to-use digital literacy solution for the ages 3 – 8 age group.

Question 6. Success Metrics

As a growing platform, AnetaEd.com has been in active development, focusing on refining our technology and expanding access. To date, we have not systematically measured our impact at scale. However, as we move toward broader implementation, we are committed to tracking key qualitative and quantitative metrics to assess effectiveness and ensure meaningful learning outcomes.

We plan to measure success through:

- User Engagement: Tracking the number of children actively using AnetaEd.com.
- Time on Platform: Understanding how long users engage with educational content.
- Parent & Educator Feedback: Conducting surveys to assess ease of use, learning impact, and areas for improvement.
- Digital Navigation Skills Gained: Measuring children's ability to independently explore curated educational content.
- Early anecdotal feedback suggests strong engagement and confidence-building, with:
- 90% of surveyed parents reporting their child became more confident in using educational websites.

- Noticeable increases in learning engagement among children who were previously uninterested in digital education.

As we expand, we will implement a more structured impact measurement framework, ensuring that our approach to digital literacy delivers tangible benefits for children, families, and educators alike.

Question 7. Client Engagement

At AnetaEd.com, we don't just provide a platform—we actively partner with our users to ensure the experience meets their needs. Because AnetaEd was born out of a real frustration as a parent, we take a hands-on approach, working closely with families, educators, and caregivers to refine and improve the platform.

We provide comprehensive, hands-on support, including:

- Live onboarding sessions to personally walk parents, educators, and caregivers through the platform.
- Ongoing, direct engagement where users can suggest content, provide feedback, and help shape AnetaEd's features.
- Dedicated support & training webinars to ensure that users feel confident in maximizing the platform for their needs.

Beyond technical support, we see our users as development partners—helping to co-create AnetaEd into a tool that truly works for them. We personally hand-hold our clients to ensure that their use case is fully met, whether they are homeschooling, supplementing classroom learning, or integrating digital literacy into their community programs.

There's also an opportunity for users to become content curators, building and sharing AnetaPacks—custom playlists of educational websites and apps. Much like Spotify playlist curators, our users can help shape the platform while providing valuable resources for other families.

AnetaEd isn't just a cost-effective tool—it's a community-driven solution, where every user has a voice in how the platform evolves.

Question 8. Partnerships

At AnetaEd.com, Inc., we understand that digital literacy for young children goes beyond just software—it requires the right devices, supportive learning environments, engaged caregivers who make learning fun, and carefully curated content from the vast resources available on the internet.

AnetaEd is designed to work on technologies readily available to kids, making digital literacy truly accessible in schools, libraries, homes, and community spaces. To achieve this, we are highly open to partnerships with organizations that serve children ages 3-8, as well as with device providers who can help expand access to digital learning. We believe that collaboration is key to making digital literacy a reality for all young learners.

We actively seek partnerships with:

- **Educators & Libraries:** Working with schools and public libraries to provide structured digital learning to children in educational and community settings.
- **Homeschool Networks:** Supporting homeschool groups with curated, age-appropriate digital literacy tools that allow kids to explore independently.
- **Nonprofits & Digital Equity Initiatives:** Collaborating with organizations that serve low-income families and multilingual communities to ensure equitable access to digital learning.
- **Device Providers & Community Technology Hubs:** Exploring ways to integrate AnetaEd with devices available to children in schools, libraries, and community centers.

A core part of AnetaEd's value is in its AnetaPacks—playlists of curated educational websites and resources. These curation efforts are driven, in part, by educators and caregivers who want to share high-quality learning content with others. We see this as a way to empower educators as digital literacy champions, allowing them to create and distribute meaningful educational pathways for children.

We welcome partnerships in Massachusetts and beyond to help build a comprehensive digital literacy ecosystem—connecting the settings where kids learn, the devices they use, and the content they need with a tool that makes it all truly accessible to children ages 3-8.

Question 9. Training and Support

At AnetaEd.com, Inc., we are deeply committed to ensuring that every caregiver, educator, or organization integrating AnetaEd into a child's learning environment has the support they need.

To date, every family that has onboarded Aneta has received live training, ensuring that they feel confident in using the platform. In addition, we provide on-demand support through over 30 short (2-minute or less) help videos, available on the Aneta Help Page, making answers to common questions accessible 24/7.

As we explore new collaborations, we are fully prepared to invest in tailored training and resources to support the adults and institutions making Aneta available to children. This includes:

- Customized training sessions for educators and caregivers.
- Workshops on digital literacy and best practices for screen time for children ages 3-8.
- Implementation guides for organizations integrating AnetaEd.com into their programs.

Beyond training, we also deliver weekly emails featuring 'digital gems'—high-quality, fun, and educational online resources that caregivers can introduce to children through Aneta. For over 72 weeks, these free resources have provided fresh learning opportunities that align with best practices in digital literacy for young children.

AnetaEd.com is more than a platform—it's a fully supported experience. We ensure that every caregiver, educator, or organization using Aneta has the tools, training, and ongoing support they need to make digital literacy a reality for the children they serve.

Question 10. Case Studies

1. Dayo's Journey – A Child Growing with AnetaEd.com

Dayo started using AnetaEd.com at age 4.5, introduced to digital learning earlier than her family had originally planned due to COVID-19. Once she had access to a computer, her parents wanted to ensure that her screen time was both safe and productive. They turned to AnetaEd, so they didn't have to constantly be present to type in links or navigate websites for her. Instead, she had a single, organized space where all her vetted educational resources were available.

Even before she could read, Aneta's picture-based navigation empowered her to explore learning content independently. She seamlessly accessed a mix of educational and edutainment content, including Pre-School Prep, Numberblocks, and other engaging digital resources, sparking her love for learning.

Now at age 8, Dayo is confidently learning typing skills and continues to use Aneta to access educational resources that her caregiver might have otherwise forgotten. Because of her early exposure to structured educational content, she has naturally developed a love for learning—math is now her favorite subject. She also reads books and listens to audiobooks from a free children's digital library, expanding her literacy skills.

AnetaEd.com has grown with Dayo, adapting to her changing literacy and learning needs while ensuring her screen time remains intentionally educational.

2. Afterschool Program in a Subsidized Housing Complex – A Safe and Structured Learning Tool

AnetaEd.com was introduced into an afterschool program serving children in a subsidized housing complex. The program focused on both fun and education, with volunteer tutors helping students with homework and enrichment activities. However, challenges arose:

- Tutor attendance was inconsistent, leaving gaps in structured learning time.
- External violence sometimes forced kids to stay indoors for safety, requiring caregivers to keep them engaged in a confined space.
- Several children needed supervision at once, making it difficult for caregivers to manage computers and log each child into different activities.

With AnetaEd.com set up on the program's computers, the children gained access to differentiated learning paths based on their grade level, filled with curated, engaging educational content. Instead of struggling to manage multiple logins and websites, the caregiver could confidently allow the kids to explore independently, knowing that:

- Each child was engaged in an activity they found fun and educational.
- The content was pre-approved and safe.
- Kids could navigate on their own, even before they could read fluently, thanks to Aneta's picture-based interface.

The program saw increased enthusiasm for learning, especially in children who had previously struggled with engagement. AnetaEd.com became a trusted tool, giving both structure and autonomy to kids in a setting where caregivers often had to juggle multiple needs at once.

These case studies highlight how AnetaEd.com bridges the gap between access and usability, providing children, families, and community programs with an easy-to-use digital literacy solution that grows with them.

Question 11. Contact

email: Afua.Banful@anetaed.com Phone: 617-388-0082

Question 12. Additional Information

AnetaEd.com is an innovative, child-friendly digital literacy solution that aligns with Massachusetts' digital equity goals by ensuring that all young children, regardless of their caregivers' digital comfort level, have access to high-quality, structured online learning experiences.

We are eager to partner with libraries, safe spaces, child care settings, and any setting where children ages 3-8 gather, making digital literacy accessible in community hubs where young learners naturally spend time. Whether in a library, an afterschool program, a community center, or a preschool, AnetaEd.com provides a safe, structured way for kids to explore educational content independently—even before they can read.

Key ways AnetaEd.com supports Massachusetts' digital equity efforts:

- Bridging the digital literacy gap by giving kids direct access to engaging, vetted educational content—regardless of whether their caregivers are comfortable navigating technology.
- Empowering educators, families, and caregivers with an easy-to-use tool that ensures screen time is productive and meaningful.
- Expanding access to underserved communities, ensuring children have the same opportunities to engage in high-quality, fun, and educational digital experiences.

By making educational content more accessible, structured, and child-friendly, AnetaEd.com removes digital literacy barriers and enables kids to develop confidence in navigating online learning from an early age. We welcome partnerships across Massachusetts to bring safe, engaging, and independent digital learning to more children.

Anziani Technology Services

Name: Anziani Technology Services

Initiative Area Mapping

- Device Distribution
- WiFi Access
- Public Spaces Internet Modernization

Main Address: 89 Main St, Suite 205 Andover MA, 01844

Applicant Name: Junior Anziani

Organization/Business name: Anziani Technology Services

Email Address : junior@anzianits.com

Phone Number : 9783822505

Question 1. Service Description

Device Refurbishment and/or Distribution - At Anziani Technology Services we partner with many industry leading equipment manufacturers and can provide competitive quotes for the hardware and software requested. As a full service IT company we can complete the entire refurbishment and/or distribution of equipment in house. We can use tools such as JAMF for Apple based products, Intune for Microsoft based products, and our in house management tools.

Wi-Fi Access - We provide all networking services, from Wi-Fi design, to spectrum analytics. We are a certified Fortinet Partner, Cisco partners, and Unifi partners as well. We have access to Juniper, Arista and Aruba as a vendor. We have completed multiple projects for residents where they have wifi access using PPSK. This allows for a single wifi network, but individualized network access, using VLANs, and Firewall rule.

Public Spaces Internet Modernization - Our services in IT consulting allow us to implement network and system architecture design, and reduce downtime. We are able to provide real time network monitoring, infrastructure monitoring, and technical consulting. We are partnered with many vendors and can offer over 3000 different licenses.

Question 2. Pricing Structure

Our pricing structure is based on Time and Materials. Our base time rate is \$300 per hour.

For management services we charge a monthly fee per device with a minimum base fee of \$500 a month.

Access point management - \$25 per month

Switch management - \$100 per month

Firewall Management - \$300-\$4000 per month (based on network complexity)

PC Management - \$200 per month

Question 3. Target Audience

Our typical audience are small to medium business owners. We typically work with the hispanic community since we are part of that community. As a minority owned business our mission is to help our community build a healthy relationship with technology. This allows them to modernize their business and uplift the community.

Question 4. Experience and History

Junior Anziani is an IT professional with over a decade of experience. He has worked for the Department of Defense for 7 years, and for major corporations such as Toyota managing a highly skilled group of IT professionals.

Over the past 10 years here are some accomplishments.

- Created a plan and executed opening of new government contractions office in Arlington, Virginia.
- Designed IT infrastructure for large research company. Setup a new server room with multiple redundancy. Designed and implemented high speed network for AI training. 200Gb back bone, 10Gb drops to each desk.
- Setup high speed network for new Restaurant in Lawrence "Cafeteria Foodhall".
- Led modernization for Local accounting firm, upgrades to full network, including site to site VPN, device configuration, monitoring and leading AI efforts for JBS, in Methuen.
- Leading digital transformation for local distributor with 40,000sqft warehouse, and 5 retail locations in Lawrence MA and all over mass. We provided new PC, highspeed wifi network and are working on in store and over the road POS and inventory system.

Above that Junior (CEO), holds a bachelor's degree in IT from Southern New Hampshire University, is CompTIA Security+ certified. He has previously held RHCSA, RHCE and MCSA.

Question 5. Geographic Reach

All of Massachusetts, New Hampshire, Michigan, Northern California.

Question 6. Success Metrics

Our success is measured based on client adoption rate. We are here to educate and provide a service. We use CSAT scores, monitor equipment to ensure up time is meeting our KPIs.

Question 7. Client Engagement

Our clients are involved in every step of the way. We are always asking for feedback and ensuring our customer feels empowered during any technology changes and shifts.

Question 8. Partnerships

We partner with industry vendors for licensing and hardware, such as PAX8 (3 years), Ingram Micro (3 years), Lenovo 2 years. We also work with local low voltage companies on need basis.

Question 9. Training and Support

We provide all training and support necessary in house. We hold seminars, webinars, and community strategy sessions. We do this both in our office and with our partners.

Question 10. Case Studies

1. CafateriaFood Hall - High speed network, POS deployment and continued support.
2. JBS - Lead digital transformation, and have been their IT department for 2 years. Replace all hardware and software and improved business processes.
3. Vecina Beauty Supply - Managed their IT infrastructure, leading digital transformation.

Question 11. Contact

Junior Anziani - Junior@anzianits.com, 978-382-2505

Berkshire Regional Planning Commission

Name: Berkshire Regional Planning Commission

Initiative Area Mapping

- Digital Literacy
- Education, Outreach and Adoption

Main Address: 1 Fenn Street, Suite 201, Pittsfield, MA 01201

Applicant Name: Wylie Goodman

Organization/Business name: Berkshire Regional Planning Commission

Email Address: wgoodman@berkshireplanning.org

Phone Number: 413-442-1521 ext. 1

Question 1. Service Description

BRPC helps organizations establish digital literacy training programs using curriculum provided by or modeled after Northstar and Tech Goes Home. Our services include professional development of digital literacy trainers/instructors using a “train the trainer” approach. We also provide technical consultation to organizations to support these activities.

BRPC helps organizations develop outreach and marketing materials to promote device refurbishment programs.

Education, Outreach, and Adoption: BRPC supports organizations seeking to conduct stakeholder outreach and engagement. We help organizations develop stakeholder surveys and assist with planning to inform targeted outreach. After surveys are administered, our staff have the skills to analyze and report on survey results. We can develop marketing and/or education and outreach materials and provide technical consultation to support others performing these activities

Question 2. Pricing Structure

Pricing for BRPC’s services range from \$60 an hour for junior staff to \$160 for senior staff.

Question 3. Target Audience

BRPC is prepared to serve

- Aging Individuals (60 and older)

- Incarcerated Individuals
- Individuals with Disabilities
- LGBTQ+ Individuals
- Low Income Households (<150% of Federal Poverty Level)
- Members of Racial/Ethnic Groups
- Members of Religious Minority Groups
- Residents of Rural Areas
- Veterans
- Women
- Youth

Question 4. Experience and History

BRPC has been working on digital equity projects for the past two and a half years serving as the lead organization providing digital equity planning services in 16 communities in Berkshire County. We also served as a partner organization to the Alliance for Digital Equity and, in that role, conducted extensive outreach to individuals and organizational leaders, including librarians and Councils on Aging directors, to help them understand their client's needs related to digital equity. Starting in March 2025, we began to actively deliver digital skills curricula in three Berkshire County towns modeled after Tech Goes Home and Northstar. We are slated to deliver services ourselves using BRPC staff as well as help partner organizations create Teens Teach Tech and Train the Trainer models.

Question 5. Geographic Reach

BRPC currently works exclusively in Berkshire County, however, we have the capacity to scale our services to provide technical consultation to organizations throughout Western Massachusetts if services can be done in a primarily remote or hybrid fashion involving once-monthly travel, and if service providers based in our neighboring counties are not available.

Question 6. Success Metrics

BRPC measures the success of our services using pre- and post-surveys of our participants. We document participants' digital skill levels before they begin classes and after completion to gauge improvement in key areas of computer and internet competency. We also use standardized assessments from Northstar and similar platforms that provide

standardized results regarding performance metrics. When we work with organizations to distribute refurbished devices, we determine in advance how clients intend to use them to ensure we match the device to a client's skill level. After they receive a device, we check in after three months to assess their use and query them about their satisfaction level. As needed, we work with agencies and clients to troubleshoot issues that arise and help clients learn to use devices more fully by pairing them with courses or one-on-one technical support.

Question 7. Client Engagement

BRPC uses pre-course surveys to assess what skills clients want to learn and tailor our course offerings on those topics. We provide support to digital literacy instructors through weekly or bi-weekly Zoom sessions to help trainers deliver programs consistently and in alignment with client goals. BRPC staff are available through phone, email, and Zoom to support organizations with technical consultation. Upon request, we can travel to sites to monitor implementation efforts and provide direct feedback to instructors.

Question 8. Partnerships

BRPC has the capacity to collaborate with libraries, Councils on Aging, community television stations, social service organizations, and faith-based institutions. Among our partnerships are:

- United Church of Christ in Pittsfield, where we conducted extensive surveying of low-income and homeless clients to identify their digital equity needs (2 months) and followed up by working to establish a digital skills course upon client request or 1:1 support (1 month)
- Roots, Dreams & Mustard Seeds, where we helped connect the agency with digital navigation and support and identified client needs related to devices (6 months)
- Becket Federated Church, where we helped secure 9 devices to clients in need through Computers4People (1 month)
- 2nd Street, Second Chances, where we provided in-person digital skill training to formerly incarcerated individuals using the Northstar platform (3 months).

We also conducted longer-term digital equity planning services for 16 towns across Berkshire County. That work involved on-the-ground interviewing, surveying, survey analysis, and reporting over the course of 1-1.5 years.

Question 9. Training and Support

BRPC staff have been certified in the Tech Goes Home and Northstar models and can provide training and support to organizations interested in establishing their own programs using these platforms. With Tech Goes Home, we have developed standardized templates for courses not currently outlined in detail in the TGH Handbook to ensure consistent and reliable delivery of service across locations and audiences.

Question 10. Case Studies

Case Study 1: Digital Equity Planning in Berkshire County

Berkshire Regional Planning Commission has been a committed advocate for digital equity, inclusion, and access in our region since the beginning of the state's digital equity planning process. We led the way in signing up communities to participate in municipal digital equity plans and charrettes, engaging 14 towns and one Gateway City. We continued our engagement work by ensuring strong participation in State Digital Equity Plan public meetings, both in-person and via Zoom, and had one of the highest rates of participation in statewide surveys as well as asset mapping. The digital equity plan we completed for the city of Pittsfield engaged over 500 residents, who completed the state's digital equity plan survey, and over 30 community organizations that contributed valuable insights about their desire to address digital equity barriers faced by their clients while lacking the staffing capacity in many cases to do so effectively. Our agency supported the city's application to be recognized as one of 47 National Digital Inclusion Alliance's digital equity trailblazers and followed that up by helping MBI gather county-wide input from hard-to-reach Covered Population groups; ensuring strong involvement in the BEAD Challenge; and securing for our towns nearly \$800K in digital equity implementation funding commitments that will allow many of the most important actions requested by community members to be realized. We shared with just over 800 regional contacts a Digital Equity Resource Guide, created by BRPC, covering assistive technologies, digital devices, digital skills for adults and youth, and cybersecurity, among other topics.

Case Study 2:

Digital Skills: BRPC introduced NorthStar, an online digital skills program, to 22 people (over 60 yrs, formerly incarcerated, BIPOC, transitional housing, below 150% poverty, and veterans) at the Pittsfield Senior Center, Soldier On, and 2nd Street Second Chances. We facilitated 1:1 digital skills classes using Northstar and Tech Foundry's online platform with 6 clients at 2nd Street Second Chances with 2 earning digital certificates. Overall, the Northstar website documents that, through BRPC's license, digital skills training has reached 20 Unique Users who have taken 59 Assessments, leading to 11 Badges and 21 Certificates.

With BRPC's assistance, the Dalton Council on Aging started a drop-in and by-appointment tech tutoring program on Tuesdays and Thursdays that has reached 30 seniors. The Dalton Senior Center began a 5-week computer class with 6 participants at the outset, of which 2 graduated by completing the whole series. They have another class planned for the fall with 10 seniors on the waitlist.

Because of BRPC's technical assistance in recruiting the Albany-based digital skills nonprofit CanCode to our region, the nonprofit has now run three programs, each with roughly 10-15 individuals per session or close to 50 individuals total. Two of the programs offered 36-hour trainings, and one was a Train-the-Trainer program.

Case Study 3:

Digital Devices: BRPC secured 10 Google Chromebooks that we have shared with 2nd Street Second Chances. Based on technical consultation by BRPC staff, the veteran's agent who serves Dalton and North Adams is setting up a computer station for veterans at their location in North Adams. Through BRPC connecting local organizations with the Alliance for Digital Equity's online request form, the following organizations are pursuing digital device support: Stockbridge Library (5 PCs); Gladys Allen Brigham Center (5 Chromebooks; 5 PCs); United Church of Christ-Pittsfield (TBD devices and hotspots); Elder Services (1 TBD device); William Stickney Adult Learning Center (14 Chromebooks; 14 PCs; TBD hotspots); Pittsfield Housing Authority (15 PCs; TBD hotspots); Berkshire Family YMCA (TBD devices and/or hotspots); Roots, Dreams, and Mustard Seeds (15 Chromebooks; 15 PCs; TBD hotspots); 2nd Street, Second Chances (5 Chromebooks; 5 PCs); Windsor MLP (12 Chromebooks; 6 PCs); Osher Lifelong Learning (TBD devices and/or hotspots); Greater Berkshires Habitat for Humanity (TBD devices and/or hotspots.)

Question 11. Contact

wgoodman@berkshireplanning.org / 413-442-1521 ext. 16

Beth Israel Deaconess Medical Center

Name: Beth Israel Deaconess Medical Center

Initiative Area Mapping

- Digital Literacy
- Education, Outreach and Adoption

Main Address: 330 Brookline Ave, Boston, MA, 02215

Applicant Name: John Torous

Organization/Business name: Beth Israel Deaconess Medical Center

Email Address: jtorous@bimdc.harvard.edu

Phone Number: 5106846827

Question 1. Service Description

The Division of Digital Psychiatry provides digital literacy programming and digital navigation services to increase digital equity. We have developed Digital Outreach for Obtaining Resources and Skills (DOORS), a pragmatic, hands-on group approach toward mitigating digital equity by increasing digital health and smartphone competencies, autonomy, relatedness, and alliance. The DOORS curriculum has been widely shared, and we have assessed its impact on functioning in studies across different settings, ranging from community health centers to public libraries. In its original version, DOORS consisted of a facilitator manual and a set of lesson plans teaching foundational smartphone digital literacy skills over 8 sessions/weeks. Beyond Massachusetts, versions of the program have been modified and adapted by diverse teams in California, Texas, and New York as part of a national training tour our team ran in 2024. Our team has made explicit efforts to share and continually update the program and in 2022 updated the content to reflect the needs of people around COVID-19. In 2025, we released a fully updated version of DOORS in response to feedback from the community asking for 1) a parallel learning track for computer skills in addition to the smartphone track, 2) a sharable slide deck for all lessons, 3) self-assessments for all lessons to enable evaluation, 4) handouts of each lesson to offer learners materials to take home, and 5) general updates to reflect new trends in digital health (e.g. changes in swiping for smartphones) and patient portal usage. The revised curriculum includes the addition of a computer version of the curriculum, accessible slide decks, evaluation scales, and handouts for each lesson, as well as the requested content.

By sharing this curriculum, we hope that other organizations will create even more modules than the 18 that exist today, forming a larger library of resources.

In addition to developing the DOORS curriculum, we have utilized these materials to host skill groups and office hours at various locations in the greater Boston area. First, we have conducted structured weekly DOORS classes at Center Club, a clubhouse for people with chronic health conditions, and at Bowdoin Street Health Center, a local clinic in Dorchester. Through these classes, participants have learned how to use a smartphone or laptop even with low prior knowledge. Second, we run weekly skill groups at Beth Israel Deaconess Medical Center, where patients can drop in with any questions regarding using a device, including skills outside of the curriculum.

Furthermore, we train Digital Navigators to provide digital equity services, such as teaching digital literacy, troubleshooting technology, and connecting clients to technology resources. For example, we currently have a Digital Navigator stationed at Bowdoin Street Health Center several times a week to assist patients with any technology issues and connect clients to programs that provide free devices or cell service, such as Lifeline and Computers-4-People. The program is currently available in English, but Spanish and Portuguese versions of the laptop curriculum are almost ready to share. Additionally, we plan on translating the smartphone curriculum into Spanish and Portuguese soon.

Question 2. Pricing Structure

Our team is excited to work with diverse groups to support digital literacy goals. We are proud to make our materials 100% accessible and free of charge. Given that the training manual, slides, lesson plans, handouts, and assessment tools can cover a broad array of needs, we often work with teams to help customize the content and training for the exact needs. Our team provides a range of services, including customization of current content, creation of new content and lesson plans, training of Digital Navigators, consulting on program implementation or evaluation, and supervision and support in using our materials. To accommodate varying needs, our fee structure starts \$12,000 and scales upwards based on the scope of the request.

Question 3. Target Audience

The primary end beneficiaries of our services are people with low digital literacy, people with chronic medical conditions, and aging individuals. DOORS was developed with these populations in mind, so we sought to use accessible language for people with low digital literacy. Technology-specific terms are avoided or explained using real-world analogies. However, DOORS is adaptable and can be used with various populations. For example, we primarily serve low-income patients of color at Bowdoin Street Health Center, many of

whom are also immigrants. The simplified language in the DOORS curriculum is useful for patients who learned English as a second language. We also translated the DOORS curriculum to Portuguese to meet the needs of the clinic's large Cape Verdean population. Additionally, our Digital Navigator uses Spanish to better connect with patients who speak Portuguese, Cape Verdean Creole, and Haitian Creole. Many of the populations we serve are marginalized and thus at higher risk of being excluded from digital health. Therefore, the curriculum emphasizes how we can use technology for health and well-being.

Question 4. Experience and History

The DOORS program was established in 2018 and has undergone multiple iterations with the most recent update being made publicly available this year. We have utilized this curriculum to help over 2,000 clients over the past 7 years through classes, office hours, and one-on-one help. We have also worked with community organizations to support training for the program for healthcare teams in California, with the Mayor's Office in Houston, and with New York State in New York City. We have also consulted for local libraries, non-profits, and grassroots organizations seeking to offer aspects of our curriculum and resources. We have placed a digital navigator at Bowdoin Street Health Center since September 2024, and we have helped over 200 clients through device distribution and digital literacy services in addition to supporting groups, education efforts, and awareness initiatives.

Question 5. Geographic Reach

We currently provide the most services in the Greater Boston area but have worked in Plymouth, Essex, Middlesex, and Bristol counties as well. It is easy for us to scale to other areas of the state, given that we have ready-to-deploy solutions that are broadly applicable. We have also supported digital literacy efforts in California, Texas, and New York through a series of train-the-trainer day-long meetings. We recently published our DOORS materials to make our content more accessible and have found increased interest from teams seeking to best utilize those resources in their community.

Question 6. Success Metrics

We measure the success of our services in various ways. Qualitatively, we collect client accounts of their experiences with our services. For example, the Program Director at Center Club notes that their members are "very appreciative of having the opportunity for tech consultation." Participants in our digital literacy program have directly thanked us for our services as they are particularly grateful for our patience and professionalism when delivering services. Likewise, participants in our Digital Navigator trainings have praised our training and stated that they give "a great perspective on what and how digital navigation

is.” To quote one of our learners, ““The laptop classes were very helpful as I learned techniques that enabled me to take online courses from home. The instructors answered all my questions.”

Quantitatively, we collect metrics on the success of our training for people, including pre/post measures of every session delivered. This feedback allows us to continually improve our content and teaching. We have published our results in peer-reviewed journals where we shared improvements were observed in 27 of the 29 functional skills that measured digital literacy.

Question 7. Client Engagement

We are constantly looking to improve our programming through client feedback. For example, feedback on the 2022 version of the DOORS curriculum was gathered from three core sources: groups running the curriculum, an online version hosting aspects of the curriculum, and our patient advisory panel. While the exact number of groups run is not known, given other teams may offer them and not share feedback, we received formal feedback on 180 lessons. The SAMHSA-sponsored SMI Adviser Initiative (2019-2024) also hosted an online version of DOORS content completed by over 1,100 healthcare learners seeking to implement aspects of the program. Finally, our BIDMC patient advisory board provided quality feedback and suggestions for the program's needs. We always collect feedback from the community and work to ensure our trainings reflect people's evolving needs around technology. Core needs identified in our 2024 assessment were to offer a completely new computer training, sharable slide decks to facilitate the lessons, evaluation scales for each lesson to assess outcomes, handouts for each lesson to reinforce core learning objectives, and new content around smartphone swiping/gestures, patient portals, internet safety, common symbols, accessibility, and Zoom. These changes were implemented between September and December 2024, and the latest versions were piloted at Center Club in December 2024/January 2025 to ensure readiness for sharing. In response to recent community suggestions, we are adding an AI module to help people safely use AI and understand its limitations around privacy and accuracy.

Question 8. Partnerships

Vinfen Tech Connect Collaborative, MA:

Vinfen is a Massachusetts-based nonprofit that aims to provide health and human services to populations with mental health conditions. As a leading member of the Tech Connect Collaborative headed by Vinfen, we have worked with the consortium since 2023 to provide digital literacy training and affordable device access.

Bowdoin Street Health Center, Dorchester, MA:

Bowdoin Street Health Center is a local clinic in Dorchester, Massachusetts which primarily serves low-income patients of color. Following our Digital Navigator Training for Bowdoin Street Health Center staff in July, we furthered our partnership by placing a Digital Navigator at the clinic two times a week to assist patients with various technology questions. Teaching DOORS at their site this September.

Center Club, Boston, MA:

Center Club, Boston's largest clubhouse for adults with psychiatric disabilities, is one of our closest collaborators. Bi-annually, we lead 8-week DOORS sessions focused on both laptop and smartphone skills.

Emergency Department, Needham, MA:

All incoming patients at the Needham ED are now assessed for Digital Clinic eligibility during standard triage. A staff member, supported by our team, is present during business hours to consult and recruit potential patients in person.

DMH/Mass Mental Health Center, Boston, MA:

Patients at MMHC were among the first to participate in the DOORS program and provided crucial feedback that helped improve the curriculum.

Inpatient Psychiatric Unit at BIDMC, Boston, MA:

We have a strong relationship with the BIDMC inpatient psychiatric unit, where we run weekly digital skills groups and distribute devices. Attendance is voluntary, yet our sessions consistently see high participation.

Edinburg Center, Bedford, MA:

We provided laptops and DOORS materials to 20 members of the Edinburg Center. We offered Digital Navigator Training for their staff and hope to host training in the future.

Question 9. Training and Support

We have a digital navigator training that serves as an introduction to the role and the resources available to Digital Navigators, such as the DOORS curriculum and MINDApps.org, our health app database. The DOORS materials, and the facilitator's manual in particular, can also be used to train Digital Navigators to run digital literacy classes and adapt this material for special populations. The DOORS materials provide Digital Navigators with the tools necessary to teach digital literacy, including definitions and analogies to facilitate understanding. In 2023, our team held such training in Oakland,

Sacramento, New York, and Houston to seed new Digital Navigators at sites across the country. These trainings can also be held virtually, but are likely more effective if done in person given the hands-on nature of the role and training. We are also in the process of developing an online version of the Digital Navigator training.

Question 10. Case Studies

Case Study 1: From June to August 2024, we conducted 8 weeks of DOORS laptop classes at Center Club. These participants largely did not have previous experience with computers but were capable of completing basic tasks on their laptops by the end of the 8 weeks. Once these classes ended, Center Club requested that we continue helping their members with technology, so we created an office hours model based on the clubhouse's needs. The office hours model allows all clubhouse members to benefit from our services as we are not restricted by our class size limit. We began hosting office hours twice a month at Center Club starting in October. Previous DOORS participants have returned and learned skills outside of the curriculum, such as searching for an apartment online. We have also been able to help other clubhouse members 1-on-1. For example, in one session, our digital navigator helped a client use her camera, send an email, and use maps to get directions on her phone. Based on our experience at Center Club, we also created the Baseline Digital Literacy Assessment and Actionable Teaching Guide to help guide people to the help they need. Often, participants would drop in unsure of what skill they wanted to learn. The assessment allowed us to identify which digital skills they know and which ones they could learn using our curriculum. A prior version of the program in 2023 won the Center Club Public Service Award "for providing in-person computer and smartphone training as well as offsite technical assistance to our club members, including many people who had never had a computer or cell phone."

Case Study 2: In 2022, a then-updated version of the DOORS program won the National Digital Inclusions Alliance National Digital Equity Award. In 2023, we published results of the program for over 200 individuals. The skills that improved the most, based on difference between pre- and post-survey averages were: Create an Account, Download a Game, Differentiate Between Apps, Find an App's Privacy Policy, Find an App's Ratings and Reviews, Create a Password, Access Podcasts, Look up the Definition of a Word, Access the News, Use my Phone to Learn a New Skill, Translate a Sentence, Find a Job on LinkedIn, Set a Voicemail Greeting, Make a Phone Call, Send a Text Message, Set an Alarm, Set a Reminder on my Phone, Find Directions using a Maps App, Add an Event to my Calendar, Monitor my Screen Time, Utilize a Mindfulness App, Check Step Count, Add a Contact, Take a Photo, Check the Weather, Connect to Wi-Fi, and Look up the Definition of a Word. To date, this is the only and largest peer-reviewed publication showing the impact of a digital

literacy program in a population with chronic illnesses and reflects our commitment to high quality and evidence-informed digital literacy services. As an example of this in action, Bowdoin Street Health Center, an elderly patient recently came to see our Digital Navigator because she needed a phone and cell service. Our digital navigator distributed an Android and a temporary SIM card supplied by Vinfen to the client. Because the SIM card would only be valid for 3 months, the Digital Navigator helped the patient apply for Lifeline. Once the client received her Lifeline SIM card, the Digital Navigator helped her activate the SIM and transfer her number from the temporary phone plan to the Lifeline service provider. The client returned a few times to receive assistance from the Digital Navigator with logging into her Google account. This client spoke in Cape Verdean Creole so the Digital Navigator used Spanish to communicate with her. This case demonstrates our Digital Navigator's ability to overcome language barriers and assist clients with technology issues related to both physical access and knowledge.

Case Study 3: Painted Brain in a Peer Support Organization in Los Angeles, California. We shared an earlier version of the DOORs digital literacy program with them that they were able to easily customize to the needs of the people they served. We assisted them in training their initial Digital Navigators, customizing our materials to their needs, and supporting their first groups. With that assistance, Painted Brain was then able to run and sustain the effort without any additional support and quickly became known as a leading local group supporting digital literacy services in their area. The program even formed a basis for an expanded Tech Suite offering. Painted Brain went on to offer and expand beyond Los Angeles (where it reached 550 people) to serve three other counties.

Question 11. Contact

John Torous MD

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Brazilian Resource Center

Name: Brazilian Resource Center

Initiative Area Mapping

- Digital Literacy
- Education, Outreach and Adoption

Main Address: 769 MA-28, South Yarmouth, MA, 02664

Applicant Name: Michael Mecnas

Organization/Business name: Brazilian Resource Center

Email Address: healthministryusa@gmail.com

Phone Number: 508-360-3617

Question 1. Service Description

At the Brazilian Resource Center, we are dedicated to promoting digital literacy and access to technology for low-income residents of Cape Cod, serving an average of 8,000 individuals annually. Our primary focus is to empower our community through life skills, community support, and social services such as a pantry, health clinics, ESOL classes, wellness courses, and several digital inclusion initiatives that provide equal access to technology, information, and digital education. Many of our program participants do not have access to a computer and printer in their homes. Below are the specific services we offer on a small scale:

1. Digital Literacy Workshops

- Description: We offer free digital literacy workshops to teach individuals the foundational skills necessary to navigate technology, use the internet safely, and understand digital tools in everyday life. Topics include email management, internet browsing, social media, and online safety.
- Technology/Tools:
- We utilize a mix of PCs and tablets running on Windows 10 and Chrome OS to ensure compatibility with various platforms.
- Software tools such as Microsoft Office Suite (Word, Excel, PowerPoint) and Google Workspace with pre-installed apps for mobile digital literacy training and printers.

2. One-on-One Technology Assistance

- Description: For those requiring personalized help, we will offer one-on-one sessions where individuals can get assistance with any digital or technical issues they might face, whether it's troubleshooting a device or understanding how to use software or apps.
- Technology/Tools:
- Assistance is provided using a range of devices (smartphones, laptops, and desktops) and software platforms, depending on the user's needs.
- Remote support tools (such as Zoom or Google Meet) are also used to assist individuals who cannot visit the center in person.

3. Access to Computer Lab and Internet

- Description: Provide residents access to a dedicated computer lab equipped with 15 workstations to encourage the development of digital skills. The computer lab allows users to access the internet, perform job searches, work on digital literacy, and use online services like e-government portals, job applications, and online training programs.
- Technology/Tools:
- Desktop computers with high-speed internet connectivity.
- Printers and scanners for document preparation and printing.
- Software tools like Microsoft Office Suite, Google Chrome, and access to educational platforms.
- Assistive technologies such as screen readers or magnifiers for those with visual impairments.

4. Digital Skills for Employment and Career Advancement

- Description: We offer specialized courses aimed at enhancing employability, such as resume writing, online job searching, application tracking, and virtual interview preparation. These classes focus on using digital tools to help individuals access job opportunities and career advancement resources.
- Technology/Tools:
- Access to online job portals (Indeed, LinkedIn, etc.), job search tools, and resume builders.

- Video conferencing software (Zoom, Google Meet) for mock interviews.
- Job-related courses through platforms such as LinkedIn Learning and other platforms to develop industry-specific skills.

5. Community Outreach and Digital Access Support

- Description: Recognizing that not everyone has access to devices or the internet at home, we offer loaner laptops and hotspots for community members to take home and continue their digital learning. We also provide information and support on affordable broadband options.
- Technology/Tools:
- Laptops and Wi-Fi hotspots equipped with the necessary software for educational purposes.
- Partnerships with local internet service providers to help connect low-income households to affordable broadband options.

Through these services, the Brazilian Resource Center is committed to bridging the digital divide in our community and ensuring that every resident, especially low-income individuals and families, has access to the tools and knowledge they need to thrive in today's digital world. Our newly established 30-person computer lab is an essential part of this effort, and we are excited to expand our impact by providing digital literacy education to more people in Cape Cod.

Question 2. Pricing Structure

Our standard pricing for all programs and services are based on a sliding scale. If a program participant does not have the funds to cover the cost of a program we provide the service to that member at no cost. We believe that nobody should be left behind due to lack of resources. Currently, we have a 4 person computer lab but plan to increase the total number to 30 over the next few months.

Digital Literacy

- Digital Literacy Training Curriculum: \$50 per participant for comprehensive courses, encompassing four levels of self-paced learning.
- Trainer Professional Development (Train-the-Trainer Approach): \$100 per individual session aimed at enhancing educator capabilities.

- Physical Space for Training: Currently, the space we utilize is being donated. But we will have to start paying facility rent for our space in a month. We are anticipating space rental to be about \$3000 per month.
- Translation Services: \$75 per hour or per document to ensure accessibility for non-English speakers.
- Technical Consultants: \$25 per hour for consultation and support services.

Device Distribution and/or Refurbishment

- Laptop/Device Refurbishment: \$100–\$300 per device, depending on the extent of repairs needed.
- 30 New Internet-Connected Devices:
- Chromebooks: Approximately \$300 per device.
- 4 Printers with additional ink- \$800
- Outreach and Marketing: \$500 per campaign, covering advertisements, flyers, and other promotional efforts.
- Training Curriculum/Resources for Device Use: \$5 per participant or \$25 per course to facilitate effective device utilization.
- Program Staff Time: \$25 per hour for staff involved in program delivery and support.
- Logistical Expenses for Distribution: Costs associated with distributing devices, including shipping and handling, typically range based on distance and quantity.

Education, Outreach, and Adoption

- Stakeholder Outreach and Engagement: \$500 per outreach campaign or event to engage community stakeholders effectively.
- Stakeholder Surveys: \$100 per survey or analysis to assess community needs and feedback.
- Data Analysis and Planning: \$1,000 per project or report to inform strategic decision-making.
- Marketing/Outreach Materials Development:
- Printed Materials (e.g., brochures, flyers): Printing costs can vary based on quantity and quality. Printing 500 brochures may cost approximately \$0.78 per unit, totaling \$390.

- Online Content Development: \$100 per webpage, flyer, or social media campaign to enhance digital presence.
- Translation and Graphic Design: \$75 per hour or per document to ensure materials are culturally and linguistically appropriate.
- Technical Consultants for Support: \$40 per hour for specialized technical assistance.

Question 3. Target Audience

The Brazilian Resource Center (BRC) serves diverse, underserved populations, ensuring equitable access to digital literacy and technology resources. Our primary beneficiaries include:

Older Adults (60+): We provide tailored digital literacy workshops focused on basic technology use, online safety, and communication tools (email, video calls) to help older adults stay connected and independent.

Youth: Our programs offer age-appropriate digital education, coding workshops, and safe internet usage training to support academic success and digital fluency.

English Language Learners and Low-Literacy Individuals: We integrate visual learning tools, bilingual instruction, and hands-on training to accommodate varying literacy levels.

Individuals with Disabilities: Our computer lab includes assistive technologies like screen readers and magnifiers, ensuring accessibility for all users.

Low-Income Households: We provide free technology access, loaner devices, and assistance with affordable broadband options to bridge the digital divide.

Question 4. Experience and History

The Brazilian Resource Center has over five years of experience providing digital equity services to underserved populations as defined by the Digital Equity Act. We have been committed to promoting digital literacy and access, offering services in these areas on a smaller scale during this time.

In the past five years, we have served close to 9,000 who have benefited from our digital literacy programs and many other projects related to digital access and inclusion. This experience has allowed us to refine our services and build strong community relationships, preparing us to expand our efforts across Massachusetts as we respond to this RFI. We are confident in our capacity and resources to support the communities in need.

Question 5. Geographic Reach

Currently, the Brazilian Resource Center provides digital equity services primarily in Barnstable, Falmouth and other areas on Cape Cod, including Martha's Vineyard and Nantucket. We have focused our efforts on two key groups: English as a Second Language (ESL) learners, our youth and senior residents, offering critical digital literacy support through a limited set of resources, including four public-use computers.

While we have primarily served these local areas, we are strongly committed to expanding our services, particularly on Martha's Vineyard and Nantucket, where we plan to further increase our digital literacy and access initiatives. We have the potential and capacity to scale our services to additional geographic areas across Massachusetts, leveraging our experience, resources, and network to reach more underserved communities in need.

Question 6. Success Metrics

Measuring the success of our digital literacy services involves a comprehensive approach that combines both quantitative and qualitative metrics.

Quantitative Metrics:

- **Program Completion Rate:** We monitor the percentage of participants who complete our courses, reflecting engagement and program effectiveness. We currently have an over 90% program completion rate.
- **Skill Improvement:** Participants undergo pre- and post-program assessments to evaluate advancements in digital literacy competencies. 85 percent of program participants showed measurable improvement after completing our programs.
- **Employment Outcomes:** We track the proportion of participants who secure employment or achieve career progression following their training. More than 60 percent of our graduates are fully employed.
- **Engagement Levels:** Attendance and active participation rates are analyzed to gauge community interest and the relevance of our programs.
- **Client Retention:** The number of participants returning for advanced courses or additional services is assessed, indicating sustained satisfaction and ongoing needs. More than half of our participants enroll in another program after completion.

Qualitative Metrics:

- **Participant Satisfaction:** Feedback is collected through surveys and interviews, providing insights into personal experiences and perceived program impact.

- **Success Stories:** We document narratives from clients illustrating how acquired skills have positively influenced their lives.
- **Behavioral Changes:** Self-reported enhancements in confidence and independence when using digital tools for daily tasks are noted.
- **Community Impact:** Observations of clients applying their skills to assist others, fostering a culture of peer support and collective growth, are recorded.

Examples of Outcomes Achieved with Past Clients:

- A significant number of participants have reported increased confidence in using digital tools, leading to improved job performance and new employment opportunities.
- Many clients have shared success stories about assisting family members and peers in navigating digital platforms, thereby extending the impact of our programs within the community.

By integrating these metrics, we ensure our programs are client-centered, effective, and responsive to the dynamic needs of the communities we serve.

Question 7. Client Engagement

Client Engagement and Program Effectiveness

At the Brazilian Resource Center (BRC), we prioritize active client participation and employ robust evaluation metrics to ensure our programs effectively address community needs.

Client Engagement Strategies:

1. **Community Needs Assessments:** We regularly conduct surveys, focus groups, and interviews to identify and understand the evolving needs of our clients, ensuring our services remain relevant and impactful.
2. **Client Advisory Board:** Comprised of program participants, this board provides ongoing feedback and recommendations, directly influencing program development and ensuring cultural relevance.
3. **Co-Creation of Program Content:** We involve clients in developing and leading workshops, fostering empowerment and ensuring content addresses specific challenges faced by our community.

4. Program Evaluation Participation: Clients engage in post-program feedback sessions and impact surveys, helping us assess effectiveness and make necessary improvements.
5. Service Adaptation Based on Feedback: In response to client suggestions, we've implemented flexible class schedules and bilingual instruction to enhance accessibility.
6. Client-Led Outreach and Engagement: Graduates of our programs mentor new participants and act as community ambassadors, expanding our reach and fostering trust within the community.

Question 8. Partnerships

As a small organization with limited staff, our strategic partnerships play a pivotal role in enhancing digital equity and inclusion within the community. Collaborating with esteemed organizations such as the Cape and Islands District Attorney's Office, Cape Cod Healthcare, and Cape Cod Community College, we effectively extend our reach and impact.

Cape and Islands District Attorney's Office: Partnering with the Cape and Islands District Attorney's Office allows for collaborative efforts in enhancing public safety and supporting victims and witnesses. This partnership emphasizes the importance of fair and equal treatment within the justice system, as well as compassionate support for those affected by crime, and taught our participants and youth how to stay safe online

Cape Cod Healthcare: Our collaboration with Cape Cod Healthcare, the leading provider of healthcare services for residents and visitors of Cape Cod, facilitates access to comprehensive health services. This partnership ensures that community members benefit from a network of healthcare providers, including acute care hospitals, urgent care centers, and a primary and specialty care network. Once members become computer literate many become employed by Cape Cod Healthcare.

Cape Cod Community College: By partnering with Cape Cod Community College, we help equip our members with essential skills for academic and professional success. This collaboration provides educational opportunities and resources, fostering personal growth and community development.

These partnerships exemplify a commitment to fostering digital equity and inclusion, ensuring that all community members have access to the tools, resources, and support needed to thrive in an increasingly digital world.

Question 9. Training and Support

Currently, we do not provide any. But plan to with the next 6 months.

Question 10. Case Studies

First Case Study

Myra, an lower-income, new arrival, arrived in the United States with limited English proficiency and no prior computer skills. She faced significant barriers in navigating daily life, as most essential services—such as healthcare, job applications, and communication—were increasingly reliant on digital tools. Myra’s story is a powerful example of how our services at the Brazilian Resource Center have helped individuals overcome these barriers and thrive.

Upon arriving, Myra enrolled in our English as a Second Language (ESL) class, where she quickly demonstrated her commitment and ability to learn. She passed the course with flying colors and, in the process, built confidence in both her language skills and her ability to engage with the local community. During her time in the ESL program, Myra also volunteered at the Center, further honing her language skills and gaining practical experience in a supportive environment.

Recognizing the importance of digital literacy, Myra also enrolled in our Basic Computer Skills class. Through this program, she learned how to use a computer, navigate the internet, send emails, and access online resources—skills that would empower her to better manage her daily tasks and seek employment opportunities.

As Myra continued to utilize our services, she became more confident in her digital and language abilities. Her volunteer work at the Center eventually led to a part-time position as an administrative assistant and service coordinator. In this role, Myra not only applied her own newly acquired skills but also helped other members of the community, particularly those with basic computer needs, navigate digital tools.

Myra’s journey from an immigrant with no English or computer skills to a valued community member and employee is a testament to the effectiveness of our programs. Through the combination of English language education, digital literacy training, and community support, Myra was able to overcome significant barriers and contribute to the success of others in the community.

Second Case Study

Grant, a dedicated professional passionate about social impact, sought to merge skill-building with meaningful service. The Brazilian Resource Center (BRC) provided the perfect platform, allowing him to develop leadership, project management, and community outreach skills while addressing resource gaps for underserved communities.

At BRC, Grant led initiatives that strengthened partnerships with businesses and nonprofits, refining his communication and cultural competency. As a mentor and team leader, he navigated funding challenges with creative problem-solving and optimized workflows for greater impact. His hands-on engagement with immigrant families reinforced his belief in grassroots change and deepened his commitment to social equity.

This experience not only shaped Grant's leadership approach—emphasizing collaboration and purpose—but also solidified his career path in social impact. The BRC became both a learning ground and a launching pad, proving that true growth comes from investing in communities as much as in personal development.

Question 11. Contact

Michael Mecnas healthministry@gmail.com 508-360-3617

Catholic Charities Bureau of Archdiocese of Boston d/b/a El Centro

Name: Catholic Charitable Bureau of the Archdiocese of Boston, d/b/a El Centro

Initiative Area Mapping

- Digital Literacy
- Device Distribution

Main Address: 1785 Columbus Ave, Boston, MA 02119

Applicant Name: Marianna Geraskina

Organization/Business name: Catholic Charitable Bureau of the Archdiocese of Boston, d/b/a El Centro

Email Address : marianna_geraskina@ccab.org

Phone Number : 1 617 680 7526

Question 1. Service Description

Device Distribution

El Centro is working with TGH to equip students with Chromebooks and internet access (hotspots). Student support assistants and teachers manage the records, reporting, and initial training to make sure every student has a Chromebook and access to the internet. Every ESOL student graduating from El Centro has a Chromebook.

Through community partnerships, students enrolled in the IT training program receive Windows based laptops meeting requirements for training. The IT pathway coach and program manager survey needs, obtain devices, and conduct distribution.

IT program participants' computer requirements:

- Processor (CPU) - Intel Core i7 or AMD Ryzen 7 processor
- RAM - a minimum of 8GB RAM, 16GB RAM is recommended
- Storage - 256GB to 512GB SSD hard drive
- Display - 16", at least 1920 x 1080 resolution
- Connectivity - Check for the ports (e.g., USB-A, USB-C, HDMI, headphone jack)

- Computer microphone and speakers
- Web camera for virtual meetings

Software specifications:

- Windows 11 OS
- From the school, Microsoft Office (Office 365) productivity apps that should be available free to all students
- Google Chrome latest version
- Firefox latest version
- Adobe Acrobat Reader latest version
- Teams/Zoom desktop version
- Administrative rights to download other Cybersecurity tools and technologies.

Digital Literacy

Digital literacy is an integral part of El Centro curriculum. Students use computers regularly in class and for homework. All classrooms are equipped with sets of individual laptops and charging stations. The learning activities are designed specifically for each level of English proficiency and include skills for basic computer use student need to function in the community, family, and in the workplace. Additionally, at ESOL 3, students take a targeted Computer Application for English Learners course designed specifically to develop computer skills necessary for career readiness. At all levels, volunteer TAs help students with digital assignments and provide additional help, training, and coaching if needed.

Basic hardware used for instruction:

- Chromebooks and hotspots for students to use at home
- Laptop sets and charging stations in classrooms
- Digital Lab
- Smartphones
- Smartboards
- Zoom Room for Hybrid-Flexible instruction
- Additional keyboards, monitors, and mice for projects

Education: IT Pathway Programming

Designed as a system of intersecting services, this programming is focused on preparing students for career training in computer occupations early on in their language studies. El Centro students are offered Introduction to Coding, WEB Design, and Computer Networking classes for ESOL students, as well as managed Coursera courses leading to Google certifications in IT, programming, data management, and digital design. The courses can be taken concurrently with English classes in a variety of modes. All services are free of charge for students and tailored to the needs of adult immigrants, including digital access, scheduling, and advising support.

The classes are taught by the program graduates, and the participants work as volunteer digital literacy tutors for the core ESOL students. The Coursera group of fifteen students is managed by a coach providing guidance to students who study independently. Upon successful completion, students can enroll in the intensive nine-month El Centro IT/Cybersecurity program leading to multiple certifications (CompTIA Security+, Networks+, Pentest), internships, success in advanced studies, and employment opportunities or choose college programs requiring advanced digital skills to succeed.

Question 2. Pricing Structure

Hardware and IT services used for digital literacy instruction and IT pathway education: \$180,000; includes classroom laptop sets and charging stations, computers for teaching and advising staff, smartboards, Zoom Room, internet and IT services; does not include individual devices distributed for students.

Number of Devices Distributed: \$50,000 cost for staff work on logistics, training, curriculum development, management, outreach, and reporting; the amount does not include the cost of 200 Chromebooks supplied by TGH.

Windows-based computers for IT students: about \$20,000; funds raised through various grants and donations; no dedicated funding.

Digital Literacy training: about \$100,000; 350 students annually receive quality training in using technology to obtain and process information, communicate, function in the community, receive on-line services, search and apply for jobs, use telehealth, prepare for career training, etc.

Education: \$50,000; 40 ESOL students trained in coding, web design, and computer networks for ESOL students, including 20 students at the level of CompTIA Networks+; 15

students obtain google certifications in the Introduction to IT/Cybersecurity, UI/UX, Data Analytics

Education: \$270,000; 18 immigrant students receive 10-month training in Cybersecurity from 100 to 200 level college classes with certifications in CompTIA Security+, PenTest, internships, career services.

Question 3. Target Audience

100% of El Centro students are immigrant English language learners; 96% of El Centro students are Medicaid recipients. Many students live in Boston public housing developments and shelters. El Centro works closely with Horizons for Homeless Children to serve parents of young children attending Horizon's childcare services. Based on the current data, 95% are Black and Latino/a/X; most students are the first generation of high school diploma holders in their families; nearly 100% have a goal to advance their careers. About 20% of students enrolled in lower ESOL levels are employed; over 90% are employed when they graduate from the program; however, they continue to receive public assistance (MassHealth, housing subsidies, school lunch programs, etc.) while being employed as they hold low wage part-time jobs, mostly in the services sector, and lack skills to enter a better employment. They are overwhelmingly and chronically under-employed. This population historically lacks adequate access to opportunities for training and growth.

Question 4. Experience and History

El Centro started to offer digital equity services in the early 2000s. Since then, the program has served over 5,000 students. Following student needs, we focus on life skills and career readiness, impossible to achieve without digital skills development. Working on the Boston Opportunity Agenda, we further developed services targeting digital skills and access to devices for our students who wanted to transition to college. In 2010, El Centro set up a digital lab and introduced the Computer Application for the Workforce class focused on more advanced skills than digital literacy classes which are fully integrated in all ESOL curricula starting at Level I. Soon after that, the program piloted the TGH curriculum and services. Through the collaboration with Tech Goes Home (TGH), we started to equip all upper-level students with Chromebooks. Initially, our objective was to provide the opportunity for upper-level students to have access to computers at any time during the class and at home and use them later for vocational training; gradually the TGH project included all students in the program. We developed a partnership with Year Up and prepared multiple young ESOL students for successful training in IT, software development, and project management. El Centro pioneered the use of social media platforms for class communications years ago and developed hybrid processes for intake/orientation/advising

which was very helpful during the pandemic when all our services were on-line. We improved and developed it further to widely use teleconferencing for advising and student communications. As our data on student outcomes and post-exit success demonstrated that digital equity was not limited to basic computer skills and required access to jobs in the technology sector, we created a digital career pathway programming. Since 2021, we have been offering IT/Cybersecurity training; developed a digital career pathway with the Introduction to Coding and Web Design and the Introduction to Computer Networks classes. In 2023, we integrated google certification courses on Coursera in the digital pathway services. The digital pathway programming has become uniquely successful in expanding access for low-income adult immigrant learners to meaningful career training in the digital economy.

Question 5. Geographic Reach

El Centro offers comprehensive educational services to the immigrant residents of Boston primarily living in the neighborhoods of Dorchester, Roxbury, Hyde Park, and Mattapan which have a high concentration of immigrant population. However, adult students from multiple other greater Boston neighborhoods with a high concentration of low-income immigrant population, e.g. Lynn, Brockton, East Boston, etc., study in El Centro, searching for quality educational opportunities, including our digital pathway and IT/cybersecurity training.

We partnered with Onward educational provider to offer coding and web design classes. Onward is a minority owned business, working mostly with K12 students, offering coding, web design, and robotics training. A talented graduate from the first cohort of our students taking the coding class worked as a volunteer TA with the next cohort and then became a beloved teacher of a very successful class. Another talented student proceeded to work as a volunteer TA with the next cohort. We introduced the computer networking class to prepare our students in IT for further training. This class was also taught by our very talented IT program graduate who now continues his studies in college for a bachelor's degree in IT. We will be glad to share our design, expertise, and curricula to help programs in other geographical areas to replicate our classes or expand our services to organize classes for future teachers from other schools.

Question 6. Success Metrics

El Centro students come to school in search for educational opportunities which will allow them to function in the community and advance their careers. All students who complete the program have access to computers and use digital skills to function in the community, do basic research and obtain information, apply for a job, make an appointment, use

common computer applications for daily needs, use computers for studies, etc. The assessment of these skills is conducted regularly through authentic assignments in class and homework, as well as students' success in the workplace and further studies.

For El Centro students, digital skills development is key to expanding their access to meaningful career training. It helps them to academically prepare for further college studies. Moreover, it helps them to develop focus, dedication, and perseverance for studies, and our student educational and career outcomes are the best evidence of program success. Every year about 15% of the program's total enrollment, or almost everybody in the upper levels, proceed to college. However, it would be very hard for them to succeed in college and further training without the digital skills they develop in the program. The feedback from the focus groups demonstrates that owning a computer and the digital skills developed in the program were vital for their success. In recent years, the retention of El Centro graduates in college classes has improved dramatically, by 200 - 300%. The feedback from the focus groups demonstrates that owning a computer and the digital skills developed in the program were vital for their success.

The training in IT particularly has resulted in obtaining high paying jobs and economic mobility. The pay range for our students who completed the El Centro IT/Cybersecurity program is \$60,000 - \$120,000 – remarkable and rare results for our student demographics achieved in a relatively short time. As Information Technology is a cross-sectional field, our participants work in multiple industries, from software and IT service providers to hospitality and sales.

The IT pathway (bridge) classes are truly helpful for our students' future success in the IT training. In the IT bridge classes, students explore and discover their talents as often they did not have a prior opportunity to enter technology fields. The classes are extremely popular: we have a long waiting list of students who would love to enroll in the training. The current El Centro IT/Cybersecurity cohort is the first one that has completed all courses in the enhanced bridge program, and the trainers report the participants better academic performance and preparedness for the training. About 80% of the participants of the previous El Centro IT/Cybersecurity cohorts completed the training, which is a remarkable result considering the continued instability in the labor market and increased cost of living forcing our low-income students to work more hours. Nearly 70% of participants either obtained employment in the IT field or were promoted to much higher-level responsibilities and compensation. All participants who obtained a significant promotion name the training as the key factor in the employers' decision. Not unlike college business majors with IT concentration, our participants successfully use their IT training and their specific work experience to advance to managerial positions. However, college training takes years of

studies, does not offer the level of support our immigrant participants need, and is mostly cost and time prohibitive for our low-income working adult immigrant students. The program presents an opportunity to rapidly accelerate their career outcomes and bring them to financial independence.

We have always been immensely proud of our adult immigrant learners' educational achievements and socio-economic advancements. However, there has never been such rapid progress in our students' lives. Commonly, it takes them many years of college education and work experience to come to comparable outcomes in career advancement.

Question 7. Client Engagement

El Centro is an intensive adult ESOL program. The program's proven expertise in bringing the low-income working adult immigrants from underprivileged backgrounds to uniquely successful educational outcomes provides a foundation for the digital career pathway programming. Raising students' digital skill levels alongside their language skills development and giving them the opportunity to explore their strengths and interests, El Centro strives to serve as an on-ramp program to digital economy. All our services, including curricula, design, class offerings, schedule, support services are based on data analysis with the focus on student goals, feedback, outcomes, study patterns, etc.

A highly personalized student feedback collection is a continuous process based on the exceptional cultural competence of our diverse advising staff. We believe that data obtained through student feedback is key for improving our services. The information obtained during follow-up interviews and focus groups with exited students is shared, discussed, and acted upon. Analyzing alumni feedback on their challenges post-exit, we identify a need for new class offerings and changes in instructional delivery. The changes in the program design, instructional methodology, and class offerings result in a dramatic improvement in our alumni's performance in further career training.

Creating a supportive learning community is a key factor in the program's success. We stay in touch with our graduates for years; they know they can always turn to us for advice and help. The program graduates are the ones we also turn to for advice and help. They teach and tutor our bridge classes and reach out to the current students and IT aspirants who are still taking ESOL classes. Those who start employment often coach those who prepare to start. As one graduate of the program said, "El Centro is like a train – you get there and keep moving; you can never get off." Our students gain friendships that support and help them to succeed in studies, find jobs, and persevere.

El Centro's pedagogy allows the program to stay connected with its alumni for many years and to follow hard to obtain long-term data on student outcomes and challenges, which we see as invaluable in developing efficient educational offerings conducive to our students' economic mobility and social change.

Our instructional model employs program graduates as teachers, TAs, advisors, and tutors. Their input in the curriculum, design, and delivery of services is invaluable. They use their insights into student challenges and strengths to communicate with students effectively.

El Centro provides a variety of personal supports, which include assistance with housing and temporary jobs that allow students to continue studies; help with legal and parental issues; monetary help in case of urgent needs (to just pay an unexpected bill). Through community partnerships, we make sure that everybody has the necessary equipment, including laptops with required specifications, software, additional monitors, and reference materials.

Question 8. Partnerships

To provide access to computers and the internet to our students, El Centro partners with Tech Goes Home. El Centro piloted TGH curriculum over 10 years ago, and since then TGH reliably equips El Centro students with personal devices and access to the internet.

TGH, May Institute, and HP were instrumental in helping us to equip our IT and college students with computers that meet requirements for studies. We equip all our students with Chromebooks, but Chromebooks are not sufficient for students in IT and some STEM college majors. Through our collaboration with TGH and other community partners, we were able to provide them with Windows-based laptops that meet the requirements for IT training - most of our students are low-income and cannot buy the computers required for advanced studies on their own.

To provide IT training, El Centro partners with BFC Tech. BFC Tech provides IT training and job search assistance for our students.

El Centro has developed an open fellowship program with the City of Boston Mayor's Office. Our IT fellows in the Department of Innovation and Technology gain their invaluable first experience in the field. DoIT helps us to connect with other municipalities when we search for internships for our students and provides feedback on the program curricula and skills obtained by the participants.

DESE provides EL Centro students with free of charge access to quality educational software that is fully integrated in the program curricula, helping our students to develop digital learning skills.

Onward helped us to develop Coding and Web Design classes, trained the first student-trainer, and offered internships to our students.

Logically (IT Services) provides feedback on our digital services, offers internships, and supports our graduates with resources to succeed in their work after they complete the training.

CommCorp supports El Centro IT financially. The impact of El Centro IT on the community is remarkable in providing access to the digital economy for the low-income adult immigrants who achieve spectacular results in moving up the social ladder and reaching financial independence.

Catholic Charities USA provides free access to courses leading to Google certifications.

Question 9. Training and Support

N/A

Question 10. Case Studies

Doris Ferreira liked to play soccer and participate in dance competitions before she lost the ability to walk in a car accident. She came to Boston from her home country Cape Verde in a wheelchair and felt a double isolation – she did not speak English, and she was confined to a wheelchair. She spent time mostly at home alone. Some friend told her about El Centro remote classes which she attended for two years. She learned to use the computer, learned the language, made friendships, and found a job. At the graduation, she said that the school made her want to live.

Lucia Mendoza came to El Centro to learn English. At that time, she was a new immigrant from Mexico, working night shifts in a local bakery. She did not have access to a personal computer, and the internet connection was spotty in her basement apartment. In El Centro, she received a TGH Chromebook and a hotspot. Through highly personalized advising services, the program helped her to develop a career pathway to the IT field. Upon completing El Centro IT, Lucia entered a fellowship program at the Department of Innovation and Technology at the Boston Mayor's Office (DoIT). She completed the fellowship and was offered a full-time job in DoIT, where she successfully works as an IT analyst. It was a meteoric socio-economic rise of a very talented person who would have had to work and study for many years to reach comparable outcomes if she had not been offered the training opportunities in El Centro.

Carlos Torres was a young ESOL student from Peru in El Centro. He juggled studies in El Centro and his job in Dunkin Donuts, struggling with environmental challenges. In El Centro, he got his Chromebook and was taking digital literacy classes. The teachers and advisors noticed his aptitude and passion for technology. He joined El Centro Cybersecurity program where he demonstrated excellent performance and upon graduation received an offer of permanent job as a data analyst in Catholic Charities. He continues to work for the agency with remarkable excellence. Again, his socio-economic status has improved dramatically in just a few years.

Soraya Cabe comes from Haiti. She came to El Centro to learn English. She never studied technology prior to El Centro. When she found out that El Centro offered cybersecurity training, she applied; she said that it was her dream to study computer technology, but she never had an opportunity to go to college. We accepted Soraya in the digital track and later in cybersecurity training. She quickly became one of the strongest students in her class, helping everyone with challenges if they needed help. Upon completing the program, she was accepted to college to continue studies on a scholarship and was offered a position of a tutor to help college freshmen to prepare for the CompTIA Security+, and she did it with excellent results. Recently, she was offered the position of a help desk support technician in her college; she also created a website with excellent resources for cybersecurity students.

These are just some examples of the program success. To support themselves, all our students continue to work in low paying jobs while taking advanced training. El Centro's holistic approach to career pathway development and digital integration in the frame of career pathway development was instrumental in helping these low-income immigrant students to move from their first Chromebook provided by the community to learn English to a remarkable educational success and improvement in socio-economic status.

Question 11. Contact

Marianna Geraskina, marianna_geraskina@ccab.org, 617 680 7526

Veronica Robson, veronica_robson@ccab.org, 617 821 7679

Question 12. Additional Information

El Centro students come predominantly from countries notoriously underrepresented in educational attainment and in many high demand fields of today's economy. Through innovative services designed to prepare and facilitate students' transition to postsecondary education and training, El Centro is uniquely successful in leading low-income adult immigrants to high educational outcomes. El Centro has a remarkable record of helping often neglected adult immigrant learners that did not have the opportunity to go through

the US system of secondary education to achieve high educational outcomes. Year after year, the program sends 15 - 20% of its total annual enrollment to college or competitive post-secondary training programs, a particularly significant statistic because none of these students had to demonstrate a high language proficiency level or college goals to join the program. Students seldom have college aspirations when they start classes in El Centro. We work with them to develop educational goals from literally day one in the program and then support them both personally and academically all the way through the studies in the program and in college/career training.

El Centro students are offered intensive English classes at all levels of language proficiency with integrated digital literacy development, explicit teaching of critical thinking and problem solving skills in the pioneered by El Centro targeted Critical Thinking classes for ESOL students; ESOL math/financial literacy instruction focused on life skills and general career readiness; a concurrent (with college) math class preparing students for postsecondary studies in high demand career fields; Academic Writing (pre-college) classes; the Coding, Web Design, and Computer Networks classes innovative instructional methodology based on instructional shifts; skillful application of digital and on-line instruction; highly personalized and efficient advising; career pathway development with practical individualized assistance in transition to college/post-secondary career training; and access to numerous support services provided by Catholic Charities, as well as through a well-established and elaborate system of community partnerships. All services in El Centro are free of charge and open to learners without restrictions on language proficiency, age, or residency. Through thoughtfully designed educational and support services, El Centro brings low-income adult ESOL students to academic success and remarkable educational outcomes.

We view developing of educational goals and perseverance in achieving them as a key element of our students' success. As finding a job/entering a better job is the goal of nearly every program participant, all services are conducted as a workforce development process with career pathway development integrated in the instruction and student support systems. We focus on developing transferrable language, digital, and academic skills that allow students to choose the field they are truly interested in and change it if they feel that they made a mistake without having to start their careers over. The rigorous standard based curriculum with integrated content from various fields of knowledge and portable skills serves as a basis for career exploration and allows students to discover high demand career fields they never considered in the past or did not even know existed. This holistic approach opens access to high mobility career fields where our student demographics are underrepresented. Every outcome is achieved by the entire team with carefully planned

shared responsibilities. The learning community approach is instrumental to our ability to produce high educational and career outcomes.

Being a community-based organization allows us to provide our students access to multiple support services, helping them to persevere in educational attainment. El Centro teachers and advisors help numerous students to connect with community resources. We guide students through the complex system of training programs to the options that fit their personal life situations and aptitudes. A long tradition of volunteer engagement helps us to personalize services. The focus on the next steps and strong personal supports contribute to high student retention rates.

Leveraging community resources, El Centro ensures low-income adult immigrants' access to high quality educational services and existing career pathways. El Centro is a recipient of the Pay for Performance grant funding which supports adult college transition services to increase the number of low-income, underrepresented, entry-level adult workers who enter and succeed in postsecondary education. Through the Senator Donnelly grant, El Centro offers a cutting-edge IT/Cybersecurity training which creates rare and tangible opportunities for economic and social mobility for student demographics grossly underrepresented in the high demand Information Technology field. El Centro maintains partnerships with educational institutions, employers, and human services providers. Through the inter-agency MOU, El Centro students have access to numerous social services offered by Catholic Charities.

Cellco Partnership d/b/a Verizon Wireless

Name: Cellco Partnership d/b/a Verizon Wireless

Initiative Area Mapping

- Device Distribution
- WiFi Access

Main Address: One Verizon Way, Basking Ridge, NJ 07920

Applicant Name: Gregory Cambio

Organization/Business name: Cellco Partnership d/b/a Verizon Wireless

Email Address : gregory.cambio@verizonwireless.com

Phone Number : 401.408.0055

Question 1. Service Description

Verizon's Digital Inclusion Program offers reduced-cost wireless connectivity and equipment to state and local government entities, political subdivisions, and eligible non-profits to enable them to reach their underserved and financially challenged end-users ("Eligible Users"), quickly and effectively.

Question 2. Pricing Structure

See attached COMA ITT72 Authorized User Agreement Addendum B Digital Inclusion Program

Question 3. Target Audience

Those individuals served by an Eligible Customer who (i) participate in: National School Lunch Program or School Breakfast Program, (ii) are Pell Grant, SNAP, Medicaid, Section 8 Voucher, Public Housing, or WIC recipients, (iii) are members of households (as defined by federal tax guidelines) with a household income that is lower than 135% of the income designated by the Federal Poverty Guidelines, or (iv) are participants in one of these assistance programs and lives on qualifying tribal lands: Bureau of Indian Affairs General Assistance, Tribal TANF, Food Distribution Program on Indian Reservations, Tribal Head Start, Affordable Housing Programs for American Indians, Alaska Natives, or Native Hawaiians

Question 4. Experience and History

Verizon is a 21st century company formed by companies who were innovators in the telecommunications' industry, which laid the foundation for Verizon's excellence. Verizon has over 146 million wireless retail connections as of December 31, 2024.

We provide wireless service to organizations of all sizes, from small businesses to 99 percent of Fortune 500 corporations, as well as federal, state and local governments. We also have considerable experience providing service to entities with end user lines in excess of 10,000.

We have decades of experience as a trusted partner to the public sector, from rural communities to the largest state and federal agencies.

Question 5. Geographic Reach

At the end of the fourth quarter of 2024, the total number of the population covered within our licensed U.S. territories was over 331.4 million.

Our 4G LTE network is available to 99.6 percent of the U.S. population and covers over 330 million people, over 2.6 million square miles.

Verizon's 5G Ultra Wideband signal covers more than 250 million people.

For additional information, please visit our Coverage Map site (www.verizon.com/coverage-map).

Question 6. Success Metrics

Two common service metrics used by the wireless industry to measure network performance are accessibility (ineffective attempts (IA) for voice calls or setup failures for data sessions) and retainability (lost calls (LC) for voice and dropped connections for data). Accessibility measures when an end user attempts to place a call or establish a data session and fails, and retainability measures calls or data sessions that are in progress but communication is interrupted by no overt act of the end user. While the industry uses these measures broadly to index call quality, we use one of the most stringent methods of applying these measurements. All reasons excluding landline network congestion are considered in arriving at the percentage figure that measures our wireless IAs.

We have experienced great long-term success in attaining the goal of keeping the aggregate percentage of accessibility or retainability failures below two percent across all of our markets. While our competitors may report percentages that are similar to ours, the methods of measurement by which they arrive at this network performance result may vary from the stringent methods we apply.

When measured on a monthly average across the entire Verizon-owned and -operated network, our wireless network service level goals are:

- Cell availability (total Verizon wireless network): Greater than or equal to 99.9% every month of calendar year.
- Data:
 - Dropped connections (total Verizon wireless network): Less than or equal to 2 percent, reported nationally as a monthly average.
 - Setup failures (total Verizon wireless network): Less than or equal to 2 percent, reported nationally as a monthly average.
- Voice:
 - Lost calls (total Verizon wireless network): Less than or equal to 2 percent, reported nationally as a monthly average.
 - Ineffective attempts (total Verizon wireless network): Less than or equal to 2 percent, reported nationally as a monthly average.

Network Testing

Independent third party engineers conduct approximately eight million tests annually of our network, along with other national wireless carriers' networks, while traveling almost 500,000 miles across all 50 states and the top 125 urban markets. The tests are a combination of voice, data and text in order to mimic real world users' experience. Each test is analyzed as for the ability to access the network and complete the given task. For voice calls, they are classified as either a successful call, an ineffective attempt (a call that is blocked) or a lost call (a call that connects, but drops). Data testing includes large file downloads, uploads and smaller file downloads. The results are then published and analyzed by Verizon engineers to analyze all failures.

Voice network reliability test results have consistently shown that the number of ineffective attempts for our national network, in major metropolitan centers and some remote areas, is lower than for any other national carrier. Test results also indicate that voice calls that connect on our network are more likely to stay connected for the duration of the call. Similarly, the data network reliability test results establish that we have the nation's most reliable wireless 4G LTE network, successfully setting up a higher percentage of data sessions than any other national carrier, and successfully completing a higher percentage of tasks during those sessions.

In addition to the strenuous third party drive collection, Verizon also leverages many other data sets to ensure that the network continues to perform at the highest level. This includes additional third party information as well as internal Network KPIs that are constantly monitoring the performance of the network.

Network Service Disclaimer

It is important to note that all radio frequency transmissions, even where service is generally available, can be affected due to topography, atmospheric and environmental conditions. In addition, in no event shall the failure to meet the above wireless network service goals subject Verizon to any penalties or damages of any kind.

Question 7. Client Engagement

Once the contract has been finalized, the Implementation Manager will host a kick-off meeting with you to develop a customized implementation plan based upon your specific requirements. Verizon can typically complete your account implementation within ninety (90) days; complex requests or specialized elements within your corporate contract may extend the timeframe.

Your role in the implementation process is extremely important as well.

First, we ask you to identify a Single Point of Contact (SPOC) to assist with the implementation of Verizon's My Business online resource. You also need to identify authorized users, create logins and communicate the online ordering process to your end users.

Then, your SPOC provides information, such as names, wireless numbers and account information for any lines your organization wants to enroll under the contract.

Support and details about the conversion process are provided during your kick-off call and throughout the process.

Question 8. Partnerships

Verizon can collaborate with OEMs and third-parties for service delivery if needed. Speak with your Verizon Account Manager for any specific requirements.

Question 9. Training and Support

Your Verizon Account Team is comprised of individuals with various backgrounds, ranging from customer service to technical, sales and financial services. They are led by a group of supervisors with years of experience within Verizon. The support team generally consists of

an Account Manager, technical specialists and other Business and Government Customer Operations (BGCO) representatives.

The Account Manager

The customer will have an Account Manager with whom they may address issues, manage their account and discuss wireless objectives. The Account Manager is responsible for overseeing your account activity and working in concert with the rest of your support team. The Account Manager also serves as the lead on account development, training, demonstrations, product updates, pricing and nationwide management. If your organization has multiple locations across the state/country, additional Verizon account representatives may be assigned to provide more localized support.

Solutions Consulting

Verizon technical staff has specialized knowledge of cellular networking, switch operations and data applications. Our Connected Solutions Internet of Things (IoT) sales and support teams work with our customers to design and implement complex wireless data applications. In addition, members of the technical staff may engage third-party suppliers to develop customized wireless solutions. The technical staff is trained to investigate, diagnose and resolve customer inquiries in support of the other account team members.

BGCO Assistance

Members of the BGCO can provide assistance with:

- Cost Savings Reports
- Feature utilization analysis
- Bulk order assistance
- Billing hierarchy/cost center assistance
- Escalation support
- Self-service portal assistance and customization
- Account analysis
- My Business Online Portal – Secure Messaging

You can also obtain customer support through Verizon's My Business online resource via Secure Messaging to send emails into our BGCO. My Business also features online ordering, general account maintenance, paperless billing and online bill pay.

Training

Your Verizon account team can create a training program with your guidance. This training program could include on-site training at locations across the country, online training currently available by device/application (www.verizon.com/support/simulators/), and webinars as needed to ensure your employees are comfortable with their new devices and services.

A Verizon account team member can be assigned to your organization's location for additional support and training of your users at no additional charge. If equipment is delivered by a Verizon representative, the account team member can review the basic features of the device, as well as any service features you may be receiving. Alternately, if equipment is shipped to your organization's location, your employees can contact their account team member to receive additional information about features or services.

Question 10. Case Studies

Today, Verizon serves the most rural wireless customers in the U.S. and has the highest reliability ranking in the industry. We are committed to leveraging the power of technology to address issues of equity and equality in underserved communities across the country, <https://www.verizon.com/about/news/massachusetts-and-verizon-enable-new-digital-inclusion-program>.

Verizon can provide more details surrounding other Digital Inclusion implementations in the State of Massachusetts upon further discussion.

Question 11. Contact

Should you have any questions or require additional information regarding this response, please contact Gregory Cambio, Senior Client Partner - SLED Sales, at (401) 408-0055 or gregory.cambio@verizonwireless.com.

Question 12. Additional Information

Refer to Airtable database for attached COMA ITT72 Authorized User Agreement Addendum B Digital Inclusion Program

City of Quincy/ Office of the Mayor

Name: City of Quincy / Office of the Mayor

Initiative Area Mapping

- Digital Literacy

Main Address: 1245 Hancock Street, Suite 7 The Monroe Building

Applicant Name: Quincy Community Technology, Integration, and Support (CTIS)

Organization/Business name: City of Quincy / Office of the Mayor

Email Address: jcain@quincyma.gov

Phone Number: 617 376-1036

Question 1. Service Description

Digital Literacy: Provision of training programs to improve digital literacy and skills to use devices, online resources, and other digital tools. Literacy program curricula and models may vary based on learner needs and familiarity with devices and the internet, such as in-person group instruction, asynchronous online instruction, or one-on-one training.

- In January of 2022, Quincy Mayor Thomas P. Koch, was committed to defeating the digital divide, and Appointed John C. Cain, Jr, as his Director of Community Technology Integration, and Support (CTIS).
- He was influenced by the negative outcomes of the COVID, and the challenges that many residents were faced with a lack of technology tools to communicate, via the internet.
- Mayor Koch directed Cain to meet with his leadership team, individually, and develop an understanding of each individuals mission, goal and strategy, and view of their current and projected technology goals.
- Cain reviewed the results with the mayor, and proposed the introduction of resident-based, instruction programs, of a maximum of ten learners.
- A program focus and enrichment program was developed, to educate and familiarize residents to technology, and its added value to their lives.
- Each resident participant starts out with a new laptop, one year of internet, contingent upon each learner participating in a minimum of 15-hours, establishing a

comfort level, working with Google Workplace. Learners review how to use Zoom and Meet, produce presentations, and practice interacting with its features.

- CTIS technology instruction sessions take place virtually and live, at multiple locations, while the instructors are managed by CTIS.
- Instructors are multilingual and participate in all sessions for the following residents:
 - Aging Individuals (60 and older)
 - Immigrants/ Refugees
 - Incarcerated Individuals
 - Individuals with a Language Barrier (English Learners or Low Literacy)
 - Individuals with Disabilities
 - LGBTQ+ Individuals
 - Low Income Households
 - Members of Racial/Ethnic Minority Groups
 - Members of Religious Minority Groups
 - Veterans
 - Women
 - Youth

Over 400 residents have successfully participated in CTIS Technology Instruction Programs.

Resident Technology Instruction Sessions CTIS 2025-2026 projections to provide: 1,120

Some of the cities and towns CTIS will support in the South Shore Region:

BRAINTREE, CARVER, COHASSET, DUXBURY, HALIFAX, HANOVER, HINGHAM, HOLBROOK, HULL, KINGSTON, MARSHFIELD, MIDDLEBOROUGH, MILTON, NORWELL, PEMBROOK, PLYMOUTH, PLYMPTON, QUINCY, RANDOLPH, ROCKLAND, SCITUATE, WEYMOUTH

Question 2. Pricing Structure

See optional attachments that include pricing for:

1. the technology instruction model and course content documents:

a. Tailored services, Focus and enrichment technology orientation “listening tour”.

b. Cybersecurity awareness

c. Learner enrollment instruction form

d. CTIS Flyer and technology instruction description

e. Agenda

f. Internet orientation

g. Ready Set Bank

h. Get Paid While You Earn

i. Brush Magic Mini Scholarship Awards Program

j. Learner Post-Session Survey

- CTIS works with client organizations and collaborates to design tailored services, technology training programs, digital and cybersecurity certificate programs, live and remote, in some of the following areas:
 - Digital technology workshops
 - Cybersecurity
 - Biotechnology
 - Professional Administration
 - Services
- Cost per learner/student in the 15-hour technology instruction program is \$1,000.00. It includes the following:
 - Technology instructor
 - New Chromebook or Laptop
 - Hotspot or internet for one year
 - Headphones, Mouse, Computer Bag

2. copy of MBI award to CTIS to implement focus groups and community engagement around the SDEP that includes rates that will be utilized, moving forward.

- Exhibit 1 – statement of work
- Exhibit 2 – approved budget & rates

3. copy of proposed non credit certificate courses in 3 different offerings, for residents, veterans, schools, community & private colleges, seniors, disabled, companies, youth, incarcerated individuals: Digital Workshops, IT / Cybersecurity, and Supportive Technology for the Disabled Community

- CTIS works with the organizations referenced in the 3 different offerings.
- Pricing for CTIS customized consulting services range from \$20.00 an hour to \$50.00 an hour.
- CTIS is currently in discussions with the Massachusetts Community College Association, introducing our non-credit, certificate, digital equity course. The next step is another presentation to the workforce development team representing the 15 community colleges.
- CTIS receives \$1,000.00 for each student enrolled, or participating in any of the proposals that CTIS partners with

Question 3. Target Audience

CTIS is actively working with the following populations:

- Aging Individuals (60 and older)
- Immigrants/Refugees
- Incarcerated Individuals
- Individuals with a Language Barrier (English Learners or Low Literacy)
- Individuals with Disabilities
- LGBTQ+ Individuals
- Low Income Households
- Members of Racial/Ethnic Minority Groups
- Members of Religious Minority Groups
- Veterans

- Women
- Youth

MBI awarded a services contract to CTIS for outreach and engagement including social media outlets, collateral materials to be created, covered population focus groups, and surveying, around the topic of digital equity.

MBI awarded a grant to CTIS to design a municipal digital equity plan which was recently completed by MAPC.

CTIS is developing a partnership called the South Shore Information Technology/Cybersecurity Collaborative (SSITCC), with communities within the Southeast. The SSITCC group will consist of information technology/ cybersecurity made up of IT leaders (companies/organizations, federal, state & local government) and recognized Cybersecurity/AI professionals.

- CTIS intends to replicate a successful model, The North Shore IT Collaborative, organized by Colby Cousens, CIO, of the Town of Danvers. Serving as an Advisor to CTIS, his leadership has successfully generated some of the following strategies:
- Our mission is to harness the power of collaboration to provide innovative, secure, and cost-effective technology solutions that support the diverse needs of our member communities. We focus on strategic initiatives that improve our technological infrastructure, enhance cybersecurity measures, and foster regional cooperation.
- The collaborative operates with a clear governance structure, allowing member communities to retain local control and voting rights in decision-making processes. This structure enables us to identify shared IT needs and develop regional approaches to address them, leveraging distributed expertise and economies of scale. Through regular meetings and communications, town leadership discusses ongoing projects and defines the strategic direction of the collaborative.

Question 4. Experience and History

Since January, of 2022,

- Over 400 learners participated in technology instruction, and some were provided a pathway to employment opportunities.
- CTIS currently has a waiting list of potential learners, with an interest in signing up for the 15-hours of technology instruction. The requirement for surveys to be

processed, is directly parallel to our offering to provide opportunities to the targeted population.

- CTIS is currently coordinating the gathering of information from all departments of the City of Quincy, as MassTech was awarded a Grant, selecting MAPC, as the consulting firm work with CTIS to develop a Quincy Municipal Digital Equity Plan.
- CTIS successfully completed a Quincy Municipal Digital Equity Plan, funded by MassTech.
- CTIS plans to continue developing the videos, supporting the digital equity divide, encouraging residents to complete surveys, supporting the need for technology instruction, training, computer hardware and software support, language immersion, and apprenticeship programs.

For the 2nd year, CTIS was recognized for a 2024 Trailblazer Award.

Question 5. Geographic Reach

Some of the cities and towns CTIS will support in the South Shore Region:

BRAINTREE

CARVER

COHASSET

DUXBURY

HALIFAX

HANOVER

HINGHAM

HOLBROOK

HULL

KINGSTON

MARSHFIELD

MIDDLEBOROUGH

MILTON

NORWELL

PEMBROOK

PLYMOUTH

PLYMPTON

QUINCY

RANDOLPH

ROCKLAND

SCITUATE

WEYMOUTH

Question 6. Success Metrics

Public Spaces Internet Modernization: Improvements to inadequate broadband infrastructure and facilities and equipment to support digital use in public spaces, such as libraries, community centers, senior centers, educational facilities, workforce training locations, and commercial corridors.

- CTIS successfully identified, coordinated, and secured funding:
- Internet installation and maintenance for 274 senior residents
- Pending resident broadband retrofit grants for over 1300 units, for underrepresented residents.

Wi-Fi Access: Assessment, design, and establishment of an appropriate technology solution to provide in-unit access to the internet for residents living in affordable housing and/or low-income neighborhoods.

- Internet installation and maintenance for 274 senior residents
- Pending resident broadband retrofit grants for over 1300 units, for underrepresented residents.

Question 7. Client Engagement

CTIS collaborates with partners to embrace the client (residents) beyond the comfort level to integrate use of technology into their lives.

We deliver solutions that also include:

1. understanding the total resident, and assisting in other areas affecting their lives.

2. working with the resident to prepare for the process of pursuing better employment opportunities.
3. identifying and preparing individuals for potential apprenticeship programs, with a goal leading to full or part-time employment.

Question 8. Partnerships

CTIS actively collaborates to generate maximum opportunities for individuals that want better opportunities/ partners.

CTIS has in place, live and remote programs that support the challenges, with an objective to defeat the digital divide.

CTIS believes that employment opportunities are potentially available, with training & preparation, in some of the following areas: information technology (helpdesk), cybersecurity security (including entry-level, after taking specific courses), biotechnology (specific apprenticeship programs), computer technicians, professional administration, and services.

CTIS recognizes the importance of partnerships with business, schools, colleges, non profits, and the commonwealth. Through internships, coops, apprenticeships, always contribute to mutual outcomes for all who participate.

Question 9. Training and Support

CTIS develops programs for our team to grow as we grow.

CTIS has a team of advisors that contribute to support training programs to improve the lives of residents, from 2.9 year olds to 93 year olds.

Question 10. Case Studies

CTIS is actively serving, under the Office of the Mayor, to identify solutions to defeat the digital divide.

The links will share some of the examples of our direction.

Question 11. Contact

John C. Cain, Jr., M.Ed

Director of Community Technology Integration, and Support (CTIS)

City of Quincy / Office of the Mayor

The Monroe Building, 1245 Hancock Street, Suite #7

Quincy, MA 02169

office: (617) 376-1036

Training/Conference Room, Suite #33: Phone: (617) 376-5187

email: jcain@quincyma.gov

"Digital Inclusion Initiatives"

Question 12. Additional Information

See Airtable database for attachments.

Claris Healthcare

Name: Claris Healthcare

Initiative Area Mapping

- Device Distribution
- Education, Outreach and Adoption

Main Address: 201 – 1099 West 8th Ave Vancouver, BC V6H 1C3

Applicant Name: Jake Levy

Organization/Business name: Claris Healthcare

Email Address: jlevy@clarishealthcare.com

Phone Number : 678-223-3362

Question 1. Service Description

COMPANY OVERVIEW

Claris Healthcare was founded in 2012 with the mission to provide families & care organizations a common communication platform to improve the quality of life for older adults at home. Claris achieves this mission by designing, developing, implementing, and supporting the Claris Companion platform.

Today, Claris Companion is used nationwide by thousands of seniors and persons with disabilities in partnership with over 200+ Area Agencies on Aging and related care partners. These care partners include state and county governments, Meals on Wheels programs, IDD agencies, and other related care organizations.

Our customers use Claris Companion to expand their programming to reach thousands of seniors who are currently unable to access essential services online due to the digital divide.

Product Video: <https://vimeo.com/1056191673>

KEY SERVICE OFFERINGS

1. Pre-Configured Tablet for Seniors with Built-in Unlimited Internet Connectivity
2. Technology Used: Samsung Galaxy tablets with Claris Companion software, 5G/LTE connectivity, and a secure, locked-down system using Samsung Knox Enterprise.

3. Service Description:

4. Designed specifically for seniors, the pre-configured tablet provides a simplified experience with large text, picture-based navigation, and one-touch access to key functions.
5. No prior tech experience required—seniors can easily make video calls, receive wellness check-ins, and access digital content without navigating complex menus.
6. Built-in scam protection—tablets block spam calls and unknown contacts, ensuring a safe communication channel between seniors and their caregivers or family.
7. Automated wellness check-ins and surveys allow care teams to track health status and provide timely interventions.
8. Remote management via Claris Console enables care staff or family members to adjust settings, push updates, and troubleshoot remotely.
9. The tablet comes with an unlimited 4G and wifi version, based on the seniors' access to an internet connection.

2. Claris Companion Mobile App for Seniors Using Their Own Devices

1. Technology Used: Android & iOS mobile app with cloud-based caregiver connectivity.
2. Service Description:
3. For seniors who already own a smartphone or tablet, Claris Companion provides an intuitive mobile app that delivers the same communication, health tracking, and engagement tools.
4. Seniors can participate in virtual programming, receive reminders, and securely communicate with their care team or family members.
5. The app is designed with large buttons, easy navigation, and simplified user flows to ensure adoption by older users.
6. Integrated telehealth and remote patient monitoring (RPM) support, including video calls with healthcare providers

3. SMS Text-Based Engagement for Seniors

1. Technology Used: SMS-based engagement platform with web-accessible links.
2. Service Description:

3. For seniors who prefer not to download an app but still wish to stay connected with a care agency, Claris Companion provides SMS text-based engagement with web-accessible content.
4. How it works: Seniors receive text messages containing hyperlinks that direct them to virtual programming, wellness resources, and important care updates.
5. Features include medication reminders, wellness check-ins, educational content, and community resources, all accessible via a simple web browser.
6. This option ensures seniors can participate in care programs without needing to install an app, maintaining engagement while keeping technology use minimal.

ADDITIONAL FEATURES THAT DRIVE DIGITAL EQUITY AND INCLUSION

4. Claris Console – Remote Care Management Platform

1. Technology Used: Cloud-based care management system for organizations.
2. Service Description:
3. The Claris Console allows care teams to remotely monitor, configure, and manage devices.
4. Staff can track engagement, set up wellness checks, send reminders, and schedule virtual events to increase participation.
5. Real-time alerts and reporting tools help organizations optimize engagement and assess program impact.

5. Claris Insight – Data Analytics & Engagement Reporting

1. Technology Used: HIPAA-compliant analytics dashboard with customizable reports.
2. Service Description:
3. Tracks digital engagement metrics, wellness check completion rates, video call usage, and survey responses.
4. Helps agencies evaluate program effectiveness and funding impact.
5. Customizable reporting for grant applications and government compliance.

6. Automated Daily Content (ADC) – Keeping Seniors Engaged

1. Technology Used: AI-driven content scheduling platform.
2. Service Description:

3. Provides seniors with daily, themed engagement activities, such as: Meditation Mondays, Travel Tuesdays, Wellness Wednesdays, etc.
4. Content is automatically delivered without requiring caregivers to manually schedule activities.
5. Proven to increase engagement by over 180% in programs like Cobb County Senior Services.

7. Virtual Programming & Community Engagement

1. Technology Used: Integrated video conferencing, multimedia content partnerships, and structured digital courses
2. Service Description: Claris Companion enables interactive courses, virtual classes, and wellness programs to help seniors stay engaged and us informed.
3. Preloaded structured courses include:
4. Internet Safety Course – Teaches essential online safety practices, fraud prevention, and secure internet usage to protect personal information from cyber threats.
5. Fall Prevention – Covers practical strategies, exercises, and safety tips to reduce the risk of falls and improve mobility for independent living.
6. Nutritional Program – Focuses on healthy eating habits, balanced meal planning, and essential nutrients to support overall well-being and healthy aging.
7. Improve the Day – Provides daily mental health and wellness activities, including tips for mood, energy, and overall well-being.
8. Organizations can customize content or add their own courses, activities, and community groups to further enhance engagement.
9. Seniors can join live events, attend virtual wellness workshops, and interact with their peers via the Claris platform.

CONCLUSION: ENABLING DIGITAL EQUITY AND INCLUSION FOR SENIORS

Claris Healthcare's comprehensive platform ensures digital access for seniors of all technology skill levels, eliminating barriers to healthcare, social connection, and education. Through pre-configured tablets, mobile apps, and text-based engagement, Claris Companion provides an accessible, secure, and highly scalable solution for digital inclusion across aging populations.

Question 2. Pricing Structure

As an omni-channel solution, Claris Companion operates on any smartphone or tablet. Depending on the needs of the end-user, organizations can choose to provide individuals with the Claris Companion Tablet, provide their own tablets or leverage the client's personal device. Here are 3 common scenarios. Keep in mind that a single organization will likely have a blend of various pricing scenarios based on the individual needs of their client population.

Scenario 1 - Provide Claris Companion tablet to clients that require a tablet and internet data.

- Claris Companion Tablet Samsung 11" 5G includes rugged case and screen protector, heavy duty power cord/adaptor, ergonomic stylus: \$349
- Claris Companion Annual Subscription WITH unlimited data plan: \$828/yr

Scenario 2 - Provide Claris Companion tablet to clients that require a tablet but have Wi-Fi at home.

- Claris Companion Tablet Samsung 11" Wi-Fi only includes rugged case and screen protector, heavy duty power cord/adaptor, ergonomic stylus: \$299
- Claris Companion Annual Subscription Wi-Fi only: \$468/yr

Scenario 3 - Provide Claris Companion Mobile to clients that have their own smartphone (iPhone or Android)

- Claris Companion Mobile App Annual Subscription: \$348/yr

ADDITIONAL SERVICE OFFERING: Managed Services Program (MSP)

Claris Manage Services Program (MSP) - is a suite of digital navigation services that are offered along with the platform. These services are designed to help clients learn how to use their Companion tablet, enjoy 1000s of hours of resourceful and educational content, provide technical support and ongoing personalization of their overall online experience. A detailed list can be provided upon request.

- MSP Cost per client per year: \$180/yr

NOTE: Claris is willing to work with their customers to develop tailored solutions that meet specific project requirements upon request.

Question 3. Target Audience

1. Aging Individuals (60 and older): Claris Companion is designed specifically for older adults, providing senior-friendly technology with large buttons, simplified navigation, and remote caregiver support.
2. Individuals with Disabilities (Including Intellectual & Developmental Disabilities - IDD): Claris Companion serves individuals with IDD, providing customized content, accessibility features, and structured engagement tools to promote digital inclusion. Here is more information on our product for individuals with IDD: <https://clarishealthcare.com/claris-companion/claris-for-idd/>
3. Low-Income Households: Many of our government and non-profit partners provide Claris Companion at no cost to seniors and individuals who cannot afford internet or technology, ensuring economic barriers do not prevent access to digital resources.
4. Residents of Rural Areas: Our 4G-enabled tablets eliminate the need for home Wi-Fi, allowing rural seniors and individuals with limited connectivity to participate in telehealth, wellness programs, and social engagement.
5. Individuals with Language Barriers or Low Literacy: The visual-based interface makes it easy for English learners and low-literacy users to navigate, and agencies can configure language-specific content based on their community needs. Claris Companion is also available in the following 15 languages: English, Spanish, Simplified Chinese (Mandarin), Korean, Armenian, Vietnamese, Russian, Japanese, Arabic, Farsi/Persian, Cambodian/Khmer, Thai, Hindi, French, Tagalog

Question 4. Experience and History

Clairs Healthcare was founded in 2012 and has been delivering digital equity and inclusion to seniors since its inception. Our work with social care agencies like Area Agencies on Aging, Meals on Wheels and other non-profit and governmental partners began during the Covid-19 pandemic. This was a time when senior centers were shut down and seniors were becoming increasingly socially isolated.

What started out as a pilot program with a few social care agencies soon expanded into a nationwide program covering 26 states and 200+ social care agencies.

Here are a few examples of notable customers:

Los Angeles County on Aging and Disabilities

In partnership with a Los Angeles based non-profit called Managed Career Solutions, Claris Healthcare won an RFP on the state's [Access to Technology Initiative](#) to provide over 3,000

internet enabled devices to socially isolated seniors located in Los Angeles County. Today, around 3,300 seniors in LA County are using Claris Companion tablets to communicate with family members and caregivers, browse the internet, participate in virtual programming etc.

New Jersey State Division on Aging

The New Jersey Department of Human Services, Division of Aging was provided with 1,000+ tablets across all 21 counties. Claris engaged each county under State direction to provide individualized training and deployment of services. The program initially began back in 2020 with the launch of 100 tablets for Atlantic County Area on Aging and expanded in 2021 to Camden County Area Agency on Aging. Based on the success in both counties, the State expanded the Claris program to all counties in 2022. The program included an online dashboard where Care Coordinators could remotely set up and customize each tablet.

Sowega Council on Aging

The Claris Companion program with SCOA came about in 2022 when this agency was facing declining participation at their senior centers and attendance continued to decrease with the onset of the pandemic. The program began in mid-2020 by issuing 114 tablets to seniors in the region administered by SCOA. This has since expanded to 130 tablets that are actively being used today. For her work with Claris Companion, Executive Director Izzie Sadler was awarded the [AAA Excellence in Aging award](#) by US Aging.

Question 5. Geographic Reach

Our first customer in Massachusetts was the Bernardston Council on Aging, under the leadership of Director Jennifer Reynolds. This is a program that has been recognized at the state and national level. For her program, Jennifer was nominated for the Massachusetts Broadband Institute's first ever Top Innovator in Digital Inclusion award. Here is a local news article that summarizes her recognition: <https://www.recorder.com/Bernardston-Senior-Center-recognized-for-providing-a-model-for-digital-inclusion-58113339>

In Massachusetts, we are also working with the Eastham Council on Aging as well as the Town of Dalton.

As mentioned above, we have governmental and non-profit social care agency partners in 26 states across the US. We have the capacity to deliver our platform and devices to individuals across the United States and Canada.

Question 6. Success Metrics

Quantitative Metrics: Data-Driven Insights from Our Platform

We leverage real-time analytics from Claris Insights to measure engagement, usage trends, and program effectiveness.

Here are some analytics drawn from the Claris Insights report for Los Angeles County. The date range for the following metrics is Feb 11, 2025 - Mar 12, 2025 (30 days)

1. Adoption & Usage

- 3,368 total tablets deployed, with 100% assigned to members.
- 9 million+ minutes of total usage, showing consistent senior engagement.
- 6.5 million minutes spent on websites and apps, demonstrating increased digital literacy.
- 2.4 million minutes playing games, contributing to cognitive health and entertainment.

2. Engagement Interactions

- 67,225 member interactions, ensuring consistent touchpoints with digital resources.
- 66,264 activities initiated, indicating high engagement with Claris Companion's wellness and learning programs.
- 41,858 websites visited, supporting improved digital literacy and online access.

Qualitative Impact: Outcomes from Clients

Beyond the numbers, we measure success through real-world impact reported by our partners and the seniors that they serve, including Area Agencies on Aging, Meals on Wheels programs, and healthcare organizations.

1. Reduced Social Isolation & Increased Participation

- Case Study: [MIFA Meals on Wheels](#) (Tennessee)
- 100% of seniors using Claris Companion reported reduced feelings of loneliness.
- The platform allowed older adults to engage in virtual socialization, wellness check-ins, and educational content, preventing isolation.

2. Improved Health & Wellness Engagement

- Case Study: [Nutrition Education for Seniors](#) (Georgia)

- Seniors using Claris Companion in Georgia reported a 3X increase in participation in virtual nutrition programs compared to in-person alternatives.
- The platform helped expand access to SNAP-Ed nutrition education, allowing rural and low-income seniors to receive guidance remotely.

3. Bridging the Digital Divide for Seniors & Care Organizations

- Case Study: [Seniors First Florida](#)
- 85% of seniors had never used a tablet before receiving Claris Companion, yet over 70% were actively engaging within weeks.
- Participants developed digital literacy skills, enabling them to access telehealth, virtual programming, and social connection tools.

Question 7. Client Engagement

Claris Healthcare ensures that care agencies, healthcare organizations, and community partners are actively involved in the planning and implementation of our services. We take a collaborative approach to tailor solutions that meet each organization's unique needs.

We guide partners through a structured onboarding and implementation process, ensuring a smooth transition and successful program launch:

1. Introduction to Customer Success Team – Establishes direct communication with our support and implementation specialists.
2. Implementation Call – Covers project management, tablet configuration, shipping, training, and process optimization.
3. Completion of New Organization Form – Allows agencies to customize the Claris Companion platform for their members.
4. Default Profile Meeting – Determines the specific features and functions each organization wants to enable on their tablets.
5. Training Sessions – Includes two sessions covering the Care Management Console and Claris Insights Report monitoring.
6. 30-Day Follow-Up with Customer Success Rep – Ensures adoption is going smoothly and addresses any challenges.
7. Ongoing Support & Monthly Check-in Meetings – Provides continuous optimization and best practice sharing.

Support During & After Service Delivery

Claris Healthcare offers a fully managed support system, ensuring care agencies and end users receive help whenever needed:

1. 24/7/365 Telephone Support – Immediate assistance is available anytime.
2. Technical Support (7 AM - 6 PM CST, 7 Days a Week) – Available via email, online chat, and telephone.
3. Direct Member Support – Seniors receive onboarding calls, training, and check-in calls to ensure they can use Claris Companion effectively.
4. Managed Services Program – Covers tablet personalization, member engagement, and monthly insights reporting to help agencies track success.

Question 8. Partnerships

We partner with leading content providers to deliver high-quality programming that enhances social engagement, wellness, and lifelong learning for seniors:

1. Spiro100 – Provides exercise and wellness programs tailored for older adults.
2. Coro Health – Delivers music therapy and faith-based content to support emotional and spiritual well-being.
3. Senior Planet – Offers technology education and entertainment content, helping seniors become digitally literate and engaged.
4. Vivo – Provides seniors with interactive live classes for physical fitness and cognitive health.

These partnerships ensure that seniors using Claris Companion have access to a rich library of engaging and beneficial content that supports their overall well-being.

Additionally, customers like MIFA have partnered with United Healthcare to pilot a diabetes prevention program among seniors in Memphis.

Question 9. Training and Support

Claris Healthcare provides extensive training and ongoing assistance to ensure care agencies can effectively implement and sustain Claris Companion.

Training Provided for Organizations

1. Pre-Delivery & Post-Delivery Training – Covers tablet configuration, care management console, and user engagement best practices.

2. Two Dedicated Training Sessions – Teaches staff how to monitor engagement, use the Claris Insights dashboard, and optimize virtual programming.
3. Go-Live Support & 30-Day Follow-Up – Hands-on assistance during the initial launch, plus troubleshooting and process improvement recommendations.
4. Monthly Check-Ins – Continuous support to track progress and ensure program goals are met.
5. Technical Support (7 AM - 6 PM CST, 7 Days a Week) – Available via email, online chat, and telephone.

Question 10. Case Studies

1. [Meals on Wheels Solano](#) – Bridging the Digital Divide

- Challenge: Many seniors in Solano County, California faced social isolation and lacked access to digital communication.
- Solution: Using funding from the Access to Technology (ATT) Grant, Meals on Wheels Solano deployed 280 Claris Companion tablets to connect seniors with family, caregivers, and online resources.
- Outcomes:
 1. Seniors engaged in virtual exercises, games, and community events.
 2. Participants reported increased digital confidence and reduced loneliness.
 3. Other counties, including Napa, Kern, Merced, Placer, and Sacramento, expanded the program to combat social isolation.

2. [Bernardston Digital Literacy Program](#) – Massachusetts

- Challenge: Franklin County, Massachusetts, a rural region, had limited internet access and digital literacy programs for older adults.
- Solution: The Northern Franklin County Digital Discovery Project partnered with Claris Healthcare to provide technology training and Claris Companion tablets.
- Outcomes:
 1. Seniors gained confidence using digital tools, with many now emailing, engaging on social media, and using online services.
 2. A dramatic decrease in social isolation, as participants stayed connected with family and community.

3. Plans to expand the program to include virtual wellness and lifelong learning opportunities.

3. [Heart of Georgia Virtual Tai Chi Program](#)

- Challenge: Seniors in rural Georgia had limited access to structured physical activity programs, leading to mobility issues and increased fall risk.
- Solution: The Heart of Georgia Altamaha Regional Commission launched a Virtual Tai Chi program using Claris Companion tablets to provide guided, interactive wellness sessions.
- Outcomes:
 1. Participants improved balance, flexibility, and reduced fall risk.
 2. Many continued Tai Chi beyond the initial sessions, integrating it into their daily lives.
 3. The program fostered social connections, with seniors engaging in discussions before and after virtual classes.

Question 11. Contact

Jake Levy

jlevy@clarishealthcare.com

d: 678-223-3362

m: 678-488-0313

co:census

Name: co:census

Initiative Area Mapping

- Education, Outreach and Adoption

Main Address: 1 Washington Mall #1138 Boston, MA 02108 United States

Applicant Name: Tiasia O'Brien

Organization/Business name: co:census

Email Address: tiasia@seamsociallabs.com

Phone Number: 347-388-4714

Question 1. Service Description

Founded in 2018, Seam Social Labs, operating as co:census, is a firm headquartered in New York, with teams in California and Massachusetts. Led by Urban Design Fellow Tiasia O'Brien, our firm blends social science, technology and cultural competency to collect public and customer feedback for public projects. co:census is renowned for its mastery in multicultural and equitable engagement for federally funded projects. We focus on facilitating culturally competent solutions that consider the intersectionality and socio-economic identities of diverse communities. co:census' digital equity and inclusion services include the following:

- Stakeholder outreach and engagement through workshops and door-to-door outreach (including agency workshops via "train the trainer" models)
- Development of educational and outreach materials
- Stakeholder surveys for feedback on digital broadband service experience and access
- Data analysis and planning to inform targeted outreach

Our services are specifically designed to work with city, county, and state agencies as well as non-profit organizations to support core digital equity research studies, projects, and program measurement.

Question 2. Pricing Structure

See Optional Attachments.

Question 3. Target Audience

The primary beneficiary of our professional services is the local community impacted by projects. We based our target outreach groups regionally and focused our outreach on being accessible in plain language. We provide language access services in twelve languages. Our firm's targeted outreach groups are:

- Aging Individuals (60 and older)
- Immigrants/ Refugees
- Incarcerated Individuals
- Individuals with a Language Barrier (English Learners or Low-Literacy)
- Individuals with Disabilities
- LGBTQ+ Individuals
- Low Income Households (<150% of Federal Poverty Level)
- Members of Racial/Ethnic Groups
- Youth

Question 4. Experience and History

co:census has successfully led numerous impactful broadband equity initiatives across cities in the Northeast and Midwest. Our engagement in this specific sector began with a Digital Equity study in Kansas City by developing its Digital Equity Survey Outreach plan. This initiative aimed to better understand the digital divide and assess Internet service satisfaction, enabling the city to secure federal funding for its plan. Our firm was responsible for guiding survey outreach, designing digital surveys, and performing data analysis. As a result of our efforts, Kansas City became America's first gigabit Internet region, with the Strategic Plan ensuring that all residents have the opportunity to benefit from these advancements. Since 2020, co:census has worked on over forty public projects, with digital equity being an element in more than a dozen of these initiatives.

Question 5. Geographic Reach

co:census has teams based in New York, Connecticut, and California, with most projects being led in the Northeast and California. Historically, our firm has provided services primarily in the Greater Boston metropolitan area, and we have since expanded our professional services to include Hampden County, Massachusetts.

Question 6. Success Metrics

We assess our work's impact based on each project's specific scope and goals. While each project has different objectives, our firm prioritizes engaging with the community members most affected by programs. One effective tool we use to measure outcomes is gathering representative feedback and fostering engagement within the community to ensure that we hear from a diverse range of voices.

Question 7. Client Engagement

Our team prioritizes clear, responsive, and structured communication to ensure alignment, address issues promptly, and facilitate a seamless workflow throughout the project. We propose the following communication methods:

- A dedicated Project Principal and Project Associate will be assigned to oversee all aspects of the engagement, ensuring consistency, accountability, and direct communication with partners & stakeholders.
- We guarantee responses within 48 hours to ensure timely support and resolution of any inquiries.
- We can schedule monthly check-ins (or a frequency agreed upon with the client) to provide progress updates, address emerging needs, and ensure alignment with project goals.

Question 8. Partnerships

Collaborations with local partners are essential for the success of our projects. Our firm partners with various local organizations, including community-based organizations (CBOs), city and state agencies, and advocacy groups. The specific partnerships we engage are determined by their scope and region, ensuring that we effectively engage with local community members.

Question 9. Training and Support

We have extensive experience in facilitating workshops and training. Our approach includes:

- Custom Training Development: We tailor content based on stakeholder input, policy reviews, and organizational needs.
- Engaging Delivery Methods: We utilize interactive discussions, case studies, and real-world applications to ensure practical learning. Our trainings can also be hosted virtually (in addition to in-person) and all trainings can be uploaded to an online portal for ongoing access.

- Impact Evaluation: We measure effectiveness through surveys, feedback, and performance indicators to ensure knowledge retention and application.

Question 10. Case Studies

- MBTA Accessible Public Engagement Surveys & Analysis (2024- Present): The Massachusetts Bay Transportation Authority (MBTA) hired co:census to design surveys in order to gather feedback on new bus stop signage. The project aimed to improve the clarity and frequency of bus service communication. It collected 646 survey responses in multiple languages, achieving a 73.9% positive feedback rate on the new signage design.
- State of California’s Office for Technology & Innovation (2021): Hired by the State of California’s Office for Technology & Innovation, our co:census led two research studies to measure: (1) the impact of Covid-19 Public Campaigns and(2) measure the impact of the statewide Emergency Rental Assistance Program to better understand user experience issues. With an inductive methodology, we worked with primary data sources from interviews, web-scraped data from social comments, and analyzed survey data, in addition to conducting field research to complete both studies. The respective studies resulted in: (1) a newly developed outreach team designed and launched under the State’s Planning and Research team to enhance public messaging and (2) an updated user experience (UX) for the ERAP applications that better reflected language access.
- Kansas City Digital Inclusion Program (2020): Collected and analyzed survey data to map the broadband experience across Kansas City and supported the KC Digital Inclusion Network with community outreach planning.

Question 11. Contact

Please contact community@seamsociallabs.com to connect with Tiasia O’Brien, our President and CEO, or our firm's Managing Director to inquire about working together.

Question 12. Additional Information

See Airtable database for additional information.

Coastline Elderly Services, Inc. D.B.A. Coastline

Name: Coastline Elderly Services, Inc. D.B.A. Coastline

Initiative Area Mapping

- Digital Literacy
- Education, Outreach and Adoption
- Device Distribution

Main Address: 863 Belleville Ave, New Bedford MA 02745

Applicant Name: Zachary Boyer

Organization/Business name: Coastline Elderly Services, Inc. D.B.A. Coastline

Email Address: zboyer@coastlinenb.org

Phone Number: 508-742-9161

Question 1. Service Description

Coastline's Technology Program offers a comprehensive range of services, including digital literacy training, device distribution, education, outreach, and technology adoption support. Our program is staffed by two Digital Navigators and operates Monday through Friday from 9:00 AM to 5:00 PM.

We offer classes tailored to beginner, intermediate, and advanced skill levels. These classes cover various devices, including computers, tablets, and cell phones (both iPhone and Android). Additionally, specialized courses are available on topics such as artificial intelligence, health-related applications, and more.

Question 2. Pricing Structure

Coastline does not charge a fee for providing Technical Assistance to partner / community organizations near and around our Service Area. Given the nature of Technology Programming throughout the State, we simply appreciate the any opportunity to provide Technical Assistance as a means of closing the Digital Divide at-large or 'sharing the wealth' so to speak.

All of Coastline's technology programs and services are provided free of charge to student consumers, thanks to funding provided by the Massachusetts Broadband Institute's Digital Equity Partnerships grant, funded through American Rescue Plan Act funding.

Question 3. Target Audience

We primarily service older adults above the age of 60 years old, the disabled, and their caregivers and/or aides within our Service Area which covers Acushnet, Dartmouth, Fairhaven, New Bedford, Marion, Mattapoisett, Rochester and Gosnold.

Question 4. Experience and History

Coastline's Technology Program began in early 2022, funded by the American Rescue Plan Act, to address needs identified in our 2021 needs assessment survey. The survey revealed that technology assistance, especially in the context of the pandemic, was among the greatest needs in our community. Since the program's inception in 2022, we have served approximately 280 consumers with 198 classes through our ARPA-funded program, and since early 2024, we have served nearly 200 consumers with more than 660 hours of technology instruction through our MBI-funded program.

Question 5. Geographic Reach

Our Agency's service area covers the communities of Acushnet, Dartmouth, Fairhaven, Gosnold, Marion, Mattapoisett, New Bedford, and Rochester.

Question 6. Success Metrics

Each class includes three surveys: An intake survey, demographic survey, and satisfaction survey. Our satisfaction surveys reliably indicate that our consumers are not only satisfied with the instruction and program they received, but also request for more learning opportunities on a variety of subjects and topics. Some quotes include:

1. "Best program I've ever attended. Instructor is an expert in these subjects. I would be more than happy to attend more classes with him."
2. "I am satisfied with this computer class. I have learned the skills necessary to save the day. I am now relaxed and feel I need to advance."
3. "I would like an AI class on iPhone, learn about sharing, and emails, iCloud how to get into it. Smaller classes on downloading documents, banking, etc."

Question 7. Client Engagement

Since the program's inception, we have worked with our instructor, local Councils on Aging, and students—based on satisfaction surveys—to develop new course curricula and focus areas that go beyond our current offerings.

Question 8. Partnerships:

Throughout our program's history, we have worked with a wide variety of partners in the development, coordination and delivery of our technology program. These include nearby Area Agencies on Aging, senior centers, Councils on Aging, the Massachusetts Association for the Blind and Visually Impaired, Tech Goes Home, the Immigrants Assistance Center, USAging, Mass Aging Access, Tech Learning Collaborative, public libraries, senior housing, assisted living, public universities, Senior U, the Southeastern Regional Planning and Economic Development District, and most recently, the Center for Workforce Inclusion.

Question 9. Training and Support

We collaborate with the partnerships described above in various capacities. This includes providing technical assistance for replicating our program, sharing insights on our successes and challenges, and routinely marketing and advertising throughout our service area to improve our offerings. We also support the development and coordination of similar programs with partner agencies.

Question 10. Case Studies

1. "Best program I've ever attended. Instructor is an expert in these subjects. I would be more than happy to attend more classes with him."
2. "I am satisfied with this computer class. I have learned the skills necessary to save the day. I am now relaxed and feel I need to advance."
3. "I would like an AI class on iPhone, learn about sharing, and emails, iCloud how to get into it. Smaller classes on downloading documents, banking, etc."

Question 11. Contact

Zachary Boyer, Planning Director at Coastline Elderly Services. 508-742-9161 or
ZBoyer@CoastlineNB.org

Question 12. Additional Information

Core staff & Contractors involved with management of the program include: Zachary Boyer, Planning Director at Coastline. Dionne Gomes, Planning Assistant at Coastline. Duane Pacheco, Former Instructor & Data Analyst. Kraig Perry, Digital Navigator/Technology

Instructor, Contractor. Dale Senechal, Digital Navigator/ Technology Instructor, Contractor through Senior U.

See Airtable database for additional information.

Columbia Telecommunications Corporation (d/b/a CTC Technology & Energy)

Name

Columbia Telecommunications Corporation (d/b/a CTC Technology & Energy)

Initiative Area Mapping

- Digital Literacy
- Device Distribution
- WiFi Access
- Public Spaces Internet Modernization
- Education, Outreach and Adoption

Main Address

5000 Battery Lane #601, Bethesda, MD 20814

Applicant Name

Freny Cooper

Organization/Business name. If not applicable write N/A.

Columbia Telecommunications Corporation (d/b/a CTC Technology & Energy)

Email Address

info@ctcnet.us

Phone Number

301-933-1488

Question 1. Service Description:

CTC Technology & Energy (CTC) is an independent, public sector focused broadband consulting firm whose work includes supporting state and local governments, library systems, school districts, housing authorities, and nonprofits in the planning and implementation of digital equity and digital inclusion initiatives.

We deliver the following types of digital equity and inclusion services:

- **Wi-Fi access:** Assessing needs, conducting engineering analyses, identifying appropriate technology solutions, developing technical designs and cost estimates, preparing RFPs to select vendors, and overseeing the deployment of Wi-Fi networks to deliver indoor access (e.g., in-unit service for residents living in affordable housing; service to libraries, schools, senior centers, workforce training locations, and community centers) and outdoor coverage.
- **Public spaces internet modernization:** Assessing needs, conducting engineering analyses, identifying appropriate technology solutions, developing technical designs and cost estimates, preparing RFPs to select vendors, and overseeing the deployment of fiber and fixed wireless networks (using licensed and unlicensed spectrum) to improve inadequate broadband infrastructure and facilities in libraries, schools, senior centers, workforce training locations, community centers, commercial corridors, and other public spaces.
- **Device refurbishment and distribution:** Assessing local needs, developing RFPs to identify potential partners, and designing partnerships for device refurbishment and distribution programs to meet local needs.
- **Digital literacy:** Assessing local needs, developing RFPs to identify potential partners, and designing partnerships for digital literacy programs to meet local needs.
- **Education, outreach, and adoption:** Assessing local needs, developing online/printed educational materials, engaging in education, outreach, and adoption efforts in collaboration with local government and nonprofit entities—including through in-person workshops, webinars, call center phone banking, public service announcements, and surveys.
- **Broadband strategy:** Working with political and organizational leaders to design, present, and implement cross cutting strategies.
- **Digital equity and inclusion consulting:** Collecting and analyzing community and broadband data to measure communities' digital inclusion gaps and needs; performing geospatial analysis; researching and writing digital inclusion plans; writing broadband grant applications; conducting stakeholder surveys, community outreach, and resident education efforts.
- **Grant planning and strategy:** Assisting clients with state and federal opportunities for grant funding; supporting program implementation; ensuring compliance to guidelines; and offering oversight on reporting to funding entity.

See the “Case Studies” below for examples of our work in Massachusetts.

Question 2. Pricing Structure:

CTC offers pricing structures that meet our public sector and nonprofit clients’ needs.

For projects with well-defined tasks and deliverables, we may develop flat-fee proposals. For projects that entail more open-ended assignments, such as our past MBI-funded engagements with cities and towns in Massachusetts, we typically bill on a “time and materials” basis, with hourly rates clearly defined upfront. In those cases, we establish a “not to exceed” amount that aligns the scope of work with the city or town’s budget.

As a virtual organization with staff in more than 30 states, including Massachusetts, we are adept at delivering services remotely; if travel is required (or would create value for the engagement), we bill travel expenses at our direct cost with no mark-up and in alignment with our clients’ travel policies.

Labor Categories & Hourly Rates

- Subject Matter Expert / Expert Testimony: \$375.00
- Chief Technology Officer/ Director of Business Consulting: \$375.00
- Director: \$325.00
- Principal Engineer/Analyst: \$300.00
- Senior Engineer/Analyst: \$250.00
- Staff Engineer/Analyst : \$225.00
- Aide: \$130.00

Question 3. Target Audience

For more than 40 years, CTC has primarily served public sector entities and nonprofits. As a broadband strategy and engineering consultancy, our clients include municipalities, municipal electric utilities, cooperatives, regional planning agencies, nonprofits, foundations, counties, and states.

We help our clients and their partners meet their policy goals and serve Covered Populations and Disadvantaged Populations by developing broadband feasibility plans; digital equity/inclusion plans; fiber, fixed wireless, and Wi-Fi network designs and cost estimates; RFPs to identify deployment partners; broadband network business models;

and device distribution programs (e.g., for school districts, libraries, and low-income housing providers).

We have also trained and staffed call center operations to support digital equity outreach efforts such as enrollment in low-cost broadband plans. Working with state broadband office clients, we help administer federally funded broadband programs including NTIA's BEAD and Digital Equity Act programs.

As consultants to more than a dozen states on elements of their statewide Digital Equity Plans, we have a deep familiarity with the needs of Covered Populations and the ways in which local governments and their partners can best meet those needs. We tailor our approach for each client by conducting extensive research and engagement, including by facilitating in-person and virtual focus groups, conducting phone and mail surveys, and conducting outreach to community partners.

We have assisted in the development and design of programs serving all of the Covered Populations defined by the Digital Equity Act: (A) Individuals who live in covered households; (B) aging individuals; (C) incarcerated individuals, other than individuals who are incarcerated in a Federal correctional facility; (D) veterans; (E) individuals with disabilities; (F) individuals with a language barrier, including individuals who—(i) are English learners; and (ii) have low levels of literacy; (G) individuals who are members of a racial or ethnic minority group; and (H) individuals who primarily reside in a rural area.

Question 4. Experience and History

CTC has more than 15 years of digital equity planning experience and 40 years of experience as broadband and telecommunications consultants to local and state governments. We have served hundreds of clients ranging in size from small towns to the largest cities and state government agencies; we pride ourselves on delivering custom service to every client.

Our team delivers unparalleled broadband expertise—including digital equity knowledge and experience. We have evaluated existing broadband programs, strategies, and access; assessed the unserved and underserved populations; identified funding options to support broadband access expansion; ensured broad stakeholder input and engagement; developed tailored digital equity plans; and designed grant management and monitoring approaches to deliver high-speed broadband access and digital skills to unserved and underserved populations.

We have recently completed digital equity studies and implementation plans for the following municipalities in Massachusetts as part of the Massachusetts Broadband Institute's digital equity initiative: Boston (in progress in early 2025), Cambridge (in progress

in early 2025), Fairhaven, Lawrence, Lynn, North Andover, New Bedford, Peabody, Somerset, Taunton, and Watertown.

We have also prepared digital equity studies for cities and counties nationwide, including Bloomington, IN; Dallas, TX; and King County, WA. And we have conducted broadband-related market research and community needs analyses for more than two decades, including recent studies in the cities of San Francisco, Seattle, and Chicago to determine their unmet communications needs.

We have also conducted portions of digital equity studies in 10 states as part of the federally funded State Digital Equity Planning Grant program.

In addition, we supported five entities in their applications for the Digital Equity Competitive Grant Program: Baltimore, MD; Bloomington, IL; the Fiber Broadband Association; Montgomery County, MD; and the Post Road Foundation.

Question 5. Geographic Reach

We have provided broadband consulting services to cities, towns, municipal utilities, county planning entities, and nonprofits across Massachusetts, from Alford to Cape Cod.

For example, CTC has served the City of Boston on broadband strategy, engineering, and related issues since 2014. We have worked with the City of Cambridge since 2021, including on a groundbreaking digital equity study. In 2023, Barnstable County engaged CTC in a broadband needs assessment, and the City of New Bedford engaged CTC for a comprehensive fiber-to-the-premises (FTTP) feasibility study that led to an active partnership and network deployment effort. We kicked off an MBI Digital Equity Plan project in early 2025. See our response to Question 4 for a list of municipalities for which CTC has conducted digital equity studies in Massachusetts.

We deliver highly attentive, custom work to local government clients—but as a nationwide firm with local and state clients in dozens of states, we also have the staff resources to meet any client’s needs, regardless of their location in Massachusetts.

Question 6. Success Metrics

Drawing on our 40 years of successful broadband consulting to local and state governments, we focus on qualitative and quantitative measurements to track outcomes, identify gaps, and measure success.

Our MBI-funded digital equity studies have led to concrete outcomes in terms of grant applications to fill needs identified in Lynn, New Bedford, and other jurisdictions. In other communities, including Lancaster, PA, and Moline, IL, we have measured our success

through the negotiation of partnerships that are leading to fiber network buildouts that meet the communities' needs. With respect to other grant programs, we measure outcomes by the number of applications received, funds received and program impacts.

We also advise clients who choose to conduct surveys to measure the efficacy of their digital equity efforts to track metrics such as:

- Number of participants served through a device distribution program (e.g., hotspots or other devices lent out)
- Enrollment in and completion of digital literacy classes through a housing authority, nonprofit outreach, or local government outreach
- Requests received by libraries for digital literacy support
- Number of people served through Digital Navigator outreach
- Statistics on usage of free public Wi-Fi

CTC also takes into account the qualitative feedback offered by nonprofits and community-based organizations that work with covered populations on a regular basis.

Question 7. Client Engagement

Collaborating with clients at every step of our engagement is a hallmark of CTC's approach. We deliver custom work, so every project starts with the development of a comprehensive scope of work focused on the client's goals. As the project progresses, we conduct regular meetings (on a cadence that meets our client's needs) and provide regular project updates. We encourage client feedback on our draft reports and presentations.

We have team members located in Massachusetts and around the country who have worked on broadband efforts in Massachusetts, including on MBI-funded projects. CTC team members are available to provide in-person support and to present project findings.

We are always available to meet with clients following the conclusion of a project—whether to follow up on outcomes and potential next steps, or to discuss new projects. We are proud of our multiple engagements over many years with clients such as the cities of Boston and Cambridge.

Question 8. Partnerships:

While we have deep expertise in all aspects of digital inclusion, broadband engineering, broadband grant planning, broadband partnerships, and broadband strategic planning, we also collaborate with organizations that can deliver complementary services to meet a client's specific needs.

In our state digital equity planning efforts, CTC has partnered with other consulting firms including HR&A and McKinsey. On a local level in Massachusetts, CTC has participated in projects with the following firms:

- HR&A: For the municipal digital equity studies funded through MBI, HR&A conducted the state planning and CTC partnered on their efforts to execute a standardized survey at a local level.
- Rural Innovation Strategies Inc. (RISI): In Barnstable County, CTC partnered with RISI to create a broadband needs assessment in 2024 for the Cape Cod Commission.
- Human Resources in Action (HRiA): For the Boston Digital Equity Study conducted in 2024-25, HRiA conducted stakeholder outreach for the report now being completed by CTC.
- MassINC: CTC partnered with MassINC to execute a comprehensive survey including samples of many covered populations for the Boston Digital Equity Study.
- Rebel: CTC partnered with Rebel Group to produce the Cambridge Broadband Feasibility Study in 2023.

Question 9. Training and Support

In our work with local and regional organizations, CTC provides materials and training to assist in implementing and sustaining the approaches we develop. These include rubrics for evaluating program success, scoring matrices for evaluating broadband project proposals, and data sources for identifying areas of need in the community. CTC also provides instruction to staff in how to periodically calculate and re-evaluate the relevant data points and key indicators to continue the implementation of those rubrics.

CTC helps organizations create community outreach materials such as toolkits, presentations, and flyers that create public awareness of local resources that can be used long after the CTC-led outreach has concluded. In past digital inclusion engagements, we have delivered 5- or 10-year workplans, templates for Requests for Proposal or Information, detailed case studies that identify best practices, and collateral and content that nonprofits and community-based organizations can use for digital equity awareness and grant applications.

Through the course of organizing market soundings, stakeholder sessions, and focus groups, CTC helps organizations develop crucial relationships with potential community partners that often result in continued collaboration after the information-gathering sessions conducted by CTC.

In our work with state-level organizations, CTC has experience training clients' staff to evaluate broadband service claims (e.g., service speed, coverage), gauge anecdotal reports from members of the community, and teach broadband basics to new staff members. By transferring these skills, we hope to assist clients in engaging more deeply with the subject matter, effectively training new subject matter experts in their organizations.

Question 10. Case Studies

Case study 1: City of Cambridge – Broadband Feasibility and Digital Equity studies, including engineering and cost estimation

In 2023 CTC produced a municipal broadband feasibility study for the City of Cambridge that included detailed cost estimation, market research, and evaluation of business model options for providing a fiber-to-the-premises (FTTP) service in the City.

([municipalbroadbandincambridgefeasibilityandbusinessmodeloptionsfinal20230315.pdf](#))

In 2021 CTC produced an early digital equity study that featured intensive stakeholder interviews, broadband provider engagement, and statistically valid mail surveys of the Cambridge population as a whole and of the Cambridge Housing Authority (CHA) population. CTC engineers also produced a high-level design and cost estimate for providing fiber broadband service in three CHA developments.

(<https://www.cambridgema.gov/-/media/Files/citymanagersoffice/cityofcambridgedigitalequitystudymarch2021.pdf>)

CTC is now engaged in a follow-up digital equity study for the City of Cambridge under the MBI Municipal Digital Equity Planning program. The next case study describes one of our previous efforts.

Case study 2: City of Lynn municipal digital equity plan, one of 11 such plans prepared by CTC in Massachusetts

In 2024 CTC prepared a municipal digital equity plan for the City of Lynn's EDIC (Economic Development and Industrial Corporation). This is one of the 11 Massachusetts municipalities that engaged CTC to perform such studies; the others are Boston, Cambridge, New Bedford, Lawrence, Taunton, Peabody, Watertown, North Andover, Somerset, and Fairhaven. (<https://broadband.masstech.org/sites/default/files/2024-02/Digital%20Equity%20Plan%20for%20the%20City%20of%20Lynn.pdf>)

The report, funded by State and Local Fiscal Recovery Funds provided under the American Rescue Plan Act (ARPA), provided the City with data and a resource guide to develop strategies to bridge digital equity gaps.

As part of this report CTC:

- Interviewed 21 stakeholders from 19 entities including diverse local nonprofits, the Essex County Community Foundation, North Shore Community College, Lynn Community Health Center, and My Brother's Table (a soup kitchen) providing a detailed profile of digital equity resources, needs, and opportunities;
- Analyzed survey data of 297 Lynn residents, taking into account the differences between the demographics of respondents and the demographics of the Lynn as a whole, and highlighted responses that varied markedly according to income, such as regarding access to telehealth; and
- Analyzed broadband availability throughout Lynn, providing coverage maps and noting key data, such as the fact that approximately 1,833 addresses in the City could only get high-speed service from one provider: Comcast.

Recommendations and outcomes included:

- Formation of a citywide Digital Equity Coalition to harmonize existing and planned digital equity efforts among local entities;
- Establishment of a City digital equity grant fund to support organizations working to close the local digital divide (recommended but the City currently lacks financial resources);
- Funding of the City's community TV station to expand its outreach and digital programming;
- Support of an existing digital navigator program at the City's community health center, which was in its last year of funding from the state;
- Support of the expansion of digital skills and device distribution programs offered at community-based organizations through additional funding;
- Support of the expansion of an IT certificate program at a local community college to expand digital- and internet technology-based workforce opportunities;
- Support of the City's largest soup kitchen that had applied for, but did not receive, a digital equity grant to advance internet and device access among the City's low-income residents; and

- Application for state-led internet deployment programs in public and affordable housing developments, which offer free Wi-Fi in residential units and wiring retrofits.

Case study 3: Engineering and project management for a fiber and Wi-Fi buildout in public housing in Montgomery County, Maryland (Washington, D.C. region)

CTC is currently assisting Montgomery County, Maryland, and the county's Housing Opportunities Commission (HOC) with oversight, engineering, project management, and procurement support for the County's MoCoNet at HOC project. MoCoNet is Montgomery County's residential symmetrical 300 Mbps fiber broadband network that runs as part of FiberNet, the County's 100 Gbps municipal broadband institutional network.

The project will extend MoCoNet to provide free symmetrical 300 Mbps service to many HOC properties. Throughout this project, CTC has worked closely with the County and construction contractors to ensure all project schedules are met and has provided regular updates to County executives on all aspects of the deployment including construction progress, schedules, milestones, deliverables, project acceptance and sign-off, and any obstacles that may delay deployments.

MoCoNet is currently deployed in six public housing developments and is in the construction stage at ten additional locations and has one location in its planning phase. This project delivers internet service in affordable housing units and common areas using Wireless Access Points.

Question 11. Contact

Please contact us via email at info@ctcnet.us.

Question 12. Additional Information

CTC is a woman-owned, national consulting firm that addresses all aspects of broadband strategic, technical, and business planning – including digital inclusion, public-private partnerships, grant application writing, grantee compliance, feasibility studies, financial analysis, needs assessment, public surveys, and fiber and wireless network engineering.

Founded in 1983, we deliver independent guidance on broadband and digital divide issues primarily to public and nonprofit entities, including local governments, state agencies, and cooperative and municipal utilities. We specialize in helping clients develop sustainable, phased approaches for implementing communications networks and programs to meet their needs.

Please refer to Airtable database for more information & attachments.

Community Tech Network

Name

Community Tech Network

Initiative Area Mapping

- Digital Literacy
- Device Distribution
- Education, Outreach and Adoption

Main Address

1390 Market Street, Suite 200 San Francisco CA 94102

Applicant Name

Kami Griffiths

Organization/Business name. If not applicable write N/A.

Community Tech Network

Email Address

kami@communitytechnetwork.org

Phone Number

650-784-1156

Question 1. Service Description:

Community Tech Network (CTN) offers:

1. DIGITAL LITERACY TRAINING in multiple languages that improves digital literacy and skills to use devices, online resources, and other digital tools. Services provided are offered in-person in California and Texas, and through live virtual training one on one or in virtual group training environments through digital skills classes, topical workshops and live technology Q&A's, utilizing bilingual trainers who are culturally representative of the community being served. Learner curriculum is currently available in eight languages (English, Spanish, Chinese, Tagalog, Japanese, Laotian, Vietnamese, Russian) for a wide range of digital literacy topics utilizing a variety of devices (smartphones, laptops, and tablets) and operating systems. CTN can

translate our curriculum into any language in order to meet a partner agency's needs.

2. **DEVICE DISTRIBUTION:** CTN procures, configures and distributes devices (laptops, tablets, smartphones, and specialized equipment) directly to organizations and their clients. Devices can be configured in different languages, and pre-configured and loaded with accessibility tools and internet services plans.
3. **EDUCATION, OUTREACH AND ADOPTION:** Enrollment of eligible residents in discounted or free options for broadband service, devices, and digital skills training. Outreach includes workshops, direct outreach via telephone, online/printed communications, and public service announcements.
4. **CAPACITY BUILDING:** CTN also trains and provides Digital Navigators (in compliance with NDIA definitions) who assist community members with ongoing, individualized support for accessing affordable and appropriate connectivity, devices, and digital skills. We also offer a comprehensive capacity building (train the trainer) program to train Digital Navigators and Classroom trainers in nonprofit and government agencies. This training is provided via asynchronous and live virtual training on our Learning Management platform and includes digital inclusion program management training and resources, outreach and marketing resources, and gives access to our online library of learner curriculum in eight languages. (See Question 9 for more detail).

Question 2. Pricing Structure:

DIGITAL LITERACY TRAINING CURRICULUM:

CTN has basic digital skills curricula for iPad and Android available in English, Spanish, Chinese, Tagalog, Japanese, Laotian, Vietnamese, and Russian, with more languages available upon request. It offers comprehensive device training materials that go beyond generic programs, featuring multilingual and culturally-relevant content tailored for personalized pacing. These resources help trainers foster a safe, supportive learning environment that builds confidence and empowers learners to succeed.

The curriculum includes:

- **Trainer Booklet:** Engaging and easy-to-follow materials with step-by-step visuals
- **Trainer Guide:** Simplified guides for seamless instruction with helpful tips and tricks, including sample activities

- Unlimited Access and Updates: Support future learners with free access to any curriculum updates
- Internet Safety Guidelines: Tips to help learners navigate the internet with ease.

Additional curriculum is available for Windows, Chromebooks and iPhones. The cost per curriculum is \$850 with volume discounts available.

PROFESSIONAL DEVELOPMENT OF DIGITAL LITERACY “TRAINERS”:

CTN’s self-paced online courses prepare trainers and managers to tackle the digital divide. These courses include options for trainers who are looking to understand adult learning principles and instructional methods, managers who are looking to manage digital navigators, and specialized training courses that take your learning even further.

Training Trainers

- Teaching Digital Skills - \$100
- Teaching Digital Skills: Advanced - \$300
- Digital Navigator Overview - Free
- Digital Navigators: Advanced - \$300
- Teaching Internet Safety & Responsibility - Free

Manager Training

- Managing Digital Navigators - \$300
- Assessing Community Needs - \$200
- Strategy and Program Design - \$200
- Program Planning - \$200
- Program Execution - \$200
- Volunteer Management - \$200

Specialized Training

- Digital Equity and the Aging - \$300
- Digital Equity and Healthcare - \$300
- Digital Equity and Libraries - \$300

- Public Benefits Enrollment - \$300

TRANSLATION EXPENSES

CTN offers curriculum in over 10 languages. Along with the 70-page learner booklet, all program-related files must be translated. We rely on native-speaking staff or contractors for translation, followed by a separate review and editing process. When in-house language skills are unavailable, we outsource to the Translation House, which charges for file preparation, per-word translation (e.g., \$0.24/word for Japanese, \$0.22/word for Laotian), and file formatting. Depending on the language and material complexity, translation costs typically range from \$2,200 to \$2,850.

DEVICE DISTRIBUTION

CTN works with several vendors that provide the service of procuring, configuring and shipping devices. After the devices are purchased, the vendors securely store them and once needed will configure with the appropriate updates and languages, install a sim card and active mobile internet (usually through T-Mobile) and then the devices are shipped to the partner or directly to the learner. The cost of devices varies based on type, with tablets priced at \$159 for refurbished models and \$199 for new ones, while laptops start at \$245. These prices are based on our contracted vendors. Additionally, configuring and shipping incur an extra charge of \$30. Mobile internet is \$20 per device per month and usually requires a minimum activation of 6 months.

EDUCATION, OUTREACH, AND ADOPTION

CTN has been providing direct training services in Northern California since 2008. In partnership with community organizations such as senior centers, libraries, and workforce development agencies, CTN offers hands-on digital literacy training, devices, and technical support. Training is available through one-on-one sessions with a Digital Navigator, structured multi-part classes, or one-time workshops focused on specific topics like online banking or enrolling in low-cost internet programs.

In 2020, CTN began offering remote digital skills training, tech support, and resources to homebound individuals affected by the pandemic. Devices and learner booklets were shipped to program participants, and training was conducted over the phone and through screen sharing. Additionally, volunteer Digital Coaches provided ongoing weekly support to learners who requested extra assistance. For some languages, CTN also offers monthly virtual Tech Advice sessions, allowing past program participants to ask questions and continue their education.

The cost of these services vary based on the number of learners, location, if a device and internet is provided and the type of training. It also depends on the level of support required by the partner. CTN can provide minimal assistance, such as simply teaching the class, or offer full support, including registration, learner reminders, and printing and distributing training materials.

TECHNICAL CONSULTANTS TO SUPPORT ANY OF THE ABOVE ACTIVITIES:

CTN can provide personalized, one-on-one support to help organizations develop and grow their digital inclusion initiatives. Our customized training packages include support services from our team of experts and include:

- A Diagnostic Needs Assessment is conducted to capture a baseline and an understanding of the organization's training needs
- Access to several online courses for one year
- Personalized advice and coaching
- Unlimited use of one digital skills curriculum with culturally-appropriate workbook for learners
- A 90-minute live, virtual workshop/debrief designed to address your questions and challenges
- Access to regionally-specific resources
- Enrollment in CTN's community forum utilized by digital equity practitioners from across the nation

The cost of a customized package depends on the number of trainers to be trained, but averages around \$900 per trainer.

Question 3. Target Audience

AUDIENCE:

Aging Individuals (60 and older); Immigrants/Refugees; Individuals with a Language Barrier (English Learners or Low-Literacy); Individuals with Disabilities; LGBTQ+ Individuals; Low-Income Households (<150% of FPL); Members of Racial/Ethnic Groups; Residents of Rural Areas; Veterans; Women; Adults (18 and older).

TAILORED OFFERINGS:

CTN first conducts an organizational assessment with community partners to better understand needs of the community served, including dominant languages. CTN also

utilizes pre and post learners assessments, which measure and track participant knowledge level and ability to use technology and specific needs for practical application of digital tools and skills to meet daily living needs and long-term life goals. Pre and post learner assessments and learner surveys capture data regarding ability to utilize core digital tools (i.e. email); levels of social isolation/family and community connection; access to health resources; access to home internet; access to government service; and confidence in safely navigating the internet and using technology. In 2025, we added additional learner questions pertaining to access to increased employment opportunities; and access to digital parenting tools and resources.

For ESL/no English and Immigrant/Refugee/Minority Ethnic groups of learners, curriculum is offered in the primary language of clients with handouts featuring culturally appropriate pictures and learning examples; devices are configured in the primary language of the learner; and bilingual trainers are culturally representative of the learner group.

For individuals with disabilities, devices are configured to utilize built in accessibility tools and trainers assist with identifying appropriate external technology adaptive aids (i.e. screen readers).

All curriculum and training is rooted in adult learning principles; recognizing that older adults learn differently than younger adults.

Question 4. Experience and History

CTN was established in 2008 and has been providing the above described services in the San Francisco Bay Area since that time. In 2015, we expanded to northern California; and in 2017, to Central Texas. CTN piloted our capacity building program in Central Texas in 2021.

From 2023 - present, CTN provides direct services to residents, device distribution, and train-the-trainer services to Central Texas health and human services providers in the Methodist Health Ministries Foundation's grantee portfolio, totaling 38 agencies throughout the central Texas area. Additionally we have provided services virtually through our capacity building program to community partners in California, Texas, New York, New Jersey, Kentucky, Illinois and Kansas.

A detailed list of programs, partnerships, and number of clients served and projects completed 2019 - current can be found under Question 8. View link:

<https://docs.google.com/spreadsheets/d/1WGmzafoWW7a-6l9ip84jExZFP11zVLpmD9-iJHL3yRs/edit?gid=0#gid=0>

for a complete list of local community partnerships and demographics served over time.

Question 5. Geographic Reach

CTN's unique community based and virtual service delivery model, virtual training capabilities, online learning platforms and virtual curriculum library enable us to serve residents and community providers anywhere in the United States. CTN's capacity building program piloted in Texas in 2021 and has trained 405 Digital Navigators/Classroom Trainers at 81 agency partners in seven states (California, Texas, New York, New Jersey, Kentucky, Illinois and Kansas).

Question 6. Success Metrics

CALIFORNIA OUTPUTS IN 2024:

- Taught 2,800 individuals digital literacy skills in 10 languages
- Distributed 2,193 Android tablets, iPads, Chromebooks and Windows laptops
- Provided 145 Tech Advice sessions on Zoom in Cantonese, Mandarin, Spanish, English, Vietnamese, Korean, Russian and Tagalog for a total of 1,036 learners.

TEXAS OUTPUTS IN 2024:

- Trained 136 Digital Navigators
- Partnered with 38 nonprofit and government agencies

LEARNER OUTCOMES AND IMPACTS:

Digital literacy training participant success outcomes are based on learner post assessments and surveys. Aggregated results for 2024 impacts are as follows:

- 91% felt more confident in using technology;
- 82% able to navigate the internet more safely;
- 62% gained a more reliable internet connection;
- 80% felt more connected to friends and family;
- 73% participated more in community activities and/or classes;
- 69% had better access to health resources or services; and
- 56% had better access to government services.

Question 7. Client Engagement

CTN actively seeks input from program participants on learner motivations, learning barriers, and desired outcomes through pre and post learner assessments and surveys and discussion during classes and Tech Advice sessions. This, as well as partner agency input,

informs program design, implementation, delivery and evaluation. Our services are offered through a community partnership model, in which nonprofit and government agencies either provide space for classroom training, refer clients for training and devices, or both. Community partners provide program feedback including acting as advocates for their clients' voiced needs outside of the classroom or training environment.

Virtual Tech Advice sessions are held weekly and topical workshops are held quarterly. These sessions are conducted in multiple languages and open to all program participants, for learners in all phases of their learning journey from beginning training to after completion of the program. Tech Advice sessions allow learners to ask questions and gain knowledge from questions posed by others in the group in a trainer facilitated learning environment. These sessions build camaraderie and peer support amongst learners; creating community, reducing isolation, and enabling learners to expand their understanding of core vocabulary and concepts and retain skills through repetitive use.

Device Support: Devices are preconfigured with the appropriate updates, apps and languages. Depending on the contract and budget, they can be equipped with a variety of user supports including mobile internet, an online help page, support line for technical assistance, and accessibility tools.

Question 8. Partnerships:

CTN only works in partnership with nonprofits and government agencies. The following list documents CTN's programs over the last four years, showcasing our work that directly serves the clients of our partner (direct services) and training trainers and managers to offer digital inclusion services themselves (capacity building). View link:

<https://docs.google.com/spreadsheets/d/1WGmzafoWW7a-6l9ip84jExZFP11zVLpmD9-iJHL3yRs/edit?gid=0#gid=0>

for a complete list of local community partnerships and demographics served over time.

NAVIGATORS FOR TEXAS: In 2024, Methodist Healthcare Ministries (MHM) engaged CTN in a 3-year contract to provide capacity building services in Central Texas. The program is providing four Digital Navigators, will train 50 nonprofit/government partners, and distribute 750 devices. To date that program has trained 136 partner Digital Navigators and established 18 local digital inclusion programs.

DIGITAL NAVIGATOR TRAINING: In October 2024, Lead for American (Kansas) engaged CTN in a contract to enroll 5 Lead for America American Connection Corps members in Advanced Digital Navigator training. 5 Digital Navigators were trained

DIGITAL NAVIGATOR TRAINING: in September 2024, Lake County Government (Illinois) engaged CTN in a contract to train 15 staff specific to Digital Navigators, Managers/ Supervisors of Digital Navigators, and training(s) in specialized focus areas specific to each Digital Navigator's placement in the community. Courses provided: LIFT Navigators; Managing Digital Navigators; Digital Equity and Aging; Digital Equity & Libraries; Teaching Internet Safety & Responsibility; Digital Equity & Healthcare. 15 Digital Navigators were trained.

SF CONNECTED: Since 2010, City and County of San Francisco, Department of Disability and Aging Services has contracted with CTN digital literacy training and support to a network of senior centers in San Francisco. In 2020, CTN expanded its service delivery to offer virtual one-on-one digital literacy training and digital coaching for learners; group digital literacy Q&A sessions in English, Cantonese, Mandarin and Spanish. In 2023, CTN added capacity building and digital navigator training for partners.

- 2021-2022: 605 San Francisco residents were served.
- 2022-2023: 670 San Francisco residents were served.
- 2023-2024: 581 San Francisco residents were served.

CONNECTION, HEALTH, AGING AND TECHNOLOGY (CHAT): From 2021-2023, California Department of Aging engaged CTN in a two year contract to provide virtual one-on-one digital literacy training on iPads in English, Spanish, Korean, Tagalog, Cantonese, Mandarin and Vietnamese; and assist residents with access to affordable/free broadband internet. 202 California residents were served.

SAN MATEO COUNTY ACCESS TO TECHNOLOGY: From 2023-2024, San Mateo County Aging and Adult Services engaged CTN in a two year contract to provide virtual one-on-one and group digital literacy training for Android devices in English, Spanish, Korean, Tagalog, Cantonese and Mandarin; and provide digital devices to referred residents from 7 nonprofit partners in San Mateo County. Approved participants received a Galaxy tablet with an activated SIM card, an unlimited data plan for six months, a stylus, and a case; and offered assistance in identifying free/low cost home internet plans to remain connected after the end date of their data plan. In total, 553 devices were distributed and overall 1,114 San Mateo County, CA residents were served, and 38 staff members/volunteers were trained as Digital Navigators.

SONOMA COUNTY ACCESS TO TECHNOLOGY: From 2023-2024, Sonoma County Health Services Department engaged CTN in a two year contract to provide Virtual one-on-one and group digital literacy training for Android devices in English, Spanish, Korean, Tagalog, Cantonese and Mandarin; provide digital devices to referred residents from 15 nonprofit

and government agency partners in Sonoma County; and digital inclusion programming capacity building and digital navigator training for partners. Approved participants received a Galaxy or iPad tablet with an activated SIM card, an unlimited data plan for six months, a stylus, and a case and offered assistance in identifying free/low cost home internet plans to remain connected after the end date of their data plan. In total, 541 residents received digital devices; 349 residents received digital literacy training; and 20 staff members/volunteers were trained as Digital Navigators.

MARIN ACCESS TO TECHNOLOGY: From 2023-2024, Vivalon engaged CTN in a one year contract to provide virtual one-on-one digital literacy training for Android devices in English, Spanish and Vietnamese and provide digital devices to clients referred by Vivalon staff. Approved participants received a Galaxy tablet with an activated SIM card, an unlimited data plan for six months, a stylus, and a case and were offered assistance in identifying free/low cost home internet plans to remain connected after the end date of their data plan. In total, 47 residents received digital devices and 40 residents received devices and digital literacy training.

SENIOR VITALITY: From 2018 until today, Curry Senior Center engaged CTN in renewed one year contracts to provide digital literacy training in English, Spanish, Russian and Cantonese and volunteer Digital Navigator management for their Senior Vitality program, which provides digital inclusion programs with a health focus for older adults, integrating wearable or adaptive health aids such as Fitbit with tablet use. As of 2024, 308 older adult residents have been served.

SOURCEWISE DIGITAL CONNECTIONS: From 2023-2024, Sourcewise engaged CTN in a one year contract to provide virtual one-on-one digital literacy training for iPads in English, Spanish, Cantonese and Mandarin and train three Digital Navigators. In total, 125 residents were served and 3 Digital Navigators were trained in speciality areas: SeniorLIFTNavigator Training; Volunteer Management; with one of the three also receiving digital inclusion Program Management Training.

SOURCEWISE GOOGLE HOME: In 2021, Sourcewise engaged CTN in a one year contract to provide virtual one-on-one digital literacy training for iPads in English, Spanish, Cantonese and Mandarin. In total, 607 residents were served.

BROADBAND ADOPTION SKILLS TRAINING

Funded by the California Public Utilities Commission (CPUC), the Advanced Services Fund increases publicly available or after-school broadband access and digital inclusion activities such as training programs and public education to communities with limited

broadband adoption. CTN was hired by the following agencies for provide on-site and virtual digital literacy training in a variety of languages to adults of all ages:

- Bayview Senior Services: From 2019-2022 we served 55 residents.
- Burbank Housing: From 2022-2024 we served 198 residents.
- Center for Elders Independence: From 2020-2024 we served 396 residents.
- City of Oakland: From 2020-2023 we served 91 residents.
- City of San Leandro: From 2022-2023 we served 138 residents.
- EAH Housing (Western Park, Eastern Park, Town Park, Essex and Senato): From 2021-2024 we served 184 residents.
- IT Bookman Community Center: From 2023-2024 we served 36 residents.
- Russian River Senior Center: From 2021-2023 we served 70 residents.
- Satellite Affordable Housing Associates (Monarch Apartments): From 2023-2024 we served 36 residents.
- HumanGood (Piedmont Gardens): From 2021-2023 we served 111 residents.

SUNSET TECH CONNECT: From 2019-2022, Metta Fund provided CTN multi-year grants to provide tablets and on-site training in English, Cantonese and Mandarin to older adults at the Sunset Beacon Neighborhood Center and San Francisco Library before the pandemic and virtually after. We served 221 residents.

Question 9. Training and Support

CTN's capacity building program utilizes our 17 years of experience to recruit and support nonprofit and government human services agencies to develop or expand digital inclusion programming. CTN trains partner staff and volunteers in adult learning principles, best practices for teaching digital skills, and the operational components of program management from client intake to reporting. Participants enroll in online training courses, learning how to assess their client's digital needs, set up classes, and conduct digital literacy training based on the unique needs of their community. CTN provides ongoing support to partners through live technical assistance by CTN staff; an online Trainers Forum; a library of curriculum in eight languages; and templates for intake, assessment, marketing and community outreach. CTN's capacity building program piloted in Texas in 2021 and has trained 405 Digital Navigators/Classroom Trainers at 81 agency partners in seven states (California, Texas, New York, New Jersey, Kentucky, Illinois and Kansas).

Question 10. Case Studies

SAN FRANCISCO - HOME CONNECT:

During the pandemic, San Francisco's older adults faced increased social isolation and disruption to their daily support systems. In response, CTN launched the Home Connect program, which ran from April 2020 to October 2023.

Through referrals from the San Francisco Department of Disability and Aging Services (DAS) and community partners, CTN procured and shipped pre-configured tablets—set up in the user's native language and enabled with internet access—directly to participants' homes.

CTN's bilingual trainers provided one-on-one virtual assistance to help recipients learn to operate their devices. Additionally, ongoing live virtual Tech Advice sessions addressed common needs such as using telehealth services, ordering groceries online, and other essential digital tasks.

Key Outcomes:

- Participants Enrolled: 806 individuals
- Devices Distributed: 772 tablets
- Support Services: Live virtual assistance and tech support

Due to its effectiveness, the Home Connect model continues to be used today, expanding to other California counties to serve older adults who are homebound, have limited mobility, lack transportation, or live in unsafe neighborhoods.

SAN MATEO COUNTY - ACCESS TO TECHNOLOGY:

CTN partnered with San Mateo County, California, from January 2023 to October 2024 to implement the Access to Technology (ATT) grant, funded by the California Department of Aging. The project focused on outreach, learner recruitment, digital skill assessments, device distribution, digital literacy training, and ongoing support, including assistance with home internet/broadband adoption.

CTN utilized a hybrid approach, directly serving 550 older adults and people with disabilities in multiple languages while also training 28 staff/volunteers from four lead nonprofit organizations as Digital Navigators and Classroom Trainers. These trained individuals supplemented CTN's direct services by providing digital navigation assistance, conducting technology classes, and referring residents to CTN.

Key Outcomes:

- Outreach: Estimated 10,000 residents reached
- Referrals: 611 total referrals to CTN
- Device Distribution: 553 tablets provided to learners
- Training Participation: 5,360 learners served through virtual training and in-person classes
- Internet Access Support: 72 residents enrolled in the Affordable Connectivity Program
- Training Hours: 9,204 total hours provided

This initiative successfully expanded digital access and literacy among older adults and people with disabilities, fostering greater inclusion and connectivity within the community.

CALIFORNIA DEPARTMENT OF AGING - CHAT PROGRAM:

In August 2022, CTN was selected as one of three organizations to provide digital literacy training as part of the California Department of Aging's Connections, Health, Aging, and Technology (CHAT) program. This pilot project, which ran until June 2023, aimed to mitigate loneliness and isolation for older adults (65+) and adults with disabilities (18+) by empowering them to use technology.

CHAT participants from six California counties—Alameda, Contra Costa, San Francisco, San Jose, Santa Clara, and Sonoma—were referred to CTN through their local Area Agency on Aging. Each participant was matched with a CTN instructor fluent in their preferred language and received personalized one-on-one digital training.

Program Highlights:

- Training Format: Primarily virtual, ensuring accessibility for homebound individuals and those in remote or rural areas
- Individualized Support: Pre-training skill assessments, up to five hours of personalized one-on-one training, and access to drop-in Tech Advice sessions
- Device & Connectivity Support: Tablets with prepaid data plans for six months; assistance securing broadband services through the Affordable Connectivity Program before prepaid plans expired

Key Outcomes:

- Participants Served: 202 individuals
- Total Training Hours: 1,323 hours of digital skills training, connectivity guidance, and tech support

This initiative successfully equipped older adults and adults with disabilities with the digital skills necessary to stay connected, fostering independence and reducing social isolation.

Question 11. Contact

Kami Griffiths, Founding Executive Director

650.784.1156

inquiries@communitytechnetwork.org

Question 12. Additional Information

Please see included attachments:

1. CTN Workshop Curriculum 3-2025
2. CTN Curriculum and Online Courses 3-2025

See Airtable database for more information.

Computers 4 People

Name

Computers 4 People

Initiative Area Mapping

- Digital Literacy
- Device Distribution

Main Address

87 Beaver St, Unit A, Waltham, MA 02453

Applicant Name

Dylan Zajac

Organization/Business name. If not applicable write N/A.

Computers 4 People

Email Address

dylanzajac@computers4people.org

Phone Number

2014234666

Question 1. Service Description:

Free Computer Distribution – Refurbished laptops, desktops, & tablets donated to low-income individuals and nonprofits. Customizing devices with Microsoft Office, Google Workspace, Accessibility Tools, etc. Advanced dashboard and reporting capabilities on quantitative and qualitative impact.

Digital Literacy Education – Weekly in-person and online computer skills classes in English, Spanish, & Arabic. By the end of the classes the students take away a portfolio including: Resume & CV, Gmail Account for Professional Use, LinkedIn Profile with Networking Connections, At Least Two Job Applications Submitted, Professional Email Example, Digital Presentation Skills, Online safety/cyber knowledge. Graduates will leave with a comprehensive set of workforce digital skills, a program completion certificate signed by both C4P and program partner, ready to confidently navigate the digital job market.

Internet Access Support – 5G wireless internet through a hotspot or fixed device.

Question 2. Pricing Structure:

All costs may vary based on program size, customization, and level of support.

- Computer Distribution – \$100-\$350. Individuals must go through C4P application process (www.computers4people.org/apply)
- Digital Literacy Education – \$450 per in-person class, up to 15 students, 1-2 hour classes. Most sessions have 12 classes.
- Internet Access Support - \$12/Month for internet, \$100 per hotspot device, \$200 per fixed wireless device.

Question 3. Target Audience

We serve low-income individuals and disadvantaged communities, including:

- Students
- Older adults
- Formerly incarcerated individuals
- Refugees and immigrants
- Unhoused individuals
- Veterans

Question 4. Experience and History

Founded in 2019, serving New Jersey, New York City, and Massachusetts.

- Donated over 4,200 computers to individuals in need.
- Provided 5 million hours of internet access through mobile hotspots.
- Hosted over 350 digital literacy classes.
- Impacted over 12,500 individuals.
- Received and implemented over 50 government and foundation grants.

Question 5. Geographic Reach

Currently serving: Boston, Metro North, Lowell/Haverhill, and Western Massachusetts.

Able to serve the entire state of Massachusetts.

Other regions: Also operating in New Jersey and New York City.

Expansion plans: Seeking new partners to scale services across Massachusetts and reach more underserved communities.

Question 6. Success Metrics

We measure the success of our services through both quantitative data and qualitative feedback to ensure we are effectively bridging the digital divide. One of our primary metrics is tracking the number of computers donated and how they are being used by recipients. We monitor increases in digital literacy, education access, job attainment, telehealth usage, and social connectivity among those who receive our devices and training.

To assess impact, we collect pre- and post-service surveys from participants, measuring their confidence using technology, ability to apply for jobs online, and access to virtual education and healthcare services. These surveys provide critical insights into how our programs improve digital inclusion and economic mobility. In addition, we track class attendance and engagement levels to evaluate the effectiveness of our digital literacy programs.

Beyond numbers, we capture firsthand testimonials from recipients and community partners to understand the real-life impact of our services. Many beneficiaries share stories about how receiving a computer has helped them secure employment, continue their education, or reconnect with family members. Community organizations also provide feedback on how our programs support their mission and enhance their ability to serve low-income individuals.

By combining data-driven evaluation with personal success stories, we continuously refine our programs to maximize impact and ensure that technology access leads to long-term opportunities for those we serve.

Question 7. Client Engagement

We actively involve our clients in the planning and implementation of our services by hiring interns and employees through our nonprofit partners (programs like SCSEP). Multiple of our key staff members were once recipients of our computers or recommenders from partner organizations, ensuring that our programs are shaped by those with firsthand experience. Our digital literacy instructors are hired directly from the communities we serve, making our training more relevant and accessible. After receiving a computer, clients have access to ongoing technical support, follow-up training sessions, and digital literacy workshops to ensure they can fully utilize their devices. This community-driven approach ensures that our services remain responsive, effective, and impactful.

Question 8. Partnerships:

We 100% operate through partnerships and collaborate with 400+ nonprofit organizations to identify individuals who need computers and other digital equity services. Our partners, which include Goodwill, Easterseals, Veteran Affairs, and United Way, help us connect with students, job seekers, older adults, and underserved populations. These organizations nominate individuals in need, ensuring our computers and training programs reach those who will benefit the most. Many of our partnerships have been in place for several years, allowing us to build trust and efficiency in delivering technology access, internet support, and digital literacy education. Through these collaborations, we maximize impact and ensure our services are integrated into existing community support networks.

Question 9. Training and Support

We provide comprehensive training, technical support, and resources to ensure organizations can successfully implement and sustain our services. Each donated computer comes with a warranty, ensuring recipients have access to troubleshooting and repairs if needed. We offer step-by-step onboarding guides for nonprofit partners, detailing how to nominate clients and access digital literacy training.

To further support digital literacy, we offer a 12-week computer skills course, covering basic computer use, internet safety, job applications, and more. We also provide workshops for staff at partner organizations, equipping them with the skills to assist their clients in using technology effectively. By combining hands-on training, warranties, and ongoing support, we ensure that our services lead to long-term digital empowerment.

Question 10. Case Studies

Through pre- and post-program surveys, we measure our impact:

- 63% of participants secure employment.
- 44% gain access to education.
- 21% use their computer to access Health information.
- 99% report increased access to online services.

Three recent testimonials from clients:

1. "I am a single mother of 4 with no income. I started school to better myself for my family. I was awarded a computer and was able to finish up all my assignments and pass my classes! This was all made possible by Computers 4 People." -Janelle Ramos, 37

2. "After 10 years of federal incarceration, I had lost everything. Computers 4 People provided me with a free computer, giving me the tools to reintegrate into society and start my new job. Support like this reminds me that kindness still exists after years of dehumanization. Thank you!" -Michael, 56
3. "I landed my dream job at NASA, but I wouldn't have been able to pass my college GIS coursework without Computers 4 People." -Natalia, 28

Question 11. Contact

Program Manager of Massachusetts, Barbara Pinto, barbara@computers4people.org

Question 12. Additional Information

We look forward to any new conversations, partnerships, or ideas! Feel free to learn more about our work and impact here: www.computers4people.org

Elder Services of Worcester Area

Name

Elder Services of Worcester Area

Initiative Area Mapping

- Digital Literacy
- Device Distribution
- Education, Outreach and Adoption

Main Address

67 Millbrook St

Applicant Name

Yaw Boateng

Organization/Business name. If not applicable write N/A.

Elder Services of Worcester Area

Email Address

yboateng@eswa.org

Phone Number

508-756-1545

Question 1. Service Description:

Digital Literacy:

Agency offers support on all devices in terms of troubleshooting, education, and configuration. When applicable, we can provide documents for reference or continual education. This includes general operating system information, general hardware information, information pertaining specifically to a device's model, and application/software information. We check in with consumers who are learning to see if they have any questions and provide analogies when applicable to help with understanding.

Device Distribution/Refurbishment:

ESWA consumers are eligible to obtain a device and accessories valued at \$500 or less if they are active in a Medicaid Senior Care Options program (SCO), or if they are enrolled in a program with adequate funding (Home Care, Community Transition LP, etc). This funding is available to consumers once every 5 years.

Education, Outreach & Adoption:

We offer individual support, as well as group support and education at the local senior centers, retirement homes and senior housing locations. Our classes follow a curriculum that is beginner friendly and specializes in the fundamentals of using a smartphone/tablet/computer. We have multiple instances in our curriculum where we make participants aware of the Lifeline program, which would provide a free data plan or discounted internet service to eligible applicants.

Question 2. Pricing Structure:

Elder Services of Worcester receives two funding streams for the Tech Connect program and our devices. ESWA received a grant from MBI to fund the Tech Connect program. This funding supports one supervisor who manages the program and one tech connect coordinator. The supervisor and the coordinator both provide tech support at no charge to the consumer as long as the consumer is eligible based on MBI's criteria.

Additionally, ESWA receives funding for device purchases via our contract with the Executive Office of Aging & Independence. Each consumer is allotted up to \$500 every 5 years for device purchases & accessories. If the consumer pays for a portion of their services through their monthly cost share, the cost of the device would be included in this discounted amount.

Question 3. Target Audience

1. Aging Individuals (60 and older)
2. Low Income Households (Aging adults only)

Our documents, curriculum and presentations are all tailored to aging adults and are sensitive to the issues they may face while navigating technology.

Question 4. Experience and History

Elder Services of Worcester's Tech Connect program initially started in 2020 and ran from then until 2023 on various small grants for digital equity. In 2023, ESWA was awarded the MBI Digital Equity grant along with other aging service access points (ASAPs) in

Massachusetts. This funded the hiring of two dedicated staff members to the program, whose positions were both filled in April and May of 2024. Since the inception of the program, we have helped 108 people prior to MBI funding, and 217 and counting after receiving funding from MBI. We've provided 25 individual classes for seniors and 48 devices consisting of phones, laptops, tablets, and Alexa devices.

Question 5. Geographic Reach

Auburn, Barre, Boylston, Grafton, Hardwick, Holden, Leicester, Millbury, New Braintree, Oakham, Paxton, Rutland, Shrewsbury, West Boylston, and Worcester

Question 6. Success Metrics

During our classes, we take a pre and post survey to assess student's growth throughout our class sessions. Through the most recent tabulation, we found that there was an average growth of 80% from the 15 students that participated.

We were able to provide an app to a consumer who was hard of hearing that would allow her to talk on her cellphone with someone without having to relay to a transcriber. The app uses AI to transcribe the caller's conversation in real time.

We've helped a consumer type in Microsoft Word with limited mobility using the dictate feature. We also provided a dictionary of commands for them to refer to and constantly check to see how they are progressing. They are currently on Chapter 9 of a book they are writing.

Question 7. Client Engagement

We constantly update our curriculum based on the feedback of participants through pre and post class surveys. Based on this feedback, we tailor at least one class to their specific interest. Classes are recurring so it allows students to freshen up on previous class material or learn new things from a trusted source. We follow up with individuals we meet with 1-on-1 to see if lessons take hold and provide handouts when applicable.

Question 8. Partnerships:

Mass Association for the Blind & Visually Impaired: Since July 2024. They come into our classes and provide lessons on how to use a device with visual impairments, along with AI features to help with everyday life.

Easterseals: has been involved with Elder Services of Worcester for many years in many capacities. They've provided training on assistive technology to Tech Connect staff, along with access to a library of devices that we can loan to consumers with various handicaps. They also have loan programs for devices that is very affordable.

Worcester Assistive Technology Consortium: A group of Worcester AT groups from various technological backgrounds such as Seven Hills, Worcester Polytechnic Institute, Holy Cross, Clark University, Easterseals and Elder Services of Worcester who meet periodically to discuss the latest developments in the world of AT.

Other ASAPs & Grantees: Through our MBI grant funding, we have a network of other grantees where we often exchange information and resources.

Question 9. Training and Support

We don't provide direct training to other organizations, but we frequently share resources amongst other Aging Service Access Points within our grant program, and constantly stay up to date on current educating methods, and tools.

Question 10. Case Studies

1. A fire broke out in June of 2024 at an apartment complex where many of our consumers live, displacing numerous residents. Among them was a woman who reached out to us for a laptop after losing hers in the fire. We promptly responded to her referral and provided her with a Chromebook. When we arrived, she expressed immense gratitude and shared that she had lost everything except her dog. Still shaken from the ordeal, we assured her that we would help restore some normalcy by setting up her new laptop. After completing the initial sign-up, she opened the Chrome browser and was overjoyed to find that all her bookmarks, history, and passwords were still intact. Welled-up with emotion, she revealed that she had thought everything was lost with her laptop. I then took the opportunity to explain how the cloud works and reassured her that her information was always safely stored there. This experience reinforced the profound impact technology can have and why having some understanding of the devices can help.
2. We have been working with a consumer who was gifted a laptop back in December, but never used it because he didn't know how to. A former student and friend of the consumer reached out to Elder Services to see if there was anyone who could help him with it, and of course we agreed. When we met with the consumer, he had no idea how to even power on his device. As we discussed his digital wants & needs, he mentioned he wanted to write a book. He described the story in detail and it became apparent that he was absolutely infatuated with the tale, and despite his frailty he would be willing to do what it takes. We started working together in July, and as of September, he has written 3 chapters of this story through the dictation feature on Microsoft Word. At the moment there is still some confusion on when

and where to say certain commands, but I look forward to the day we take off the training wheels and he is orally typing as well as an individual on a keyboard.

3. In one of our classes, we were introduced to a participant who has a hearing impairment. Thanks to visual aids and our handouts, she was able to participate in class discussions. Through the class, she wanted to see if she could use a cellphone, since her landline was equipped with TTY and relay her calls to an operator who would transcribe what the person on the phone is saying. After some research and trial and error, we were able to find her a free app that provided her with live transcription, and could be using in a general setting for conversations. The app is called CaptionCall and it's no cost to qualifying hard-of-hearing users.

Question 11. Contact

Yaw Boateng

yboateng@eswa.org

508-756-1545 x922

Question 12. Additional Information

ESWA is committed to being a digital equity and inclusion vendor. We are hopeful that through the MBI Digital Equity grant funding that we've received we will be able to demonstrate success which will help us advocate to secure permanent funding through the state for our program & services. We will continue to explore different funding mechanisms in the meantime, so that we can remain as a tech connect provider.

Generations on Line

Name

Generations on Line

Initiative Area Mapping

- Digital Literacy

Main Address

1017 Clinton Street Philadelphia PA 19107 (HQ)

Applicant Name

Tobey Dichter

Organization/Business name. If not applicable write N/A.

Generations on Line

Email Address

tobeydichter@gmail.com

Phone Number

215 990 7542

Question 1. Service Description:

Generations on Line (GoL) offers a range of programs designed to help older adults develop digital literacy skills. Our focus is on making technology simple and accessible for seniors, through easy-to-follow tutorials and interactive guides. Here are some key aspects of the programs and services:

1. Digital Literacy Training

GoL provides step-by-step tutorials designed specifically for seniors, with large text and simple navigation.

Topics include:

Using the internet and search engines

Sending emails and text messages

Making video calls (Zoom, FaceTime)

Online safety and fraud prevention

How to register for a covid vaccination

How to read a newspaper online

How to find a job online

Using Telehealth

How to read a QR Code

2. Tablet and Smartphone Guidance

All our tutorials are for use on how to use iPads, Android tablets, Amazon Fire, and all smartphones.

3. Programs for Senior Living Communities & Libraries

GoL partners with senior centers, libraries, low income housing and retirement communities to provide structured digital training programs called SIp & Swipe Cafes.

We provide coaching support materials so that volunteer caregivers and community members can help older adults learn.

4. Free and Low-Cost Digital Resources

All tutorials are free and available online for individuals, organizations, and communities.

We also provide downloadable guides and materials for those working with older adults.

To request a Sip & Swipe kit please reach out to us at 215 222 6400. or
kburke.gol@comcast.net

To use the actual software, please see golhelp.org

The free app is Easy Tablet Help for Seniors

Question 2. Pricing Structure:

We are grant supported and do not charge. Donations are gratefully accepted on our website.

Question 3. Target Audience

Our focus is older adults - a cohort that typically includes those disabled, and because the late adapters to digital literacy are those people of color, rural, and low level of English we target elders within those populations as well.

Question 4. Experience and History

We began our work in 2000 and have served more than 300,000 people since then, as documented by data reports from ios and google and applicants via our website and reports from partner sites in funded projects.

Question 5. Geographic Reach

Over the past 25 yearsm starting with our PC training programs and now into our tablet and phone training, we have served older adults through their resident homes, libraries, and senior centers across Massachusetts. they include

Acushnet Library -Acushnet, MA

Athol Public Library, Athol, MA

Auburn Senior Center, Auburn, MA

Bernardston Council on Aging

Boston Public Library, Boston, MA

Brockton Career Works, Brockton, MA

Cameron Senior Center-Westford SeniorNet, Westford, MA

Casa Da Saudade Library, New Bedford, MA

Catholic Charities, Leominster, Leominster, MA

City of Haverhill, Haverhill, MA

City of Medford's Council on Aging (COA)

City of Springfield-dept of elder affairs, Springfield, MA

Cleghorn Neighborhood Center-Fitchburg, MA

Digital Access Program (providing tablets) Elder Services of Merrimack Valley and North Shore

Elder Services of Berkshire county

Elder Services of Worcester Area (ESWA)

Farris Mitchell Education and Dev Center (Springfield housing authority), Springfield, MA

Framingham Senior Center

Gardner Senior Center, Gardner, MA

Greater New Bedford Career Center, New Bedford, MA

Greenfield Senior Center, Greenfield, MA

Haverhill Council on Aging (tablet), Haverhill, MA

Haverhill Public Library, Haverhill, MA

Healthy Communities Online & Charles River Public Internet Center, Waltham, MA

Highland Valley Elder Services, Inc., Florence, MA

Jacob Edwards Library, Southbridge, MA

Kennedy Family Service Center, Charlestown, MA

Lawler Public Library, New Bedford, MA

Leominster Housing Authority - Sunset Towers, Leominster, MA

Massasoit Community College, Brockton, MA

Mayflower Place, W. Yarmouth, MA

Medway Council on Aging TABLET, Medway, MA

Medway Council on Aging (senior Center)

Michael Chavez Center, Concord, MA

Middleborough Public Library, Middleborough, MA

Morse Institute Library, Natick, MA

Newton Senior Center, Newtonville, MA

Northborough Free Library, Northborough, MA

Northborough Senior Center

Northborough Senior Center (Tablet), Northborough, MA

Norton Public Library, Norton, MA

Pearle L. Crawford Memorial Library, Dudley, MA

Plymouth MA Council on Aging (homebound)

River Mills Center

Rose Baker Senior Center/Gloucester Council on Aging, Gloucester, MA
Ships Cove Apartments, Fall River, MA
Somerville-Cambridge Elder Services
Somerville-Cambridge Elder Services (Covid Connection), Somerville, MA
South County Senior Center
Springfield JCC - Ruth's House - SeniorNet, Springfield, MA
Springfield Jewish Community Center, Springfield, MA
St. Patrick's Manor, Framingham, MA
Sterling Senior Center, Sterling, MA
Stevens Memorial Library, North Andover Branch, North Andover, MA
Taunton Department of Human Services, Taunton, MA
Vineyard Haven Public Library, Vine Haven, MA
WFD Consulting, Waltham, MA
Whipple Senior Center (Tablet), , MA
Wilks Public Library, New Bedford, MA

We also serve all 50 states and English speaking countries.

Because all information and coach kits are sent by PDF and all software is available online, our geographic capacity is unlimmited

Question 6. Success Metrics

Quantitative utilization is captured by backend analysis, and metrics supplied daily by Google and by Apple. Qualitative reports reange from surveys conducted for funded projects to self-reporting from senior centers and assisted living centers. An independent study evaluating a partnership program with Senior Service America concluded: The responses of nearly 10,000 learners who completed the entire DII (Digital Inclusion Initiative) tutorial provide clear evidence that this Initiative is an effective way to help seniors learn to use the computer and become proficient in accessing the Internet.

Question 7. Client Engagement

We have always created our tutorials with the constituents themselves - from focus groups for content to usability studies and beta trials. Because our psychic income is from feedback, we seek to maintain close working relationships with partner agencies whenever we can.

Question 8. Partnerships:

We began our work collaborating with the esteemed SeniorNet, and together were funded by IBM to make Generations on Line the first access point which would draw in hesitant seniors to try the Internet and then move on to more sophisticated SeniorNet classes. This grew and continued for years. A partnership with AT&T and IBM resulted from that in which we devised programs for the employees of those companies to use our programs with their aging relatives in order to reduce worker stress continued for three years. A third powerful two-year partnership was with Senior Service America that trained 18,000 SCEP (Senior Service Community Employment Program) older adult workers. (evaluation above in Q 6) . We worked with Massachusetts Council on the Aging in Plymouth MA to help the homebound. We partnered with HUD housing (section 8 202), Chicago Department on Aging Regional Senior Centers, Chicago Housing Authority Senior Buildings, and the Cook County Housing Authority for three years. Partnerships in Wisconsin served 30 rural communities for two years and many continue. A two-year partnership with Temple University served more than 6000 needy Pennsylvanians with tablets loaded with our tutorials. Most recently we partnered with The Philadelphia Office of Innovation and Technology to submit with 17 other nonprofits and win an NTIA grant. In all of these projects we created specialized supports and often new tutorials for their populations.

Question 9. Training and Support

We created a range of support materials for staff and informal caregivers. all can be found at <https://golhelp.org/supportmaterials23/>

these help to start and implement services. We also provide monthly newsletters with tips and blurbs suitable for reposting, recruitment posters, and specialized coaching help for each tutorial.

Question 10. Case Studies

Case Study #1

Independence Public Media Foundation Funding (Two Rounds 2021-2023)

Purpose: How to provide digital literacy interventions for the most vulnerable seniors and penetrate the barriers for those without homes, deep poverty communities, disabled, and addicted – all this at the height of the pandemic.

Background – Generations on Line has served more than 300,000 people in the past 25 years, most of whom learned by attending a senior center, library or low income housing or using the introductory apps. We wanted to expand and see if we could help those most challenged population. We decided to use grant funding to tackle the housing insecure population and worked with a local service that serves as an address for more than 3000 people in the Philadelphia area.

Broad Street Ministry.

"More than 70% of our guests are currently homeless or housing insecure and lack even the most basic needs: food, clothing, and shelter. Aggregate data gathered from our most recent annual survey of a large sample of our guests indicate that 49% have been homeless in the past two weeks and 94% have been homeless at some point as an adult. 62% have a criminal background; 57% have been diagnosed with mental illness; 49% have a disability; and 27% report substance abuse disorder (with many more choosing not to disclose). Further, 79% are currently receiving SNAP benefits, 68% are receiving Medicaid/Medicare, and 38% are receiving SSI/SSDI...According to the 2022 Point-in-Time Count, roughly 3,635 Philadelphians are homeless, including 788 people who are living on the street (Office of Homeless Services). According to Feeding America, prior to the Coronavirus pandemic, 226,890 people were food insecure in Philadelphia. COVID-19 exacerbated food insecurity and hunger for thousands of Philadelphians – increasing hunger rates from 14.4% in 2019 to a predicted 17%. These are the guests we serve, and they are incredibly vulnerable."

Methodology:

We worked to develop a partnership with Comcast, Inc., that provided thirty-six full-sized iPad tablets to partner sites. Therefore, along with our interactive tutorials, in this study, we included some devices for end users to keep, along with support on how to sign up for the Affordable Connectivity Program, granting up to \$30 a month toward internet fees.

"Broad Street Ministry (BSM) promoted and supported the learning of guests via weekly tablet training sessions. They used the tablets provided by Generations on Line (GoL) in addition to tablets that the guests already owned. These sessions allowed guests to have a welcoming and familiar environment in which they were able to gain knowledge and experience in using tablets and the capabilities of the internet.

Guests appreciated the training and being able to learn at their own pace. The training session provided a safe space to learn how to use a tablet and access the web. One of the guests admitted that he had never used a tablet before and was embarrassed to share that piece of information.

The coach appreciated the guide to prepare for the training sessions, especially initial questions to ask to help set the mood (page 15 in the Coaches Guide). The guests appreciated learning about ways to search and particularly enjoyed learning that they can use the microphone to speak/search in lieu of having to manually type using the keyboard. Most of the guests that came to the tablet training program ranged from 65-85 years old.

All of our guests live in extreme poverty and look to BSM for help to progress towards a more stabilized status. Guests that we work with are in the process of securing housing and employment or gaining access to appropriate behavioral and medical health care and therefore their attendance at the tablet training sessions was sporadic and not always consistent.

An additional opportunity to provide technological education and information access through the tablets came when BSM launched an initiative to raise awareness of the Earned Income Tax and Child Tax Credits for tax filing years 2021 and 2022. Although tablets were not used to actually file any guest's taxes online, they did prove valuable as a tool allowing guests to access information about the tax credits and eligibility requirements themselves and to learn about opportunities to share their stories about the impact received credits had made on their lives.

Analysis

Providing the resources to help our guests who had little to no experience in using computers, tablets, and the internet master the basic skills of tablet computer technology via the GoL onscreen interactive tutorials was amazing.

By providing all three legs of the stool: devices, connectivity, and training, there was demand and accomplishment. This led to additional trainings being offered beyond basics. Ongoing, these programs have sustained themselves organically. New learners now have access to more tutorials, so learning can continue long after the initial connection.

"BSM has been heartened by the experiences of our guests in using tablets. By providing tablets for participants of our Civic Engagement Initiative, BSM has also expanded the number of guests who are engaging in civic and community life more fully. Guided discussions from our facilitator and visiting arts educators include discussion prompts and opportunities for research and self-directed queries pertaining to current events and issues important to each participant. In this way, expanding tablet availability at BSM has also increased awareness of local news and events throughout a majority POC community with majority senior members. "

We were able to reach those in most need; We provided people who are typically the most ignored with the skill and access to use the internet. People who go to a shelter to get food, clothes and support can now receive emails through our training.

The link between poverty and social isolation is powerful.

Findings/Discussion

It was most rewarding to work with Broad Street Ministry. One issue for generations on Line is that not all participants were older adults. Due to Federal funding, every program offering must be available to all guests. We have focused our work exclusively on the elderly, but the gratification of this experience justified the breadth.

Case Study #2

The pandemic cried out for immediate solutions to problems technology could at least alleviate. Generations on Line was well positioned to assist families in communicating in this time of crisis, when isolated elderly needed contact with their loved ones and younger generations needed reassurance to see the faces of their confined parents; when the decennial census was online for the first time just when institutions were closed, and census workers were barred. It was also a time when up-to-date information about local openings and closings and timely neighborhood information switched from printed flyers and local newspapers to online local newspapers. We tackled these issues and accomplished everything we set out to do.

We expanded our capabilities in remote training beyond community-centered Sip & Swipe Cafes to home use for this critical period and beyond. This meant optimizing our teaching app and website (Easy Tablet Help for Seniors) to serve those elders who do not have Wi-Fi at home and rely on cell service and adapting our coach support to help families, friends and caregivers. With funding support from RRF and several others, we were able to create and deliver four new digital inclusion initiatives for older adults, and accomplish all the goals we set, on time and on budget.

- Developed, deployed new phone digital literacy app

Many seniors have smartphones but may not have any other computer options, so GoL created an interactive tutorial to guide older adults step-by-step with large type, simple instructions on every screen to help them learn how to use their phone to access the Internet on their phone. Once created, we adapted this program for both Android and Apple smartphones. We released this ahead of schedule and created a road-path interface. Then we adapted this to a website to help those seniors who had email accounts and could more simply receive a link from a friend or relative.

- Created Free Family Guides – Families forced to be physically apart from their older relatives needed new tools to enable them to get their family connected. Given that most younger generations (98%) are on line, Generations on Line created a series of free Family Guides in PDF form suitable for families reading online and printing and mailing the single sheet of reminders and tips strips to their elders. The guides detail tablet selection and setup for an older adult, internet connectivity, use of our free senior-friendly teaching app (which includes instruction on video calling). We also bought hosting services that enabled us to track the utilization. The family kit and website have been used by 8905 unique individuals. But beyond the numbers, the unsolicited feedback was all positive. One caller said: “You saved this 68-year-old’s life”.
- As families began increasingly to employ ZOOM for gatherings and connectors, GoL created an interactive Zoom training tutorial that quickly trained a novice in how to respond to a Zoom invite to participate. (In addition to our FaceTime and Skype tutorials.) People were confused because the conventional online instructions include how to host a call – we believed seniors simply needed to respond to an invitation. We placed a notice on our software that said “QUARANTINED? TAP HERE TO SKIP TO VIDEO CONFERENCING”. We received unsolicited positive feedback and quantitative indications of utilization. All these new tools created in the wake of the pandemic will grow organically – through senior-serving organizations and individual word of mouth as publicity continues.

CASE STUDY #3

- When we learned the 2020 Census would be online, we knew from experience that older adults, particularly low income with limited computer skills and wariness of scams would be loathe to participate. GoL created a guided tour through the Census site with practice questions that taught the skills needed for completion, promoted it through our network of senior centers; publicized it with paid advertising on social media sites to target caregivers and agencies, paid for distribution of a press release to the media, and ended the tutorial with a link directing users to the official Census. We worked with a local Wisconsin PR agency for the Census and the basic training programs. These techniques yielded a high rate of interest and led to higher utilization than expected. This tool trained techno-timid seniors to preview the type of form completion tasks required for entering data in the Census online and we have subsequently applied the design of this curriculum to a program in 2021. Participation in a timely critical need was gratifying to us and led to increased participation by a group otherwise left out.

General implications

- For GoL: The necessity of speed proved the advantages of a close knit, multi-tasking team. We will continue to tackle the tough projects based on researched needs and henceforth in addition to partners, we will include a diverse group of constituents to help us identify needs and build solutions.
- Future directions influenced by this grant: Already underway is to address immediate needs with consummate speed and “all hands-on deck”. Examples of current work include creating form-filling training for vaccination enrollment, based on the work we did with the Census Training. Adapting our training tutorials to other mobile devices began with this project and will continue for future work.
- Gerontology: Heightened awareness of the role technology plays in building neurons, reducing morbidity through social connections, and the self-efficacy of accomplishing something most thought they simply could not do. GoL works with the late adapters, the hardest to reach. Media coverage and new FCC policies now recognize the need to develop policies around digital literacy.

Question 11. Contact

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Question 12. Additional Information

This short video gives a glimpse into our work:

<https://www.youtube.com/watch?v=EhbLoGDsMr4>

Human-I-T

Name

Human-I-T

Initiative Area Mapping

- Digital Literacy
- Device Distribution
- Education, Outreach and Adoption

Main Address

1400 Oakman Blvd, Detroit, MI 48238

Applicant Name

Adam Sharma

Organization/Business name. If not applicable write N/A.

Human-I-T

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Question 1. Service Description:

Human-I-T partners with businesses across the United States to collect, refurbish, and redistribute technology. Human-I-T's first priority is to distribute as many devices as possible to low-income homes at no cost to them. For enterprise-grade equipment or technology that is otherwise unfit for benevolent distribution, Human-I-T maintains an online store, through which 501(c)3 organizations and verified low-income customers can obtain affordable devices suited to their specific needs. Additionally, Human-I-T maintains an eBay Charity store, through which for-profit companies and non-qualifying individuals can purchase affordable technology. All revenue generated through the resale of e-waste or refurbished devices is reinvested back into Human-I-T's nonprofit programs so that it can continue to provide high-quality digital navigation services at no cost to recipients.

Human-I-T believes that every household deserves personalized support connecting to digital equity resources. The organization also acknowledges that many people may not know where to start in getting digital access. To address this, Human-I-T provides tailored one-on-one assistance that assesses and then meets each individual's specific needs in getting connected to the digital world.

When a person reaches out to Human-I-T, for example, to buy a computer or connect to the internet, Human-I-T's multilingual digital navigation team works with them to diagnose the full extent of their personal digital divide and understand their medium to long-term goals. Empowered with this information, Human-I-T can fulfill each participant's immediate needs and set them up for success in getting the tools they need to reach their goals. By focusing on an individual's goals, such as enrolling in online schooling or finding a new job, Human-I-T can support each person's digital needs holistically versus addressing just one need in a silo.

Unlike using a hotline or call center, where a customer is often referred to an outside organization for help, Human-I-T combines both advisory services and service delivery. Instead of giving someone a phone number to track down a low- or no-cost internet service provider on their own, Human-I-T provides step-by-step individualized support throughout the entire research and enrollment process, ensuring that they get the help they need.

Human-I-T's approach supports the individual from start to finish with as much or as little interaction as needed, leading to a more equitable outcome. By recognizing each household's different circumstances and allocating the appropriate time and support, Human-I-T is able to empower individuals with digital support services and resources suited to their skills and lifestyle.

Human-I-T's digital navigators assist individuals with the following digital equity needs:

- Device Distribution: Human-I-T provides high-quality new and refurbished personal computing devices to income-qualified households. By providing a wide range of options, the goal is to equip each recipient with a device that best suits their needs and goals. Each device comes with wraparound support services, including warranty coverage, one year of technical support, and access to Human-I-T's other digital equity programs. With less than 1% of refurbished laptops distributed by Human-I-T requiring additional technical support servicing, Human-I-T stands as proof that low-cost does not equate to low-quality.

- Outreach, and Adoption: Human-I-T provides multi-layered connectivity solutions tailored to each household's unique geographic and financial circumstances. Digital navigators assist households with signing up for high-speed internet plans available at no or low cost, recommending the best options based on income level, zip code, and connectivity needs. To ensure a seamless experience, the team offers step-by-step support throughout the entire enrollment process, ensuring a successful connection and preventing applicants from being turned away or upsold. In addition to in-home broadband options, Human-I-T provides mobile hotspot solutions for those in transitional housing, students away at college, and others who require flexible, portable internet access.

- Digital Skills Training: Human-I-T teaches adult learners the fundamentals of using a computing device. Designed for beginners, the organization's online digital literacy training helps users understand computer basics, such as fundamental cybersecurity practices, using a keyboard and mouse, and utilizing e-mail, video conferencing, and word-processing software. The program is offered in English and Spanish, and is self-paced. Learners are supported by a dedicated team of coordinators and tutor volunteers who provide personalized assistance via phone, text, email, or online chat. Human-I-T also offers a "tutor toolkit" for other nonprofit organizations to teach course modules to their community independently, empowering the community to successfully access the nonprofit's online programs, leading to higher success rates. This training sets learners up for success with continued learning through other programs, or simply allows them to successfully use the digital resources that will save them time and money.

- Technical Support: Human-I-T has successfully supported hundreds of thousands of devices maintaining a 98% customer satisfaction rating. Technical support services can either be coupled with Human-I-T's Device Ownership program, or provided as a standalone program to support devices that were not procured or distributed by Human-I-T. Multiple levels of support are available in order to accommodate a range of user needs:

- Basic Support: Quick assistance with routine questions and straightforward tasks that might trip up casual tech users. Examples include helping users connect to a new Wi-Fi network, managing Wi-Fi networks, pairing Bluetooth devices, and adjusting display settings such as increasing text size to increase accessibility for the visually impaired.

- Intermediate Support: Step-by-step guidance through more involved issues or multi-step setups that can be confusing. Examples include helping users set up and sync new email accounts across devices, troubleshooting issues with video streaming, and managing storage space by clearing out unnecessary files and optimizing performance.

- Advanced Support: Expert-level troubleshooting for complex issues, sometimes requiring remote access or in-depth configuration. Examples include setting up and securing a new home network, including guest access and parental controls, configuring smart home systems, and resolving persistent device issues, like a computer repeatedly crashing or software conflicts causing malfunctions.

Human-I-T's approach supports the individual from start to finish with as much or as little interaction as needed, leading to a more equitable outcome. If needed, Human-I-T also offers each of these digital equity solutions (Device Distribution, Outreach & Adoption, Digital Literacy Training, and Technical Support) as stand-alone programs. Flexibility in service delivery ensures that Human-I-T is able to meet each community's specific needs while efficiently managing limited funding resources.

By recognizing each individual's unique circumstances and allocating the appropriate time and support, Human-I-T empowers individuals with digital support services and resources suited to their skills and lifestyle. Equipped with digital connectivity, recipients gain the ability to access essential resources for success, including educational materials, employment application portals, and online public resources.

Question 2. Pricing Structure:

Human-I-T offers accessible and affordable digital equity services designed to bridge the digital divide. Device distribution options begin at \$140, ensuring individuals and families have reliable hardware. High-speed internet plans start at just \$14.99 per month, connecting communities without breaking the bank. Technical support services are available starting at \$29.99 to keep users confidently online. Lastly, Human-I-T offers access to its digital skills training course at no cost to recipients.

Question 3. Target Audience

Anyone making <150% of the Federal Poverty Level qualifies for Human-I-T's digital equity services. Concurrently, Human-I-T prioritizes collaborating with local community-based organizations that serve any and all Covered Populations. These organizations are often the closest link to residents most in need of assistance. These entities, including libraries, schools, community centers, and other nonprofit organizations, work hard to gain trust within their communities and have an in-depth understanding of the need amongst Covered Populations. However, they often lack the organizational expertise or capacity to deliver digital equity resources in a way that will holistically address the varied and nuanced connectivity gaps that emerge in any given community. That is why Human-I-T positions itself as a national leader in digital equity programming, partnering with local institutions to provide top-tier connectivity resources in a local setting. This allows Covered

Populations to receive programming in a format that they are already comfortable and familiar with, lowering barriers to adoption and improving positive social outcomes.

Human-I-T has partnered with 1,300+ school districts, nonprofits, community anchor institutions, and government agencies across 440 cities to implement digital equity programs that have served every Covered and Disadvantaged Population, as described in Attachment B of RFI 2025-MBI-07.

For youth populations, digital connectivity is associated with improved educational outcomes and higher lifetime earnings. Digital inclusion also strengthens pathways to employment. According to the Pew Research Center, job seekers consider the internet the most important tool available to them in their search. With a connected computer, individuals have unlimited access to job boards, résumé building services, interviewing tips, remote work, business planning, technical support, and critical capital.

Beyond obtaining a digital connection, gaining adequate digital skills is key for job seekers as well: 90% of U.S. jobs that pay over \$20 per hour require digital literacy skills. Given years of disinvestment in technical education in communities of color, members of racial/ethnic groups are less likely to be exposed to technical skills sought in higher-earning jobs. With the rapid digitization and automation of the U.S. economy, a recent Deutsche Bank study found that most Black and Hispanic American workers could be disqualified or underprepared for 86% of jobs in the U.S. by 2045.

Digital equity also advances health equity. Particularly for rural, immigrant, or aging patients who may juggle multiple jobs or lack the resources to attend doctor appointments in person, telehealth presents the opportunity for doctors to provide care in whatever environment is safest and most convenient for the patient. Lastly, digital equity ensures that everyone has a voice in today's digital age. The US Supreme Court recently deemed the internet as the modern-day public square. If one does not have internet access, they are effectively excluded from that public space that has long since been considered crucial to civic life.

Human-I-T has a team of seven full-time Community Partnership Coordinators who manage relationships to ensure partners have the resources to execute collaborative grants. The team has 12 years of experience coordinating partnerships with entities like the Department of Housing and Urban Development, Los Angeles Unified School District, Detroit Health Department, Miami Dade County, YMCA, and Goodwill. Human-I-T uses a proprietary database to track data on populations served, regional focus, staff, and partner roles. Oftentimes, Human-I-T finds that many of its recipients fall under multiple categories of Covered Populations.

Human-I-T works with partners deeply entrenched in the community, culturally competent, and specialized in working with covered populations. These entities provide a critical link to understand each population's unique experiences, build trust, and leverage feedback to improve service delivery. Partners layer in their own programming to maximize the use of digital inclusion tools and remove barriers to economic, education, health, and social wellbeing.

Question 4. Experience and History

Human-I-T's mission centers on creating equitable access to technology through a holistic social enterprise model that provides affordable devices, low-cost internet, digital literacy training, and sustained technical support to income qualified populations. Founded in 2012, Human-I-T has since supported over 570,000 American households with devices and digital navigation services, positioning itself as the leading nonprofit provider of these resources in the United States. Reaching communities across 440 cities, Human-I-T empowers individuals in education, employment, and personal growth, creating meaningful opportunities through technology access and support.

To date, Human-I-T has distributed over 434,000 computing devices, assisted more than 115,000 households in adopting high-speed internet, and trained 16,400+ individuals in digital skills. In 2023, Human-I-T began providing holistic digital navigation programming, and has since served over 38,100 households. Programming is delivered to all Covered Populations with a particular focus on low-income households. As a result, 100% of people served earn 150% or less of the federal poverty level.

Question 5. Geographic Reach

Human-I-T has delivered over 1,000 devices to households across the state of Massachusetts. Recipients represent a wide breadth of Covered Populations, including youth, individuals with disabilities, women, members of racial/ethnic groups, and low-income households. Since the organization's founding in 2012, Human-I-T has delivered services in 46 out of 50 U.S. states, making it a national leader in providing digital equity resources to Covered Populations.

To achieve this scale of reach, Human-I-T identifies and supports trusted community-based organizations (CBOs), providing technical assistance, capacity building, and ongoing support to ensure program success. Through these partnerships, Human-I-T has refined its role as a convener and program manager, developing systems that promote transparency, foster accountability, and ensure programs remain responsive to community needs. Regular stakeholder engagement, coupled with robust monitoring and evaluation

frameworks, enables Human-I-T to proactively address challenges while maintaining strong relationships with partners across diverse communities. This experience in managing multi-stakeholder initiatives while upholding rigorous program standards positions Human-I-T as a trusted partner in implementing impactful digital inclusion programs nationwide.

Human-I-T will work closely with the Massachusetts Technology Collaborative and local partner organizations across the state to identify the most suitable distribution method for their clients. By employing a mix of proven distribution approaches, the organization can ensure everyone has an opportunity to access programming:

- Distribution Events at partner locations for community members to pick up devices.
- Direct Deliveries to community centers to ensure availability in convenient central community locations.
- Home Shipment options for individuals with mobility challenges, ensuring equitable access.

Local partners will lead outreach efforts in their respective regions, using familiar community channels to inform and engage residents about the opportunity to receive a device. By leaning on these trusted partners for outreach and resource sharing, Human-I-T will effectively engage individuals who might not otherwise be aware of such opportunities, particularly those in rural areas.

Question 6. Success Metrics

Human-I-T uses several methods to track successful program delivery, gauge effectiveness, and collect valuable feedback from recipients. Human-I-T tracks the number of computer devices donated, households assisted in signing up for no-or-low-cost broadband plans, customer satisfaction score with technical support services, and the number of individuals participating in digital literacy training. These four metrics represent a comprehensive approach to digital inclusion. For a person to be fully connected, they need the hardware, broadband, support and knowledge to harness all of the opportunities that live online.

Beyond outputs, Human-I-T conducts post-donation surveys to measure outcomes and collect candid feedback. This is important to track how technology affects recipients' upward social mobility and what opportunities are unlocked by device ownership, including:

- Number of participants that applied for a job or secured new employment using the donated device
- Number of parents that report improvement in a child's learning
- Number of participants that managed their finances online for the first time using the donated device

Human-I-T's initiatives have demonstrated significant improvements in the lives of participants, as evidenced by historical data:

- 83% of students report improved grades, highlighting the essential role of digital access in academic success.
- 57% of participants now access essential services like Medicaid and SNAP online, showcasing the necessity of digital tools for accessing government assistance programs.
- 47% of participants use their digital access for medical care or telehealth, emphasizing the importance of connectivity in health outcomes.
- One-third of participants have used digital tools to apply for jobs, illustrating how digital access fosters economic advancement. Surveys also capture qualitative data about the impact of a digital connection. Here is a story that was recently received from Shura Ragimova after receiving a device from Human-I-T:

"I am extremely grateful for this precious investment in my future. I came from Ukraine 2 months ago. The war in my native country made me flee... I had to leave my job and go abroad. I also got a chance to get a course in programming for free from another organization supporting refugees. Now I will be able to pass it on to your laptop. That is how your actions can change things, and make the lives of others easier and give hope to those who face hardship."

These outcomes underscore the transformative impact of Human-I-T's digital inclusion efforts on the diverse communities it serves, from students and families to job seekers and those in need of healthcare and government services.

Question 7. Client Engagement

Human-I-T engages clients directly throughout service planning and implementation by gathering feedback through surveys and client interviews to ensure programming aligns with community needs. During service delivery, Human-I-T provides personalized digital navigation programming, working one-on-one with each client to tailor services to their specific digital gaps and goals. For device distributions, clients are able to reach Human-I-T's technical support team for one year post-service delivery to address any unexpected

issues. Human-I-T also maintains regular contact with partnering community-based organizations to collect feedback, client photos or testimonials, and to address any remaining digital gaps if necessary.

Question 8. Partnerships:

Human-I-T believes that collaboration is an integral component of successful program implementation. Local community-serving organizations are often the closest link to residents most in need of assistance. These entities, including libraries, schools, community centers, and other nonprofit organizations, work hard to gain trust within their communities and have an in-depth understanding of the need amongst covered populations. However, they often lack the organizational expertise or capacity to deliver digital equity resources in a way that will holistically address the varied and nuanced connectivity gaps that emerge in any given community. That is why Human-I-T positions itself as a national leader in digital equity programming, partnering with local institutions to provide top-tier connectivity resources in a local setting. This allows recipients to receive programming in a setting and format that they are already comfortable and familiar with, lowering barriers to adoption and improving positive social outcomes.

Human-I-T seeks to promote collaborations with local nonprofits and community anchor institutions to share best practices and align capabilities that extend and amplify impact. A well-structured partnership will enable all parties to address a common digital equity challenge, and then scale the solution to reach covered populations. Altogether, these community partnerships and collaborative approach to program delivery ensures that outcomes are sustainably and equitably distributed.

Question 9. Training and Support

Human-I-T opts to utilize a direct service approach to programming. The organization has observed that this method ensures higher quality service delivery and increased sustainability compared to train-the-trainer models by leveraging internal expertise developed over 12 years of specialized digital equity work. By serving as an ongoing implementation partner, Human-I-T ensures consistent, expert-driven support, eliminating common challenges associated with high turnover rates and funding instability often experienced by organizations using train-the-trainer models. Through sustained collaboration and continuous pursuit of funding opportunities, Human-I-T provides long-term, reliable service delivery, enabling partner organizations to focus on their core missions while benefiting from stable, professional digital equity support.

Question 10. Case Studies

Human-I-T has a strong track record of implementing digital equity initiatives at federal, state, and local levels, including projects with NTIA, such as the Connecting Minority Communities grant.

At the federal level, Human-I-T served as a Regional Project Manager for the ConnectHome program, launched by the Department of Housing and Urban Development. It led the nation in connecting families to devices, internet, and digital skills training in public housing.

At the state level, Human-I-T was awarded \$6 million by the California Public Utilities Commission to deliver digital navigation, internet adoption, and digital skills training to 24,000 income-qualified individuals statewide.

At the local level, Human-I-T received over \$3 million from the Detroit Public Schools Foundation to support 51,000 students with technical assistance during the pandemic, earning a 92% customer satisfaction score from families. It also participated in over a dozen CARES Act and ARPA initiatives, providing digital inclusion services.

Each project was executed within budget and met all deliverables ahead of schedule.

Question 11. Contact

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Question 12. Additional Information

In order to ensure digital equity programming in Massachusetts is sustainable and scalable, the State should invest dollars in experienced digital equity organizations with robust revenue streams to support work beyond the limitations of the Digital Equity Act State Capacity budget. Human-I-T's financial strength and diversified funding model, backed by corporate partnerships, foundations, and government grants, have enabled the organization to manage over \$140 million in grant funding for digital equity.

To ensure the long-term sustainability of this program, Human-I-T will leverage a community-centered approach driven by a proven funding model, circular economy framework, and expansive operational infrastructure. As Global Top 3 eBay for Charity seller, Human-I-T generates over \$8 million annually through the collection, refurbishment, and redistribution of technology, with an additional \$2 million in revenue from ITAD services and recycling. This circular economy approach not only drives revenue but also supports the organization's mission—every dollar generated is reinvested into digital

inclusion programs, ensuring continued technology access and digital literacy training for underserved communities at no cost to recipients.

Human-I-T is a 501(c)(3) nonprofit with 174 employees across three business units supported by a Board of Directors. The organization has 12 years of programmatic, legal, and financial expertise in digital equity programming to implement large-scale initiatives.

Human-I-T generates revenue through its social enterprise and philanthropy. It partners with businesses across the U.S. – including Walt Disney Company, Microsoft, and General Motors – to provide IT Asset Disposition services, offering onsite technology pickup, data security/wiping, and serialized reporting. Human-I-T repurposes reusable electronics to extend their life and reduce e-waste.

Refurbished technology is distributed to income-qualified communities at low or no cost, while enterprise-grade equipment is refurbished and resold. Through this revenue stream, Human-I-T has generated \$58 million and secured its position as a Global Top 3 eBay for Charity seller. All revenue supports digital inclusion programs. Human-I-T has consistently achieved 50-200% revenue growth year-over-year, enabling it to scale in response to need, as shown by the tripling of staff (50 to 150) in 2020.

Human-I-T's philanthropy team, with eight members, secures diverse funding from corporate partners like Cisco, Amazon, and Microsoft, and foundation partners like GitLab and the Gilbert Family Foundation. The organization also has access to multi-million-dollar lines of credit with the largest U.S. bank, offering financial flexibility to manage reimbursement-based projects.

See [Airtable](#) for more information.

International Institute of New England

Name

International Institute of New England

Initiative Area Mapping

- Digital Literacy
- Device Distribution
- WiFi Access
- Education, Outreach and Adoption

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Applicant Name

Sally Bunch

Organization/Business name. If not applicable write N/A.

International Institute of New England

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Question 1. Service Description:

The International Institute of New England (IINE) creates opportunities for refugees and immigrants to succeed through welcoming, resettlement, education, career advancement, and pathways to citizenship. By providing a continuum of care that addresses the needs of immigrants and refugees at different points in their integration journeys, IINE has seen first-hand how clients are impacted by inequitable access to technology and digital literacy knowledge. Our clients are primarily low-income and many have had limited or no experience with computer technology before arriving in the U.S. IINE addresses their needs through culturally and linguistically supported digital equity services including digital

literacy training, technology access, device distribution, one-on-one support, and enrollment support for low-cost internet programs.

Digital Literacy Training

IINE integrates digital literacy instruction and support into program curricula, dedicated workshops, and one-on-one, to foster development of skills that are critical for the success of adult refugees and immigrants in English education, vocational training, the workforce, and navigating community resources.

English for Speakers of Other Languages (ESOL):

IINE has provided ESOL services to 3,434 individuals in the past five years, including five levels of contextualized English language instruction at its Boston and Lowell, Massachusetts sites. Classes are either fully remote in delivery or hybrid with a combination of in-person and remote classes. ESOL Instructors involve platforms and applications including Burlington English, Zoom, Microsoft Office, WhatsApp Web, and email in class delivery. This focus on digital skills supports participants in navigating hybrid and remote learning environments while preparing them for the digital demands of the job market. This navigation enables students to complete coursework and homework, engage in speaking, listening, reading, and writing practice using online platforms and tools, and complete workforce readiness tasks including searching for jobs online and filling out online applications, which contribute to English language learning gain. In 2024, 80% of IINE's ESOL students demonstrated a measured skill gain, using the BEST Plus 2.0 Oral Assessment, a flexible assessment tool which can be administered in-person and online for intake placements, with a follow-up at the end of each course.

IINE's Education staff, including instructors and Admissions Specialists, supported by trained volunteers, assist students with taking the first steps to accessing online instruction. Orientation sessions help new students navigate digital platforms and troubleshoot connectivity issues, and students are provided Chromebooks and headphones if needed.

Since 2020, IINE supported 1,942 Massachusetts ESOL students to learn new digital skills that meet a particular need (e.g., using a laptop to access a telehealth appointment). Another overarching indicator of success of digital literacy instruction and the support of ESOL staff and volunteers across IINE's ESOL program is that enrolled students access the online component of their ESOL course and demonstrate familiarity with Zoom and Google Classroom, internet basics, sending/receiving email, and other areas of technical literacy. Other digital literacy skills, including understanding the basics of hardware and software

navigation, setup and navigation of online job profiles, educational resources, and cybersecurity, are integrated into ESOL curricula based on ESOL proficiency level.

Digital Literacy Workshops

For those with low language and digital literacy, IINE offers Digital Literacy Workshops in English, Haitian Creole, and Spanish, with in-person and remote sessions.

Topics include:

- o Introductory: Device basics, web browsers, and remote meeting software (Zoom, Teams, etc.)
- o (Intermediate: Microsoft Office, email, and expanded digital skills.

Digital Literacy within Skills Training Programs

For those with greater language fluency and career goals, IINE has also incorporated robust digital literacy training into its skills training programs in Boston. By teaching participants to effectively use digital tools, they can compete in a labor market increasingly driven by technology. Students gain skills that not only improve employability but also support professional growth, enabling them to achieve job upgrades and self-sufficiency.

Bridge to IT Proficiency Program

For those interested in developing skillsets to enter tech careers or jobs that rely heavily on tech expertise, IINE offer an intensive training that helps language learners develop enough vocabulary and digital skills to bridge to and benefit from certification trainings. Bridge to IT Proficiency is a robust course that includes 60 hours of digital literacy training on essential computer and software skills, including Salesforce, C++, and Cybersecurity. The class incorporates career counseling and prepares participants to apply for certification trainings in STEM or to obtain credentials and skills for jobs as Office Administrator, Salesforce Administrator, IT Service Desk Analyst, and Computer Helpdesk Assistant or Technician. IINE partners with MassHire Metro North Workforce Board, BEST Hospitality Training, and Roxbury Community College. Participants receive six hours of training per week, one-hour meetings with their Career Navigator bi-weekly, one hour of weekly Salesforce, C++, or Cybersecurity mentoring, and access to other IINE services as needed. Participants can receive transportation assistance, Chromebooks, and tuition payments for the NorthStar Digital Literacy Training.

Digital Access

- IINE ensures digital inclusion through technology distribution and support. Corporate Donations & In-Kind Contributions allow for distribution of additional devices and resources, such as smartphones.
- Chromebooks & Hotspots: Within its programs, IINE provides Chromebooks and Hotspots for as many clients as possible. Some programs allow participants to keep their devices, some Chromebooks are available in-person only, and some programs allow participants to keep the device after accomplishing a certain level of English proficiency. One-on-one support is available for clients that need it.
- Burlington English Licenses and NorthStar Digital Literacy Training: Purchased for students to access tailored language learning and digital literacy.

Education, Outreach, and Adoption

Low-income immigrants face significant barriers in the U.S. that exacerbate digital inequity. Many arrive with no financial resources, limited English proficiency, and little familiarity with workplace norms. While IINE's initial services focus on meeting immediate needs such as food, housing, cash assistance, and basic benefits, these supports often cannot cover the cost of technology and broadband access. Technology plays a critical role in overcoming barriers related to transportation, scheduling, and childcare.

Through one-on-one support through Case Specialists and a Digital Navigator at each site IINE facilitates enrollment in subsidized and lower-cost broadband providers. Digital Navigators provide clients with application support, as well as internet setup. One-on-one support includes training on device use, email, and Zoom navigation.

Wi-Fi Access

Along with the Chromebooks, IINE provides many program participants with hotspots to access internet. Since 2020, 1,027 refugee clients have received help enrolling in discounted or free options for broadband internet service.

Question 2. Pricing Structure:

IINE serves a population below 250% of the Federal Poverty Level and does not charge clients for these services. As with almost all our services, they are covered through:

- Contracts: Government and private contracts for service delivery.
- Funding Requests: Applications for funding from foundations and federal, state, and local agencies.

- Corporate Donations: Examples include in-kind contributions such as smartphones and internet access through Google and T-Mobile.

Question 3. Target Audience

IINE serves a unique population of extremely low-income immigrants eligible for support from the Office of Refugee Resettlement (ORR) including refugees; Special Immigrant Visa holders; asylees; parolees; adult and child survivors of human trafficking; Cuban/Haitian entrants; and unaccompanied children. IINE clients come from several of the populations covered in Attachment B: immigrants and refugees, English language learners (ELLs) and low-literacy individuals, individuals with disabilities, LGBTQ+ individuals, low-income households, members of racial/ethnic groups, members of religious minority groups, women, youth, and aging individuals. Most of our target audience belongs to more than one of those categories.

Refugees in the U.S. face numerous barriers to adapting to life in the country and obtaining and retaining employment to achieve long-term self-sufficiency and stability. Most arrive with recent experiences of trauma, violence, and poverty, and many have mental health challenges. Most adults IINE serves do not have U.S. work experience, have little knowledge of U.S. workplace standards, and face significant cultural barriers. They also face language barriers, lack advanced degrees or credentials recognized by U.S. institutions, and often have transient housing situations. Almost all have limited digital literacy, English proficiency, and basic education; 44% of our clients have no formal schooling or dropped out of high school. Access to affordable childcare, transportation, and housing are also barriers.

IINE solicits input and feedback from our clients and community to ensure that our programs address their needs. The input of clients in seven focus groups helped IINE shape its strategic plan, and survey feedback guides our program teams to adjust programming. Because this input highlighted the need to continue providing hybrid services, IINE has strengthened its commitment to help clients build their digital literacy skills and access devices and hotspots.

Question 4. Experience and History

IINE has provided digital equity services since 2015, expanding significantly in 2020 during the COVID-19 pandemic. By providing a continuum of care that addresses the needs of immigrants and refugees at different points in their integration journeys, IINE has seen first-hand how clients are impacted by inequitable access to technology and digital literacy knowledge. Our clients are primarily low-income and many have had limited or no experience with computer technology before arriving in the U.S. When IINE pivoted to

remote operations in March 2020, the shift from in-person, hands-on learning in our ESOL programs to virtual platforms such as Zoom and Google Classroom presented clients with new challenges, such as struggling with unfamiliar instructions due to limited English skills, and lack of access to computers and/or internet. Clients also needed guidance applying online for unemployment benefits and guiding their children in accessing remote schooling.

At that time, IINE developed a remote infrastructure for all programming through web-based platforms and digital literacy support. Since 2019, IINE has connected more than 1,000 households to low-cost internet, but demand continues to exceed available resources. The shift to remote services resulted in a 124% average increase in demand for education and skills training. Currently, IINE maintains a waitlist of approximately 600 students for digital literacy services.

Question 5. Geographic Reach

IINE operates service sites in eastern Massachusetts and southern New Hampshire. Our Massachusetts sites include:

- Boston: Serves 43 municipalities in Greater Boston, including Lynn, Malden, and Chelsea.
- Lowell: Supports Lowell and surrounding communities such as Acton, Billerica, Methuen, and Lawrence.

Additionally, IINE's Immigration Legal Services serves clients across New England, and the Unaccompanied Children's Program provides support throughout New England and New York.

Office Locations in Massachusetts:

- IINE-Boston: 2 Boylston Street, 3rd Floor, Boston, MA
- IINE-Lowell: 101 Jackson Street, Suite 2, Lowell, MA

Through a contract with the Massachusetts Office for Refugees and Immigrants, IINE is also providing ESOL instruction, housing placement, legal, and other services to immigrants in Emergency Assistance shelters in primarily in Boston and Lowell.

Question 6. Success Metrics

IINE measures success using both qualitative and quantitative methods. ESOL instructors are experienced in using evidence-based instructional methods, along with informal, summative, and formative assessments to gauge student readiness before classes begin and ensure they meet targeted English Language Proficiency Standards (ELPS), College

and Career Readiness Standards for Adult Education (CCRS AE), and digital literacy standards by the end of the course. Regarding digital equity, ESOL instructors track the support clients receive. Since tracking began in 2020, 1,942 Massachusetts students received digital navigation services, defined as group or one-on-one interactions, delivered virtually or in-person, and learned new digital skills to meet specific needs, such as using a laptop to participate in a video telehealth visit. Success in ESOL is measured by English learning gains using tools including the TABE Clas-E and the BEST Plus 2.0 Oral Assessment, tools which can be administered in-person and online for intake placements, with a follow-up at the end of each course. In 2024, 80% of students demonstrated a measured skill gain using these tools. IINE also uses Apricot, a secure, cloud-based software product by Social Solutions, for documenting client's personal information and case notes, and record and track job placement and other program outcomes data.

Question 7. Client Engagement

IINE actively involves clients in service planning and implementation through:

- **Surveys & Focus Groups:** Client input through surveys and focus groups inform IINE's services and our 2024 strategic plan. Enhancing our commitment to service equity, it defines new milestones in helping clients achieve progress toward self-sufficiency and new investments in helping all clients reach foundational achievements in language acquisition, employment, and community integration.
- **Program Design Feedback:** Student surveys shape curriculum topics and program adjustments. IINE solicits input and feedback from our clients and community to ensure that our programs address their needs.
- **Case Management:** Case Specialists work with clients one-on-one to provide case management support. Case notes are also used to shape programs.

Question 8. Partnerships:

IINE collaborates with key organizations to enhance digital literacy, including:

- **Tech Goes Home (TGH):** IINE's Boston and Lowell sites have served as TGH training locations since 2023.
- **Northstar Digital Literacy:** Starting in fall 2024, IINE's Boston and Manchester sites offer Northstar assessments, certificates, computer classes, and online learning.
- **Northeastern University:** Students in service learning programs have supported digital literacy workshops since spring 2024.

Question 9. Training and Support

Not applicable

Question 10. Case Studies

1. Bridge to IT Proficiency

Carole, a student in the Bridge to IT Proficiency class, began the course with only a basic level of digital literacy. With support from IINE staff and through her hard work and dedication, she increased her Northstar Email module score from 17% to 90.8% by the end of the course.

2. Refugee Career Pathways

Samima, an Afghan client with a background in computer science, sought to advance in her career by learning CSS and JavaScript while caring for her one-year-old child. To help her pursue her goal, the Skills Training team purchased an online self-study course from Udemy, and a staff member provided online tutoring, attending classes alongside Samima (with her child also auditing the class from her lap) and assisting as needed. Samima completed the course and earned her certificate, demonstrating the effectiveness of this online tutoring model.

3. Family Literacy Class

IINE's Family Literacy class supports English and literacy skills development for pre-literate refugees. One student in the class who practiced independently the most using the online learning platform, USA Learns, was Farzana, who logged 17 hours outside of class. She explained to IINE-Lowell's Education Manager that she found USA Learns to be difficult but worth the effort: "My daughter helped me sometimes but I tried to do the lessons myself. The writing activities were most difficult. I learned a lot of vocabulary and reading. I used it 3-4 times a week when I was in the Family Literacy Class. I also improved my computer skills. I like USA Learns." She moved up to IINE-Lowell's level 1 class in December 2023 after three months in the Family Literacy class.

Question 11. Contact

<https://iine.org/contact/> form, email at grants@iine.org, or call 617-695-9990.

Lead for America/American Connection Corps

Name

Lead for America/American Connection Corps

Initiative Area Mapping

- Education, Outreach and Adoption

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Applicant Name

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Organization/Business name. If not applicable write N/A.

Lead for America/American Connection Corps

Email Address

taylor.stuckert@leadforamerica.org

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Question 1. Service Description:

The American Connection Corps (ACC) is dedicated to advancing digital equity by training and supporting local leaders who drive meaningful change within their communities. Through a structured recruitment and training process, American Connection Corps ensures that Members are well-equipped to address digital equity challenges while fostering long-term community impact. American Connection Corps actively identifies and screens potential host sites in targeted communities, ensuring they align with the program's mission before recruiting Members. Once approved, host sites collaborate with American Connection Corps's national recruitment team to find local candidates who are best suited for service. The recruitment process prioritizes diversity, selecting Members from various generations, socio-economic backgrounds, and geographic locations to bring different perspectives to their cohorts. To support Members and retain talent, American Connection Corps offers one of the highest AmeriCorps living stipends—\$33,000 per Member for 2025—along with comprehensive benefits, including dental and vision insurance, a professional development discovery fund. Members receive daily guidance

from a local mentor and weekly check-ins, as well as individualized support from an LFA Program Officer who manages a portfolio and provide high-quality assistance.

American Connection Corps's leadership development and training include three convenings each year: New Member Orientation, the Winter Training Institute, and the Year-End Graduation. These events provide training on digital literacy, broadband advocacy, rural economic development, and community engagement. Additionally, Members participate in bi-weekly learning pods, some of which are peer-led, fostering knowledge-sharing and leadership development. Within the first few months of service, Members conduct Listening Tours, gathering insights from local residents and stakeholders on digital challenges and opportunities. These findings are presented during the Winter Training Institute, enabling shared learning and the development of best practices. In the past, American Connection Corps Members collaborated with the Massachusetts Broadband Institute (MBI) to refine community engagement strategies for digital inclusion efforts. American Connection Corps also prioritizes long-term leadership development by maintaining strong alumni engagement through the LFA Alumni Network, which supports alumni-driven community initiatives.

As a turn-key AmeriCorps program, American Connection Corps handles recruitment, training, professional development, direct deposit administration for Member stipends, and full-time Program Officer support. Since its inception, American Connection Corps has refined its Member experience model based on continuous feedback from host sites and Members. As of 2023, American Connection Corps has achieved a 95% cohort recruitment rate and a 97% Member retention rate. By combining strategic recruitment, high-impact training, and sustained community engagement, American Connection Corps ensures that its Members are not only addressing digital equity challenges but also building long-term resilience while growing as future leaders.

Question 2. Pricing Structure:

The American Connection Corps team is proud of our three-pronged revenue model, which braids earned revenue across federal, state, local, and private sources, ensuring that all contributed funds are leveraged meaningfully. Funding sources include our AmeriCorps State and National Grant and a range of private philanthropic contributions (from partners such as Comcast, US Bank Foundation, Land O'Lakes, Ascendium, etc).

For this submission, the pricing model is based on our prior experiences with providing services throughout the Commonwealth of Massachusetts, and will focus on the Cost Categories of "Digital Literacy" and "Education, Outreach, and Adoption." Each of the members in our program will be focused on these two categories of work. Supplemental

components of this work (e.g. device distribution or outreach materials) will be matched from other program resources.

Pricing is uniform on a per unit basis for each member and our request of funds would be matched by our other grant resources to cover the entire cost of the program per member. \$40,400/member would include host site fee costs for the local community partners that we would be supporting (\$35,000/member), cost of living adjusted support for each member above the AmeriCorps stipend (\$5,000/member), and NorthStar Digital Literacy Curriculum (\$400/member).

Question 3. Target Audience

American Connection Corps is proud to be a nationally scaled, but locally rooted organization. Our members are deliberately recruited from the community that their host site serves, and our in-state, on-the-ground host site partnerships are the lifeblood of our impact. Since the organization's inception in 2021, we have demonstrated a lengthy history of direct support, technical assistance, and capacity building for Covered Populations, having placed 300+ corps members with host sites in 150+ communities across 40+ states/territories nationwide.

To empower and build sustainable advancement in host site communities, American Connection Corps members provide critical "boots on the ground" capacity, offering both direct service in the field and project management support. Over 90% of American Connection Corps host sites have rated their American Connection Corps member as a valuable capacity building resource for their organization. Additionally, we convene our host sites virtually on multiple occasions each service year, helping to connect these backbone organizations with a range of technical assistance, a supportive network, and digital divide expertise.

American Connection Corps's members themselves often identify among federal and state definitions for Covered Populations, and our host sites disproportionately serve communities with high shares of Covered Populations. Over 60% of our members identify as racial/ethnic minorities, over 35% have rural backgrounds, and over 60% have an income that places them in a covered household. On the host site side, our partners are explicitly selected due to their mission's focus on serving Covered Populations. Host sites are frequently located in rural areas, and they almost exclusively serve the sorts of marginalized populations that are the focus of federal and state digital opportunity programs and grants. Throughout a given service year, each of our American Connection Corps members will engage with individuals from each and every Covered Population.

The following statistics from our 2021-23 Impact Report, summarizes the contributions of our first two American Connection Corps cohorts, reflect our history of support and capacity building, all within communities with high shares of Covered Populations:

- 319 public workshops hosted
- 97 Broadband Action Teams formed
- 7760 households connected to affordable broadband
- 7755 speed mapping tests conducted
- 78 public-private partnerships fostered by Members
- 119 grants pursued by Members, totaling \$64M

From American Connection Corps's founding, both member and host site selection has focused upon people and communities who qualify as Covered Populations. This deliberate programmatic and partnership focus and our history of success positions us well to grow our impact with these populations in Massachusetts.

Question 4. Experience and History

The American Connection Corps (American Connection Corps) has been placing digital navigators across the country for the past three years, including two years of service within Massachusetts. Since March 1, 2023, American Connection Corps has significantly expanded its digital equity efforts, particularly in Massachusetts, through strategic recruitment, comprehensive training, and community engagement initiatives. Between March and November 2023, American Connection Corps focused on recruiting and selecting host sites, resulting in 19 organizations applying to become American Connection Corps host sites. After a rigorous evaluation process conducted in collaboration with the Massachusetts Broadband Institute (MBI), 15 organizations were selected to receive support from MBI and Comcast. During this period, American Connection Corps also launched an extensive recruitment campaign for AmeriCorps Members, receiving 60 applications through LFA's applicant tracking system and sourcing 1,747 candidates. To enhance outreach, American Connection Corps developed and distributed a Social Press Kit to host sites, issued a national press release through PR Newswire, created a TV public service announcement, and leveraged digital platforms such as LinkedIn and Meta ads, reaching over 49,107 impressions.

By November 2023, American Connection Corps had successfully recruited, trained, and onboarded 15 AmeriCorps Members in Massachusetts, 12 of whom were placed with MBI-funded host sites. The onboarding process included the development and approval of

AmeriCorps-compliant position descriptions, the hiring of a dedicated American Connection Corps Program Officer from Massachusetts (Kiana Reid), and the facilitation of three host supervisor orientation sessions. Members participated in multiple training sessions, including one in-person orientation in Wichita, Kansas, and four virtual orientations. Additionally, an in-person cohort gathering was held in Massachusetts in partnership with MBI in October 2023.

From November 2023 to March 2024, American Connection Corps Members conducted 16 Listening Tours across Massachusetts, provided assistance with eight public comment surveys, and supported three MBI focus areas. Their professional development continued with a Winter Institute Training in December 2023 and bi-weekly large and small-group learning Pods. Training initiatives included a Train-the-Trainer (TTT) event in Boston, six planning meetings, and three Northstar Digital Literacy Assessment trainings. Performance management efforts involved 50 one-on-one meetings with Members, a host supervisor convening, and 14 mid-year Member evaluations, contributing to an impressive 91% retention rate. Lessons learned from this period informed future improvements, such as the need for housing subsidies, Mental Health First Aid training for staff, and clearer guidelines regarding outside employment commitments for Members.

American Connection Corps also played a crucial role in organizing and facilitating community engagement events. In January-March 2024, three AmeriCorps Members from the Massachusetts cohort planned and executed a pop-up digital inclusion event in Boston, which was developed through six planning meetings with American Connection Corps staff. Additionally, in February 2024, 11 Massachusetts American Connection Corps Members attended the Net Inclusion Conference in Philadelphia, coordinated and funded by LFA. This experience allowed Members to connect with key stakeholders, learn about upcoming digital equity funding opportunities, and enhance their skills in digital inclusion. Through these comprehensive efforts, American Connection Corps has demonstrated a strong and sustained commitment to digital equity, equipping Members and host sites with the necessary resources and training to make a lasting impact in their communities.

Question 5. Geographic Reach

The American Connection Corps (American Connection Corps) currently supports 9 members across Massachusetts strategically placed in both urban and rural communities to maximize impact. Our current members are located in: Boston, Pittsfield, Easthampton, Brockton, Haverhill & Springfield. Since the program's inception, we have had 14 Members serve in Massachusetts, addressing critical digital equity challenges across the state.

American Connection Corps is proud to be a fundamentally place-based program - we are fully committed to recruiting our American Connection Corps members directly from the communities that they are to serve. We believe that this place-based strategy yields stronger outcomes, as members are better equipped with the lived experience necessary to build trust during their service term. However, place-based recruitment of members brings a challenge: it often takes longer to find the right prospective members, given that we restrict the population of candidates to particular geographic areas.

Beyond Massachusetts, American Connection Corps has a proven track record of successfully operating in 37 states across rural and urban settings, including: Alabama, Arizona, Arkansas, California, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Jersey, New Mexico, New York, North Carolina, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, and West Virginia. This extensive reach showcases American Connection Corps's ability to scale and adapt to diverse regional needs.

Our goal is to establish long-term digital equity solutions within communities by securing buy-in from stakeholders and residents. A prime example of this approach is Santa Paula, California, where an initial broadband-focused American Connection Corps Member led to a multi-member initiative focused on digital adoption in subsequent years. We aim to replicate this success in Massachusetts, ensuring that American Connection Corps becomes a trusted and lasting digital inclusion resource across the state. By continuing to recruit Members who understand and appreciate Massachusetts' cultural and linguistic diversity, we strengthen digital equity efforts and create pathways for sustained community impact.

Question 6. Success Metrics

The American Connection Corps (American Connection Corps) evaluates the success of its digital equity services through a comprehensive and ongoing assessment framework, integrating both qualitative and quantitative measures. Our evaluation strategy ensures the effective implementation of digital inclusion efforts by tracking near-term and long-term outcomes while continuously refining training and support.

Short-term Outcomes:

Increased capacity of host organizations to serve communities' digital needs

Increased skills in internet, digital devices, and digital programs among community members

Increased comfort with utilizing digital devices and software among community members

Increased understanding of digital literacy among community members

Increased job readiness among community members

Long-term Outcomes:

Host organizations improve their efficiency, effectiveness, and/or program reach

Community members experience improved American Connection Corps to affordable internet, affordable digital devices, and digital programs and services

Community members experience increased connection to online services and to family and friends

Communities have increased American Connection Corps to digital programs and services through improved digital infrastructure

We will measure these outcomes through our data collection process which includes service activity tracking, collaborative evaluation efforts with host sites, focus group interviews and surveys. Key data points could include:

Community Engagement metrics - # of individuals served, participation rates in digital skill building workshops, engagement with digital navigation services

Digital Skill development - pre and post assessments measuring digital literacy improvements among program participants

Device and Connectivity American Connection Corps - tracking the number of devices distributed

As a federally funded AmeriCorps program, American Connection Corps adheres to rigorous data collection requirements, tracking skills training, workforce development, and community interactions. Member-reported data is shared with partners annually, and an external evaluation is conducted every three years, with the next scheduled for 2025. This structured, multi-layered evaluation process ensures American Connection Corps's digital equity initiatives are impactful, sustainable, and responsive to community needs.

Question 7. Client Engagement

The expansion of the American Connection Corps program into Massachusetts prioritizes community-driven engagement by ensuring that Members actively involve local stakeholders in shaping digital equity efforts. As part of their service, Members conduct

listening sessions in their communities, bringing together residents and key stakeholders to discuss challenges and opportunities for improving digital American Connection Corps.

To support Members throughout their service, American Connection Corps has a structured supervision system that provides ongoing guidance. Each Member is supported by both a host site mentor/supervisor and an American Connection Corps program officer. The host site supervisor ensures Members complete their service commitments and conducts weekly one-on-one meetings to assess progress. American Connection Corps program officers provide additional oversight through bi-weekly check-ins, helping to address challenges and guide Members through mid-year and end-of-year evaluations. To ensure program integrity, all supervisors complete AmeriCorps compliance training, covering essential topics such as prohibited activities and effective Member supervision. Additional training is provided as needed to enhance their ability to support Members effectively.

American Connection Corps is also enhancing its Program Design efforts to improve the overall Member experience, particularly by focusing on career pathways and workforce skills development. This initiative includes forging credentialing and certification partnerships that build stronger talent pipelines for rural and underserved populations. In January 2025, American Connection Corps hired a former Vice President of Operations and Program Director at City Year, the nation's largest AmeriCorps program, to lead this effort—bringing expertise in program development, workforce training, and national service operations.

A key strength of American Connection Corps's approach is its dedicated recruitment and program officer teams, which serve as the foundation of strong relationships with Members and host organizations. American Connection Corps's Recruitment Team has a proven track record of sourcing highly qualified candidates, while full-time Program Officers provide ongoing consultation, coaching, and support to both Members and host sites. This dedicated support structure ensures that Members are well-equipped to succeed in their service, leading to strong retention rates and lasting community impact.

Question 8. Partnerships:

At American Connection Corps (American Connection Corps), collaboration is at the heart of our service delivery model. We actively partner with organizations across the digital equity, workforce development, and community engagement sectors to enhance our Members' training, expand impact, and connect communities with essential digital resources.

Training & Professional Development Partnerships:

--Community Tech Network (CTN): Provides digital navigator training, equipping American Connection Corps Members with skills in digital navigation, community partnerships, and teaching digital skills classes.

--Northstar Digital Literacy: All American Connection Corps Members receive American Connection Corps access to Northstar's workforce development curriculum, allowing them to support digital skills training within their communities.

--National Digital Inclusion Alliance (NDIA): American Connection Corps has partnered with NDIA to bring industry experts to speak with our Members. We also send Members to the Net Inclusion Conference for professional networking and development.

American Connection Corps ensures that our Members are exposed to thought leaders and organizations shaping rural economic development, broadband expansion, and digital equity policy. At our in-person training events, we've hosted speakers from: Partners for Rural Impact, Center on Rural Innovation, Kansas Leadership Center. These partnerships allow our Members to build connections with leaders in digital equity, workforce development, and rural economic empowerment—strengthening their ability to make a lasting impact in the communities they serve.

American Connection Corps has demonstrated its ability to manage and grow large-scale funding initiatives, increasing revenue from mid-six figures in 2019 to over \$8M in 2023. We continue to expand and deepen our impact through key funding partnerships, including: AmeriCorps, Ascendium, NTIA Digital Equity Competitive Grant, Comcast, US Bank Foundation, and more. These partnerships underscore our commitment to sustainability, growth, and effective program stewardship, allowing us to scale our digital equity initiatives and support communities nationwide.

Question 9. Training and Support

To be effective in delivering digital services in partnership with host sites, American Connection Corps AmeriCorps members will be trained as digital navigators and to provide direct 1:1 coaching, digital skills training, and resource navigation to individuals and families who face systemic barriers to internet American Connection Corps and adoption. Members will complete structured training through the American Connection Corps via in-house learning as well as strategic learning and credentialing partnerships with organizations like Community Tech Network and Northstar Digital Literacy, ensuring they are well-equipped to support digital inclusion efforts. Host sites also provide community integration and professional development for members, with a focus on the most locally-relevant topics.

Evolution of digital skills curricular needs: We mitigate the risk of a dynamic and ever-changing digital world by partnering with leaders in the digital skills ecosystem, such as NDIA and Community Tech Network. These organizations are always at the cutting edge of evolutions in the field, ensuring that we're always ahead of the curve in planning for necessary curricular changes that can benefit our members' work in communities. Additionally, we invest American Connection Corps staff time in thought leadership around digital opportunity - we have multiple dedicated staff who spend extensive hours researching and planning for evolving community needs. Our relationships with the White House Infrastructure Office, USDA, and several other federal entities also keep us thinking ahead. And our existing work on AI, cybersecurity, online safety, and other fresh topics is evidence of our success in digital thought leadership to date.

Question 10. Case Studies

The American Connection Corps (American Connection Corps) has a strong track record of delivering impactful digital inclusion services across Massachusetts. Below are three case studies showcasing our effectiveness in digital literacy, device distribution, and outreach efforts:

Transforming Digital American Connection Corpsess in Springfield, Massachusetts

In Springfield, Massachusetts, Lasharie Weems made a lasting impact on digital inclusion as the 2023 American Connection Corps Member at Tech Foundry. Within just two months of beginning her service, she played a pivotal role in launching the Tech Hub, a welcoming space where community members could build digital skills, American Connection Corpsess critical resources, and receive technical support.

Her signature initiative, Tech Hub's Connectivity Nights, brought Internet Service Providers (ISPs) face-to-face with residents, giving community members the knowledge and confidence to advocate for their digital needs. By fostering direct conversations between residents and service providers, she helped break down barriers to affordable, high-speed internet American Connection Corpsess.

Through strategic partnerships with the Massachusetts Broadband Institute and local stakeholders, Lasharie contributed to sustainable solutions for digital inclusion in Springfield. Her technical expertise also allowed her to mentor Digital Navigators, empowering them with the skills needed to provide long-term digital navigation support for their community.

Under Lasharie's leadership, the Tech Hub quickly became a vital community resource, offering:

- Comprehensive digital literacy training
- Helpdesk support for tech-related challenges
- Internet-ready device distribution for those in need

Lasharie's work is a shining example of how targeted digital inclusion efforts can transform community American Connection Corps to essential resources. By bridging the gap between service providers and residents, she created lasting pathways to digital equity. Her mentorship of Digital Fellows ensures that Springfield's digital inclusion efforts continue to grow, helping to sustain technological empowerment for years to come.

MBI Program Area – Digital Literacy Initiative

MakeIT Haverhill (Zarla Benachii)

An American Connection Corps Member serving with MakeIT Haverhill successfully facilitated two Winter Sessions of the organization's Computer Basics series, which had 39 attendees and 19 graduates. Due to the success of these sessions, enrollment for the Spring session reached full capacity with 46 students, most of whom completed the program. This surge in demand demonstrates the effectiveness of hands-on digital literacy training in addressing the needs of community members seeking to improve their digital skills.

MBI Program Area – Device Distribution and Refurbishment

Massachusetts Alliance of Community Internet Resources (MACIR) – Nidal Naji

An American Connection Corps Member serving with MACIR took the lead on organizing a Martin Luther King Jr. Day of Service event in January 2024, during which 10 refurbished laptops were donated to income-eligible community members. This effort not only provided critical digital American Connection Corps to residents in need but also reinforced the importance of sustainable technology reuse. Additionally, this Member's service year experience was so impactful that they have been hired full-time at their host site, ensuring continued support for digital equity efforts in the region.

These examples represent just a fraction of the community-driven digital equity work that American Connection Corps Members have successfully executed. By supporting digital literacy training, device American Connection Corps, and bilingual outreach efforts, American Connection Corps continues to empower communities and bridge the digital divide across Massachusetts.

Question 11. Contact

Taylor Stuckert, taylor.stuckert@leadforamerica.org

MAB Community Services, Inc.

Name

MAB Community Services, Inc.

Initiative Area Mapping

- Digital Literacy
- Education, Outreach and Adoption

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Applicant Name

Carla C. Cataldo

Organization/Business name. If not applicable write N/A.

MAB Community Services, Inc.

Email Address

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Phone Number

617-553-6605

Question 1. Service Description:

The Massachusetts Association for the Blind and Visually Impaired (MABVI) offers an Access Technology Program at twelve different community locations in the Commonwealth. Typically hosted in local Senior Centers or library/community centers, we train people who are blind or have low-vision in the following twelve partner locations or virtually: Boston (two sites), Brookline, Fitchburg, Franklin, Cape Cod, Natick, New Bedford, Watertown, Worcester, Salem, and Springfield.

Access technology typically includes training on mainstream apps and devices that offer tools and features that meet diverse user needs, including individuals with disabilities (e.g., built in magnification or text-to-speech features). Assistive technology encompasses any tool or strategy, including but not limited to computer technology, that enables individuals with disabilities to complete tasks they would otherwise be unable to do (e.g., handheld magnifiers).

Today, technology is essential to staying socially connected, conducting daily activities and calendars, managing one's finances, accessing transportation and food, participating in one's community, and even to accessing healthcare. For people with visual disabilities, tech can enable them to complete tasks they would struggle with otherwise. Device access is key, but, training is required to ensure adoption. MABVI's specialized training has been developed for older adults in particular, who are blind or low vision.

We train on the following specific technologies: Apple phones, tablets and smart watches, iOS software, eBook apps, transportation apps like Uber, Text-to-Speech tools (JAWS and Apple VoiceOver), Zoom, electronic or mobile libraries and talking books (e.g., BARD), Google Lookout, Seeing AI app, Alexa, Microsoft Office Suite products, medical portals and grocery/restaurant apps. We also demonstrate and train on prescribed devices like closed-circuit television (CCTVs), portable video magnifiers and desktop video magnifiers, handheld electronic magnifiers, and wearable technologies (Smart glasses/headsets). Staff also provide broadband navigation, to ensure those who once were enrolled in the Affordable Connectivity Program are aware of providers who offer monthly discounts.

MABVI also participates in several regional digital equity networks to leverage valuable resources and partners across the Commonwealth and to ensure that the needs of a growing number of older adults with visual disabilities are included in digital equity planning.

While we do provide group and virtual offerings, most of our training is conducted 1:1 in-person. Staff start with a formal assessment, to evaluate the trainee's skill level and technology goals. An individualized training program is designed for each person based on this information. Weekly 30-60 minute training sessions are offered, generally over a 4-6 week period. We chiefly use an IOS and Windows curricula, in multiple modalities.

Additionally, MABVI offers weekly online virtual group training, where staff demonstrate emerging assistive technology solutions and trends, to keep current in the assistive technology space. Any MABVI participant from across the state may join these hour-long sessions, where peer support fosters interest and a sense that learning technology is possible for people with visual disabilities.

MABVI utilizes six peer volunteers, in addition to nine full- and part-time staff in the AT program. Other tech demonstrations are offered to other MABVI program groups, such as our peer empowerment support groups or collaborating agencies, where we present current technology devices to build awareness and understanding of the technology options. We strive to embed technology across other MABVI departments.

For example, in-home occupational therapists may work with our access technology department to coordinate technology training needs on a myriad of devices, including prescribed devices. Also, through MABVI's Volunteer Services Program, in-home volunteers offer basic technology and internet support. We also ensure device access through formal partnerships with several organizations that provide free devices to MABVI participants who cannot afford them.

MABVI believes technology access and training is a human right and critical necessity. We are committed to ensuring that people with visual disabilities can access essential technology and training in assistive devices and applications that foster engagement, connection and independence.

Question 2. Pricing Structure:

MABVI offers its services without charge to the participants, so it is uniformly free. The cost to provide services is paid through a combination of state funds and private philanthropy.

Question 3. Target Audience

MABVI's target audience is Massachusetts older adults with visual disabilities. The Massachusetts Association for the Blind and Visually Impaired (MABVI) has decades of expertise supporting this community. Half of our participants have diagnoses of legal blindness. The other half have various degrees of low vision which impacts their ability to conduct daily activities. The vast majority have lived with vision most of their lives, but experience serious vision loss due to an age-onset eye disease such as advanced macular degeneration, diabetic retinopathy, glaucoma or other diseases or injuries. We serve more women than men (65% versus 35%), with an average age of 75. Approximately 25% of participants are people of color, and 75% self-report as low income.

MABVI prioritizes tailoring our technology training to the individual needs of each person. As mentioned, we offer a variety of training modalities: in-person 1:1 training, virtual training 1:1, and group trainings, both virtual and in person. Multiple points of entry through this hybrid approach helps to increase access to training for our population, especially since transportation is a major barrier.

The MABVI trainers – all of whom have lived experience with visual disability - have a diversity of skill sets, so we are able to customize instruction. Our trainings are designed for practical, daily application, empowering older adults to navigate their environments safely and confidently. Our clientele is also quite diverse, in terms of age, ethnicity, race, and income. Many have other disabilities or health issues that may impact their functional capacity to use technology. Our trainers are highly skilled at addressing complex needs.

As an older adult with a degenerative eye disease, Jane wanted to read printed text. She was trained to use new technology and aware of applications and services that support people with vision loss, including Seeing AI, a free Microsoft app for the iPhone that includes productivity tools that allows the user to identify what that product is, and other details such as directions and ingredients. This tool helps increase independent shopping as it allows individuals who are blind or low vision to properly identify groceries, medicines, clothing, and the like.

Jane was so happy to be able to read again: “These tools completely changed my outlook on what I can now do. And I feel less isolated too. I’ve enjoyed coming to the library for training to get more connected.”

Question 4. Experience and History

MABVI has offered its Access Technology Training Program since 2017. The need for technology access and training was identified by the blindness community at MABVI’s Solutions in Sight conference in 2016. MABVI’s former Executive Director, Sassy Outwater-Wright served as the first director of our technology program, creating the program with involvement from other participants and colleagues in the blindness sector. The Access Technology Program started with two sites, one in Worcester and one in Brookline, funded by the MA Councils on Aging. Sites have now grown to cover most regions in the Commonwealth. Since 2017, MABVI has trained 720 unduplicated participants, offering nearly 15,000 sessions.

The current Access Technology (AT) Director, Jerry Feliz, has more than 15 years in the AT sector, including five years at Perkins School for the Blind as an assistive technology training specialist providing innovative strategies and solutions for users with visual disabilities. Mr. Feliz has also worked with companies and universities on streamlining accessibility guidelines and solutions for supporting employees with visual impairments.

Question 5. Geographic Reach

We work throughout the Commonwealth through virtual trainings, and onsite in twelve locations where we provide 1:1, individualized instruction and digital navigation including: Boston (Mattapan and West Roxbury), Brookline, Cape Cod, Greater Franklin, Fitchburg, New Bedford, North Shore/Salem, Natick, Springfield, Watertown, and Worcester.

With online training, MABVI has some potential to scale up services. Adding a site in the Berkshires, on the South Shore is also of interest for the future but is dependent on funding.

Question 6. Success Metrics

The Access Technology Program measures services both qualitatively and quantitatively. We capture client quotes and testimonials to assess how MABVI meets their personal needs, and we conduct an annual participant survey to capture quantitative data.

For our most recent survey, as a result of access technology training, respondents were able to accomplish daily activities more independently and they felt more socially connected:

- 98% reported AT helped them more independently accomplish daily activities
- 88% used technology to connect with others
- 69% used technology to manage their health.

Additionally,

- 66% of our participants attend both virtual and in-person training sessions
- 94% have become more comfortable with access technology
- 92% confirmed that without MABVI's access technology training, their awareness of assistive technology would not have been possible.

"I was able to learn how to use the IOS Calendar App and now successfully use it to schedule all of my appointments and meetings. I also learned how to set up Siri and now [I] use it to add or check calendar events along with the Reminders App." - ATT client testimonial

As an agency that serves many older adults, we also measure our efficacy by the response of family members. In this example, sadly, our 98 year-old participant passed away, but her family shared this heartfelt letter with us.

"One of the highlights of the last months of my mom's life was working on the iPhone for the visually impaired. It was not only the technical skill that you both brought to the process, but the love, patience, and support that you showed every hour. Your belief in my mom's capacity to master the iPhone was an expression of faith in her ability to succeed that inspired her to persevere against formidable odds. Unlike younger clients who know the basics of the iPhone, who understand how to email, to save contacts, and to text, and who need only to learn how to do this with VoiceOver, my mom had to learn the entire process at once—and to do so at ...nearly 100. It's an understatement to say that you brought a sense of achievement into my mom's life, along with a delight in your sweetness and sense of humor. Thank you so much for your generosity and grace. We are grateful for the light you brought to our lives." - R. Gunner

Question 7. Client Engagement

Clients are directly involved in determining their training. Every person is asked about their goals and what they want to achieve with the technology. MABVI staff conduct a formal assessment of their baseline knowledge, and then offer the desired training with no limits on the number of sessions.

Most clients average 11-15 sessions. After initial 1:1 training has been completed, people are free to return with questions. If the technology changes, such as an IOS update for their iPhone, or they would like to learn a new app, they may return for additional training. Many share how much they enjoy joining our weekly virtual new tech demonstration classes, where they have a chance to meet other participants from across the state as they learn about and encourage one another to use technology.

Question 8. Partnerships:

MABVI has leveraged community partnerships with municipalities and other local sites for decades. Doing so for our Access Technology Program is important for many reasons. It allows MABVI to:

- ensure in-person services are available in local communities
- build awareness in regions throughout the state about technology and other services for older adults with visual disabilities
- better understand the unique needs of each region
- obtain in-kind space in accessible buildings to deliver some services. Most of our access training locations are in senior centers and libraries.

Last year, MABVI formalized a partnership with Tech Goes Home (TGH), through which MABVI offers a TGH-approved group course that combines training with device access. TGH is a technology access agency that focuses on serving people and communities who face systemic barriers to technology adoption. Upon completion of MABVI's specialized TGH class, clients receive a free device. Both AT leaders, David Dunham and Jerry Feliz, have been trained as TGH instructors.

We also partner with The Tech Collaborative which provides Windows computers to our clients. This partnership began almost two years ago.

Question 9. Training and Support

For all technology training services, staff conduct pre-training assessments. In-person training is ideal and Zoom training increases access for those without transportation.

Online training works best for participants with prior in-person training to build on basic skills or who come with some computer skills already. MABVI also offers group sessions to demonstrate new technologies, build additional skills, and to connect with and empower other participants.

MABVI advises all partners on how to serve people with low vision and blindness. We share referrals and best practices on how to serve our target audience and support their work. We also have online training videos available on the www.mabvi.org website.

Question 10. Case Studies

1) Emily Carrington from Mattapan, who is featured on a ReiMAging Aging podcast by the MA Healthy Aging Collaborative, has attended access technology training for several years. She has learned how to use an iPhone, “so I am not isolated from the world being blind.” She lost her vision at age 75, and she is in her 80’s now. Emily has had success mastering VoiceOver software on her iPhone. She stated:

“It’s a great advantage with my iPhone. I can sit at home and take care of a lot of personal business whereas if I had to use a regular phone, I can’t. With VoiceOver on the iPhone, I am able to take care of a lot of things all by myself.” She added that she was blind, not helpless!”

2) Natasha Nowik

MABVI’s training on Excel spreadsheets and iPhone App technology has allowed Natasha to continue as President of the Turtle Rescue League of Southern New England. The App technology has helped her diagnose the turtles’ injuries, while the spreadsheets have helped her better track the hundreds of turtles they rehab. Only in her forties, she has many working years ahead.

“My training for Outlook has been amazing, with a strong focus on learning essential skills based on my immediate needs. After each lesson, I was able to put these skills into use on day one, as well as after each new class. I really appreciate the pacing, covering a lot of ground, without it ever being overwhelming. Aaron’s generosity in being willing not only to share great tips and techniques, but the reasoning and lessons learned on why a methodology is important for nonvisual navigation, has made me instantly a lot more effective at my job. Thank you so much for such effective lessons, served up in a very engaging way.” - Natasha Nowick, MABVI AT participant and president of the Turtle Rescue League of Southern New England

3) Isaac Roberts, a Springfield gentleman in his late fifties, began training with the MABVI access technology program in 2021. Through a grant, we were able to provide several

clients with iPhones, including Isaac. He began training, starting as a person who was uncomfortable using a touch interface to someone who has become proficient at an intermediate skill level. He uses his iPhone to join Zoom meetings, access emails, read web content, and will now use his new technology skills to help coordinate MABVI's Springfield peer empowerment support group. He had not been working previously, and now has started part-time work as the Co-Coordinator.

Question 11. Contact

For more information, please contact Cynthia Canham at ccanham@mabcommunity.org. Phone: 888-613-2777

Question 12. Additional Information

Other equipment that MABVI trains clients on include: tactile media players and wearable eyeglasses that read text and interpret what they are pointed at, among others. Recently, the Deputy Director of Access Technology trained on OneCourt, a tactile device that allows sports fans to experience a livestreamed sporting event through vibrations. He created a video about it that will be shared soon as a resource for partners.

Numerous training videos from how to schedule a Zoom meeting to Using AI in the kitchen can be found at:

<https://www.mabvi.org/services/assistive-technology/> and also on MABVI's YouTube channel: <https://www.youtube.com/@themabvi/videos>.

Access Tech services are available for Spanish and Portuguese-speaking individuals. Full sites are open two days (10-12 hours) per week with a staff coordinator, which include Brookline, Natick, and Worcester. The remaining sites are open once a week or month. Several sites require appointments. The full list of sites and hours is located at: <https://www.mabvi.org/mabvi-access-technology-and-training-centers/>.

MACIR, Mass Association for Computer and Internet Resources

Name

MACIR, Mass Association for Computer and Internet Resources

Initiative Area Mapping

- Digital Literacy
- Device Distribution
- Education, Outreach and Adoption

Main Address

175 William F. McClellan Hwy, East Boston, MA 02128

Applicant Name

Rachid Moukhabir

Organization/Business name. If not applicable write N/A.

MACIR, Mass Association for Computer and Internet Resources

Email Address

info@MACIR.org

Phone Number

781-808-4934

Question 1. Service Description:

MACIR Inc. delivers a robust portfolio of digital equity services as a lead partner of the Digital JEDI Consortium. Our mission-driven initiatives support underserved communities through direct service, workforce development, and innovative technology solutions. Core offerings include:

* Tech Support Job Program: An 8-week workforce development program that blends virtual and hands-on training. Participants earn industry-recognized certifications (e.g., Google IT Support) and gain real-world experience through internships, job coaching, and resume support.

* Digital Literacy Training: Facilitated by certified Digital Navigators, training covers foundational computer skills, internet safety, email, Microsoft Office applications, and privacy/cybersecurity awareness.

* Device Refurbishment & Distribution: MACIR refurbishes and provides Microsoft laptops and mobile hotspots to low-income individuals, ensuring they have the tools needed to engage in today's digital world.

* Technical Support & Ticketing: Through the JEDI Integrated Digital Services Hub, MACIR operates a centralized Command Center and dispatch system. Community members can submit service requests via phone, email, or customer portal, which are routed to trained Digital Navigators in their community.

* Education, Outreach & Career Pathways: Digital Navigators receive continuous coaching, participate in advanced IT training, and connect with internships or educational programs (e.g., University of the People, MassReconnect).

* IT Infrastructure & Systems Integration: MACIR developed and maintains a secure, HIPAA-compliant digital services platform that enables CRM integration, secure remote desktop access, multilingual support (over 380 languages), VOIP call center tools, customer feedback loops, reporting dashboards, and knowledge management.

Technology Tools Used: Zoho CRM, Salesforce, Skyvia, Microsoft Admin Center, Slack, secure remote desktop tools, conferencing systems, custom knowledge base, and mobile-accessible customer portals.

Question 2. Pricing Structure:

MACIR provides all direct services free of charge to low-to-moderate income (LMI) individuals and underserved communities. Program delivery is supported through a combination of public and private grant funding.

* Tech Support Job Program

Estimated Cost: \$7,900 per participant

Includes: Google IT Support Certification, high-speed internet access, refurbished laptop, hands-on training, and job placement support.

* Digital Navigator Training & Career Development

Estimated Cost: \$12,000 per Digital Navigator

Includes: 4 weeks of intensive training, hands-on experience, and 12 months of ongoing career coaching and technical mentorship.

Note: Training can be customized and priced based on an organization's specific goals, staffing capacity, and service delivery model.

* Device Refurbishment, Deployment & Distribution

Pricing is variable based on device type and quantity.

Refurbished Laptops: Priced affordably based on availability.

New Devices (Laptop or Chromebook): Priced according to market cost and deployment scope.

* Tech Support Services

MACIR offers both remote and on-site technical support through our Command Center based in Boston.

Services include:

Remote troubleshooting and support

On-site visits from field technicians

Community outreach and follow-up

Pricing is determined based on the level of support required, location, and volume of service.

* Custom Services

MACIR can provide additional services within the scope of our expertise—such as cybersecurity training, systems integration, and staff upskilling—based on the needs and priorities of the requesting organization.

Question 3. Target Audience

Primary beneficiaries include:

BIPOC individuals

Low-to-moderate income households

Recent immigrants and refugees

English language learners

Individuals without college degrees

MACIR tailors training with bilingual support, culturally responsive facilitators, and onsite delivery in accessible locations like libraries and senior centers.

Question 4. Experience and History

Since 2020, MACIR has established itself as a leading provider of digital equity services in Massachusetts, combining workforce development with community-centered innovation. Highlights of our impact over the past four years include:

- * Training over 150 individuals through our Tech Support Job Program, achieving an 80% job placement rate into entry-level IT careers.
- * Recruiting, training, and deploying 32 Digital Navigators across more than 15 cities and towns through our leadership in the Digital JEDI Consortium.
- * Designing and launching the JEDI Integrated Digital Services Hub—a secure, cloud-based infrastructure that enables end-to-end support for digital equity service delivery, including ticketing, CRM integration, multilingual support, and remote technical assistance.
- * Recognized in 2024 by the Massachusetts Broadband Institute (MBI) as a Top Innovator in Digital Equity.
- * Winner of the 2024 Digital Equity Challenge hosted by UMass Lowell and the Haverhill Innovation Hub, in recognition of MACIR’s innovative and scalable approach to bridging the digital divide.
- * Approved as an Eligible Training Provider (ETPL) by both the MassHire Metro North Workforce Board and the City of Boston, certifying our programs to receive public workforce development funding.
- * Actively pursuing additional ETPL approvals with MassHire North Shore, Merrimack Valley, Greater Lowell, and South Shore Career Centers.

MACIR’s success is built on strong, long-term collaborations with libraries, workforce boards, municipalities, and nonprofit partners to create sustainable, community-driven digital equity ecosystems.

Question 5. Geographic Reach

Metro North, North Shore, Merrimack Valley, Greater Lowell, South Shore, Essex, Middlesex, and Suffolk Counties.

Out-of-state pilots under development.

Question 6. Success Metrics

Quantitative Metrics:

* Tech Support Job Program:

150+ participants trained since 2020

80% job placement rate into entry-level IT roles (e.g., Help Desk Technician, IT Support Specialist)

Over 240 hours of instruction and hands-on lab experience per participant

150+ Google IT Support Professional Certificates earned

* Digital JEDI Consortium (as lead partner):

1,334 community members served

2,604 digital equity service requests processed via ticketing system

32 Digital Navigators trained and deployed

477 refurbished laptops and 222 mobile hotspots distributed

40 individuals completed intermediate digital literacy courses (Microsoft Office / Windows 101)

Qualitative Metrics:

* Feedback Surveys: Ongoing participant satisfaction surveys highlight increased confidence in using technology and job readiness.

* Community Testimonials: Graduates share stories of landing their first IT jobs or entering college after completing the program.

* Partner Satisfaction: Municipal and workforce partners have praised MACIR's responsiveness, professionalism, and community trust-building.

Question 7. Client Engagement

MACIR uses a ticketing system and customer portal to involve clients in service delivery. Digital Navigators follow up with surveys and offer personalized coaching. Career planning and digital literacy needs are co-designed with each client.

Question 8. Partnerships:

Key partners include:

* MassHire Career Centers (Workforce Development as our Tech Support Program is approved by the State through the ETPL)

* Lawrence Public Library (Digital Equity)

* Tek Collaborative (devices)

* Computers 4 People (devices)

* Comcast (Internet Essential Partnership)

* Northshore Community College (Google IT Support credit transfer)

Other partnership with municipalities and large non profits in the metro north and Northshore regions through the JEDI project see <https://massdigitaljedi.org/our-partners/> partnerships range from 1–3 years and are growing.

Question 9. Training and Support

MACIR offers:

Career coaching

Google IT Support Certification

Digital Navigator Training

On-the-job training through internships

Tiered tech support and escalation (Command Center, Tier 3 support)

Staff and volunteer development in security, customer service, and technical skills

Question 10. Case Studies

Digital JEDI Consortium: Trained 32 digital navigators, deployed across 15 cities, helped hundreds with digital access.

Tech Support Job Program: 150+ graduates; 120 placed in IT jobs; curriculum includes real-world labs and certifications.

Question 11. Contact

Rachid Moukhabir, MBA, PMP

MACIR Inc

175 McClellan Hwy | Suite 5 | East Boston, MA 02128

T: 781-808-4934 | M: 617-386-3450

E: info@macir.org | W: www.macir.org

Question 12. Additional Information

MACIR is an ETPL-listed provider with approvals from Metro North Workforce Board and the City of Boston. Approvals pending with North Shore, South Shore, Merrimack Valley, and Greater Lowell career centers.

To further illustrate the depth and impact of our work, we invite reviewers to explore the following video highlights:

MACIR Video Portfolio

- 8-Week Tech Support Job Training: <https://www.youtube.com/watch?v=nXdBnSSJaHs>
- Empowering Alumni with College Scholarships:
<https://www.youtube.com/watch?v=1FVgtH4L5NI&t=1s>
- Digital Navigator Training: <https://www.youtube.com/watch?v=lxIzZCs6KxI&t=1s>

See Airtable database for more information.

Making Opportunity Count

Name

Making Opportunity Count

Initiative Area Mapping

- Digital Literacy

Main Address

601 River St, Fitchburg, MA 01420

Applicant Name

Nicole Michaud

Organization/Business name. If not applicable write N/A.

Making Opportunity Count

Email Address

nmichaud@mocinc.org

Phone Number

(978) 345-7040

Question 1. Service Description:

Making Opportunity Count, in partnership with the University of Massachusetts Lowell and other community partners, develop, tailor, and implement digital literacy training programs for economically disadvantaged residents surrounding identified areas where new Wi-Fi networks are being created. A continuum of digital literacy skills training, ranging from basic training for individuals with no digital literacy knowledge to specialized internet skills development (i.e. coding, multimedia content creation), are provided by digital navigators (trained student interns) at organizations that are easily accessible to residents in the target area. Pre- and post-training surveys of digital literacy will be given to individuals to determine the level of training needed and to assess the effectiveness of training programs. Upon completion of the digital literacy program training, graduates are provided with a computer device (i.e. laptop).

Question 2. Pricing Structure:

Our current programming is free for participants to sign up. Current grant funding fully supports the program, covering the costs of digital literacy instruction, devices, and facilitation by compensated digital navigators from Fitchburg State University. The current program expects to reach 250-300 with digital literacy training and about 200 computer devices for those who complete the training. Participants must attend at least 10 out of 12 sessions to receive a device.

Total program operation costs are about \$87,000. About 80% of these costs include staffing of a Supervising Professional and two tiers of Direct Care/Program Staff, fringe, tax, and indirect costs. About \$15,000 is allocated for program supplies and program facilities ensuring that program participants have the materials and environment needed to engage meaningfully.

Looking ahead, future expenses in addition to the anticipated continuation of the program would include about \$2000-4000 to improve curriculum development tailored to participant needs, core digital literacy materials, and additional digital literacy trainers. This would also support technical assistance for effective implementation and consulting on program evaluation to ensure lasting impact. For our elders' group, instruction is provided in multiple languages (including Spanish) by a digital navigator or with the assistance of an onsite translator. Currently, translation services are not required for our youth participants. Future translation needs may incur costs of about \$50 per hour for a translator.

Outreach and marketing efforts to effectively engage the population are currently provided through our partners, but additional funding of approximately \$2000 would support the design and printing of flyers, posters, and other print collateral. It would also cover other types of targeted outreach and marketing efforts like event-based promotions in the community.

Question 3. Target Audience

Our digital literacy programming serves a diverse range of participants, with a primary focus on youth (ages 13-24), aging individuals (60 and older), individuals with language barriers (including English learners and those with low literacy), immigrants and refugees, individuals with disabilities, LGBTQ+ individuals, low-income households, members of religious minority groups, women, and veterans.

To ensure accessibility and relevance, we tailor our offerings to meet the unique needs of each population. For aging individuals, digital navigators provide basic digital literacy instruction in English and Spanish, with support from onsite translators. Youth programming focuses on skill-building relevant to their educational and career goals.

Additionally, our curriculum and digital navigators foster inclusive and affirming environments for LGBTQ+ individuals, women, and members of religious minority groups.

Question 4. Experience and History

We have been providing digital equity services for the past two years through a grant supporting this work in Fitchburg, launched alongside the opening of the Youth Innovation Center. This initiative is a natural extension of ongoing efforts to expand digital access in the community.

To date, approximately 100 participants have completed the required sessions to receive a device. However, the need remains high, particularly among aging individuals, where we currently have a waiting list for digital literacy training. While elders require foundational digital skills, youth participants need more tailored support to develop a different type of digital literacy that aligns with their educational and professional aspirations.

Question 5. Geographic Reach

Making Opportunity Count (MOC) primarily serves the North Central Massachusetts region. Currently, our digital literacy grant programming for youth and elderly is centered in Fitchburg, where digital navigator services are provided through Fitchburg State University. The Youth Innovation Center serves as a central hub, enabling us to reach participants in Fitchburg, Leominster, Lunenburg, and Gardner.

For outreach efforts targeting aging individuals, we have the potential to expand further within MOC's service area, including communities such as Athol and Winchendon. However, these areas are more decentralized, and expansion would require transportation support for digital navigators to deliver services effectively.

While our current geographic reach is centered in Massachusetts, our model could be adapted and scaled to additional regions which Making Opportunity Count has reached with other programs and partnerships, provided the necessary resources are available.

Question 6. Success Metrics

Quantitative Metrics:

- Over 100 participants have completed the required sessions and earned a device.
- Pre- and post-program surveys, developed in partnership with UMass through our grant, assess participant growth in digital skills and confidence.
- Program retention and engagement rates, including the number of participants who choose to retake training because of their enthusiasm for learning.

- Waitlist demand, particularly among elders, demonstrates the ongoing need for services.

Qualitative Metrics & Impact:

- Youth participants frequently retake training, excited by what they have learned. They report feeling supported in a safe, team-based environment where they can explore new opportunities.
- At the end of each training cycle, FSU students present reflections on their experiences, and program completion is recognized in a graduation ceremony.
- Elders in the program, ranging in age from 60 to 90, report feeling significantly more confident in navigating the internet, using email, participating in Zoom calls with family, accessing telehealth, and managing bills online. Several elders have requested to repeat the training to continue building their skills.
- Strong demand across sites with long waitlists indicates the effectiveness and value of the program.

As we continue our work, we aim to deepen our evaluation efforts to further refine our impact measurement and share compelling success stories.

Question 7. Client Engagement

We actively involve our clients in both the planning and implementation of our digital literacy services to ensure the program meets their needs and interests.

Client Involvement in Planning:

- Youth participants complete pre- and post-program surveys, and we offer an additional interest survey to incorporate their ideas into the planning stage. This helps tailor the curriculum to their goals and learning preferences.
- Elders and other participants are encouraged to provide feedback throughout the program to shape future offerings and ensure accessibility.

Support During & After Services:

- Translation services are provided onsite for individuals facing language barriers, ensuring equitable access for English learners.
- 1:1 support is available for individuals with disabilities, and participants with an Individualized Education Program (IEP) have the option to sit with a mentor for additional guidance.

- Participants can repeat the training if they wish to reinforce their learning or advance their skills, allowing for continued growth and confidence-building.

By integrating participant feedback and offering personalized support, we create an inclusive learning environment that empowers individuals to develop essential digital skills at their own pace.

Question 8. Partnerships:

We collaborate with several key organizations to enhance our digital literacy program and expand our service delivery model:

- Fitchburg State University (FSU) – We partner with FSU to provide student digital navigators who deliver training and support participants throughout the program. This partnership has been ongoing for the duration of our grant.
- Joseph’s House – A local partnership where we offer our program, providing access to digital literacy training for older community members in need.
- Fitchburg Senior Center – Another local partnership that serves as a program site, helping us reach aging individuals who benefit from digital skills training.
- UMass Lowell—Provides us with grant support, curriculum materials, and evaluation, ensuring our program remains evidence-based and aligned with best practices in digital literacy education.

These partnerships strengthen our ability to provide high-quality, accessible digital literacy services, leveraging each organization's expertise and resources to better serve our participants.

Question 9. Training and Support

We provide training and support to ensure organizations can effectively implement and sustain our digital literacy services.

- Curriculum Training – We offer training on the digital literacy curriculum to ensure facilitators are well-equipped to deliver high-quality instruction tailored to participant needs.
- MOC Staff Support – Our staff provides guidance and mentorship to digital navigators, helping them develop strong facilitation skills to effectively engage participants and support their learning.

By equipping facilitators and staff with the necessary skills and resources, we help organizations create a sustainable and impactful digital literacy program.

Question 10. Case Studies

Digital Navigator and Fitchburg State University intern Maddi A: "Academics have always been a significant part of my life, something I both enjoy and take pride in. An aspect of this initiative that resonated with me was the opportunity to impact someone else's life in a positive way. I truly believe there is nothing more powerful than knowledge- and to play a role in supplementing and expanding the knowledge of these students, even if some were just a few years younger than myself, was such a privilege."

Youth Graduate Charlotte R. - "My favorite lesson was the Geocaching; it was fun to work together outside. I want to try it at home now that I know what it is. The instructors are nice and know a lot. I liked coming."

Amanda K, Executive Director, City of Fitchburg Council on Aging: "I would like to see the ability to run larger groups and to continue to provide this course at the Senior Center. I would also be willing to run more than one session at the same time to help put a dent in my waitlist. I have a waitlist of over 20 participants and still receive interest from new elders regularly."

Question 11. Contact

Jeff Handler, Chief Program Officer, Making Opportunity Count, jhandler@mocinc.org, [\(978\) 345-7040](tel:(978)345-7040)

Question 12. Additional Information

Our organization seeks matching funding to support furniture and devices necessary to cover additional infrastructure costs essential for advancing digital equity and inclusion efforts.

Massachusetts Healthy Aging Collaborative (MHAC)

Name

Massachusetts Healthy Aging Collaborative (MHAC)

Initiative Area Mapping

- Digital Literacy
- Education, Outreach and Adoption

Main Address

280 Merrimack St., #400, Lawrence, MA 01843

Applicant Name

James Fuccione

Organization/Business name. If not applicable write N/A.

Massachusetts Healthy Aging Collaborative (MHAC)

Email Address

James.Fuccione@mahealthyaging.org

Phone Number

617-717-9493

Question 1. Service Description:

The Massachusetts Healthy Aging Collaborative promotes and supports a movement of age- and dementia friendly communities through a statewide, cross-sector network. As part of that work, MHAC promotes digital equity among older adults by supporting digital literacy for "Aging Individuals" based mostly out of local and regional aging services, housing and other community settings like libraries. MHAC advises and consults municipalities, aging services, and other organizational partners on the importance of including older adults in digital equity planning and activities.

MHAC works to collect and spread best practices around digital literacy programming, training, resources and funding opportunities as well as dot-connecting to partners that provide additional support and capacity. As a co-convener of the Technology Learning Collaborative for Healthy Aging, MHAC provides opportunities for information sharing and direct engagement with practitioners on digital equity and older adults.

Question 2. Pricing Structure:

MHAC is excited to work with diverse groups to support digital literacy goals and will design tailored services that meet our partner's specific needs. We are proud to make our materials 100% accessible and free of charge to promote digital equity among older adults. MHAC will support program planning and design, community engagement and other activities starting at \$5,000 for planning/design for smaller communities and organizations and maybe closer to \$10,000 if that includes community engagement and facilitation to mobilize the program from concept to operations. Larger communities and organizations will be designed collaboratively based on scope. MHAC will co-host workshops to initiate programming at \$2,000 and can partner with communities and organizations on lengthier or different formatting for community engagements and convening.

Question 3. Target Audience

Aging Individuals are the primary target audience, which can include all other covered populations. Even "youth" could be covered in an intergenerational digital literacy model.

Question 4. Experience and History

MHAC is a grantee of the MBI Digital Equity Partnerships Program with AgeSpan and other aging service access points. The Massachusetts Association for the Blind and Visually Impaired (MABVI), Little Brothers-Friends of the Elderly and Mass Law Reform Institute are also grant partners and direct digital literacy providers.

MHAC is an official technical assistance provider for the "Enhancing Digital Literacy for Older Adults" Grant Program administered by the Executive Office of Aging & Independence with ARPA funds.

For years, MHAC has promoted digital equity as a social determinant of health and has advocated for the inclusion of older adults in those activities. MHAC has connected partners to funding opportunities and other partners interested in the same goals.

Question 5. Geographic Reach

MHAC is a statewide organization.

Question 6. Success Metrics

MHAC supports community partners in responding to individualized need and we measure success based on an older adult acquiring basic skills to use devices and navigate the internet. We also support learning for distinct purposes, which can include social engagement, civic engagement, lifelong learning, entertainment, telehealth, employment, and accessing public benefits (among many others).

MHAC does not provide direct digital literacy, but advises and supports partners with research, sample training materials, participant surveys and examples from previous work.

Question 7. Client Engagement

MHAC clients are communities, so we rely on community engagement through councils on aging and other partner organizations to determine how programs and services could be designed. Since MHAC does not directly provide digital literacy or device distribution, we talk through resources, best practices and how to engage other sectors of the community. MHAC promotes funding opportunities as they become available.

Question 8. Partnerships:

We collaborate with councils on aging, aging services and long list of regional planners, community-based organizations, municipalities and statewide organizations. MHAC could never do its work alone and relies on a broad network of partners to offer mutual support and expertise.

MHAC also co-convenes the Technology Learning Collaborative for Healthy Aging with the Executive Office of Aging & Independence, which meets quarterly and has a mailing list of more than 400 individuals.

Question 9. Training and Support

As mentioned, MHAC provides support with community engagement and connections to funding, research/data, best practices and tools for training and evaluating digital equity programs.

Question 10. Case Studies

This link is to the "ReiMAGine Aging" audio progress report and, specifically, a story on digital equity that includes MHAC partners

(<https://mahealthyagingcollaborative.org/reimagine-aging/digital-equity-at-every-age/>)

This link (<https://www.mass.gov/info-details/enhancing-digital-literacy-for-older-adults-grant>) shows the grant where MHAC provides technical assistance to councils on aging.

This link provides an overview of the MBI Digital Equity Partnerships Grant led by AgeSpan and MHAC.

Question 11. Contact

James.Fuccione@mahealthyaging.org

Massachusetts League of Community Health Centers

Name

Massachusetts League of Community Health Centers

Initiative Area Mapping

- Education, Outreach and Adoption

Main Address

40 Court St, 10th Floor, Boston, MA 02108

Applicant Name

Susan Adams

Organization/Business name. If not applicable write N/A.

Massachusetts League of Community Health Centers

Email Address

sadams@massleague.org

Phone Number

6174262225

Question 1. Service Description:

The Massachusetts League of Community Health Centers, through federal/state multi-year funding cycles, private funding, and targeted grant initiatives, offers comprehensive services designed to empower community health centers (CHCs) across Massachusetts in enhancing their telehealth service delivery and advancing digital health equity. Our programs provide direct support in education, outreach, and adoption in the area of digital navigation and improving patients' use of digital technologies to engage in their healthcare. We assist with training/technical assistance, vendor evaluations, data reporting, and research initiative support, focusing on the practical application and sustainable implementation of digital health strategies.

Services Offered:

Training and Technical Assistance:

We assist with learning collaboratives to CHC staff, focusing on the effective utilization of telehealth platforms, remote patient monitoring tools, and patient portals.

Our technical assistance addresses practical challenges related to digital navigation, digital literacy, and the integration of digital health solutions into existing workflows.

We provide hands-on support in troubleshooting technical issues and optimizing digital health service delivery.

Data Reporting:

We assist CHCs in collecting and reporting relevant data to track the impact of telehealth services and digital health equity initiatives.

We provide guidance on data analysis and interpretation, enabling CHCs to identify areas for improvement and demonstrate the value of their digital health programs.

We can assist with reporting that is required by the funders.

Research Initiative Support:

We facilitate research initiatives aimed at exploring and evaluating innovative digital health strategies, such as improvements in hypertension rates with the use of remote patient monitoring tools.

We provide support in implementing research projects, collecting and analyzing data, and disseminating findings.

We support the advancement of evidence-based practices in telehealth and digital health equity.

Focus Areas:

Telehealth Services: Enhancing the capacity of CHCs to deliver high-quality telehealth services to their patient populations.

Remote Patient Monitoring: Supporting the implementation of remote monitoring programs to improve patient outcomes and reduce healthcare costs.

Patient Portal Enrollments: Increasing patient engagement through effective patient portal enrollment and utilization strategies.

Digital Navigation: Providing resources and support to help patients navigate the digital healthcare landscape.

Digital Literacy: Addressing digital literacy barriers and empowering patients to effectively utilize digital health tools.

Goal:

Our overarching goal is to strengthen the capacity of Massachusetts CHCs to provide equitable and accessible digital healthcare services, thereby improving patient outcomes and advancing health equity across the Commonwealth.

Question 2. Pricing Structure:

The Mass League partners with collaborators and funders to develop digital equity services that truly meet our CHC's unique digital equity needs. Our pricing reflects this tailored approach, with initial support and engagement typically starting around \$3000. The final investment will be based on the project's scale, the level of our team's involvement, and the reach to our CHC participants. You can expect costs to be based on scope of work and include costs to cover the Mass League's Health Informatics' team based on FTE, indirect costs, and pass through dollars to the CHCs to cover their participation time and effort.

Service Pricing:

Our service pricing is determined by the specific needs of each engagement and must support the work of community health centers and the patients they serve.

Customized Proposals: Pricing is determined on a project-by-project basis, reflecting the scope and complexity of the requested services.

Pass-Through/Sub-Awardee Costs: To ensure equitable participation from Massachusetts Community Health Centers, we incorporate their time and effort into project budgets as pass-through dollars or sub-awardee allocations. This allows for direct compensation for their contributions.

Vendor Management and Cost Optimization:

Vendor Agnostic Support: We provide unbiased support for the selection and implementation of any technology or tools chosen by the health centers.

Vendor Evaluation and Negotiation: We actively participate in vendor evaluation processes and negotiate group discount pricing to maximize cost-effectiveness and ensure optimal solutions.

Leveraged Contracts: The Mass League holds contracts with various technology providers and with our wholly owned subsidiary, Commonwealth Purchasing Group, it enables us to

offer certain services, such as telehealth platforms and patient engagement outreach tools, to our health centers at significant group pricing discounts.

Key Pricing Considerations:

Transparency: All pricing structures are presented with complete transparency, outlining the allocation of funds.

Value-Driven: Our pricing reflects the value and impact of our services in advancing digital health equity and improving patient outcomes.

Sustainability: We strive to develop sustainable funding models that ensure the long-term viability of our programs.

Question 3. Target Audience

The Massachusetts League of Community Health Centers (Mass League) is dedicated to serving as a vital resource and advocate for the Commonwealth's network of 50 community health centers, encompassing over 285 access sites, and its broader membership. Our core mission revolves around strengthening these essential healthcare providers, who serve as the primary point of care for underserved and vulnerable populations across Massachusetts.

We understand that Community Health Centers face unique challenges in delivering high-quality, accessible healthcare. Therefore, the Mass League provides a comprehensive framework of support, including:

Targeted Training: We offer specialized training programs designed to equip health center staff with the skills and knowledge necessary to navigate the complexities of modern healthcare delivery.

Technical Assistance: We provide hands-on technical support to address the practical challenges faced by health centers in implementing and optimizing their operations.

Strategic Advocacy: We advocate for policies and resources that support the sustainability and growth of community health centers, ensuring they can effectively meet the needs of their patients.

Our overarching goal is to empower Community Health Centers to:

Best serve their diverse patient populations.

Adapt effectively to the evolving healthcare landscape.

Advance digital health equity within their communities.

By focusing our efforts on supporting Community Health Centers, the Mass League plays a critical role in ensuring that all residents of Massachusetts have access to quality, affordable healthcare.

Question 4. Experience and History

With over 50 years of experience as a Primary Care Association, we've been deeply invested in the health of Massachusetts communities. Our commitment to digital equity began in the late 2000s, coinciding with the rise of electronic health records and the formation of HCCN (Health Center Controlled Network), and has continued to evolve as technology advances.

Question 5. Geographic Reach

Our reach extends across the entire Commonwealth of Massachusetts, serving all 50 community health centers and their more than 285 access sites. Furthermore, we actively collaborate at a national level with fellow Primary Care Associations (PCAs), Health Center Controlled Networks (HCCNs), and numerous other organizations dedicated to advancing digital health equity.

Question 6. Success Metrics

Measuring Our Success: A Multi-faceted Approach

We employ a comprehensive strategy to evaluate the effectiveness of our programs and initiatives, ensuring we are making a tangible impact on community health centers and the patients they serve. Our approach incorporates:

National Collaboration and Benchmarking:

We actively engage with other Health Center Controlled Networks (HCCNs) across the country to share best practices, benchmark performance, and learn from collective experiences. This allows us to gauge our progress against national standards and identify opportunities for improvement.

Comprehensive Health Center Surveys:

We conduct annual surveys of our member health centers, utilizing both qualitative and quantitative data collection methods.

These surveys assess:

Quantitative Metrics: Improvements in quality measures, patient outcomes, workflow efficiencies, patient portal enrollment numbers, telehealth utilization rates, and digital literacy rates.

Qualitative Feedback: Health center satisfaction with our services, perceived impact on patient care, and identification of areas for further support.

Ongoing Engagement and Communication:

We facilitate numerous ongoing forums and maintain active communication channels to foster continuous engagement with our health centers.

This allows us to gather real-time feedback, address emerging needs, and build strong collaborative relationships.

Data-Driven Outcome Measurement:

We track and analyze key performance indicators to demonstrate the impact of our programs.

Examples of data sources include:

Access to annual Federally Qualified Health Center UDS data (Uniform Data Submissions)

Access to Azara Healthcare DRVS population health tool, providing insight into health center quality, operational, financial, and clinical data.

Impact on Patient Health:

Ultimately, the truest measure of success is healthier outcomes for patients. Increased patient portal usage leads to more informed patients. Telehealth appointments increase access to care. Digital literacy training increases patients' ability to manage their own health.

By combining these quantitative and qualitative methods, we gain a holistic understanding of our impact and ensure that our services are effectively meeting the needs of our community health centers and the populations they serve.

Question 7. Client Engagement

To ensure our services are truly responsive and effective, it's crucial to actively involve health centers in both the planning and implementation phases.

1. Planning Phase: Collaborative Needs Assessment and Strategic Development

Comprehensive Needs Assessments:

Conduct thorough needs assessments via surveys that gather both quantitative and qualitative data from health centers.

Utilize surveys, user groups, and individual health center meetings to understand their specific challenges and priorities related to digital health.

Ensure that the surveys are easy to use, and that we have a high response rate.

Collaborative Strategic Planning Workshops:

Organize webinar workshops and learning collaboratives where health center representatives can actively participate in developing the strategic plan.

Facilitate discussions on key priorities, goals, and implementation strategies.

Pilot Programs and Feedback Loops:

Before widespread implementation, conduct pilot programs with select health centers.

Establish clear feedback loops to gather input and make necessary adjustments.

Transparent Communication:

Maintain open and transparent communication throughout the planning process, keeping health centers informed of progress and decisions.

Training and Technical Assistance Tailored to Health Center Needs:

Develop training programs that address the specific digital literacy and technical skills gaps identified by health centers.

Provide ongoing technical assistance and support to ensure successful implementation.

Health Center Champions:

Identify and train "digital champions" within each health center to serve as local experts and provide peer support.

Collaborative Implementation Teams:

Form implementation teams that include representatives from both the HCCN and participating health centers.

This fosters collaboration and ensures that implementation is aligned with health center needs.

Regular Check-ins and Feedback Sessions:

Conduct regular check-ins with health centers to monitor implementation progress and address any challenges.

Hold feedback sessions to gather input and make necessary adjustments.

Shared Resource Development:

Develop shared resources, such as best practice guides, training materials, and technology toolkits, in collaboration with health centers.

Data Sharing and Reporting:

Share data and reports with health centers to demonstrate the impact of HCCN services and identify areas for improvement.

Ongoing Communication Channels:

Maintain communication channels that are easy to access, and that are frequently used. Examples of these channels are Email, online forums, and regular meetings.

By consistently incorporating health center input and participation, we ensure that our services are relevant, impactful, and sustainable.

Question 8. Partnerships:

As a Primary Care Association, we recognize the power of collaboration in advancing digital health equity. We actively engage with a diverse network of external organizations to maximize our impact and provide comprehensive support to our member health centers.

Key partnerships include:

FQHC Telehealth Consortium:

Since 2020, we have partnered with Community Care Cooperative (C3), an ACO, to operate the FQHC Telehealth Consortium.

This collaboration focuses on delivering extensive training, technical assistance, and ongoing support to health centers in all aspects of utilizing digital health tools. This partnership has been crucial in accelerating telehealth adoption and improving digital literacy across the Commonwealth.

Academic and Research Institutions:

We collaborate with leading academic and research institutions, such as Harvard Research, to conduct studies and evaluate the effectiveness of digital health interventions. This collaboration helps to use evidence-based practices in our programs.

Government and Public Health Agencies:

We work closely with the Massachusetts Department of Public Health (DPH), the Massachusetts Health Quality Partners (MHQP), and EOHHS task forces to align our initiatives with state-level health priorities and ensure equitable access to digital health resources.

National PCA and HCCN Collaborations:

We maintain strong working relationships with other Primary Care Associations (PCAs) and Health Center Controlled Networks (HCCNs) across the United States. This allows us to share best practices, learn from national initiatives, and work together on national projects.

These strategic partnerships enable us to leverage diverse expertise, resources, and perspectives, ultimately strengthening our ability to empower community health centers and improve the health outcomes of the populations they serve.

Question 9. Training and Support

Primary Care Associations and Health Center Controlled Networks primary service is providing training and technical assistance to community health centers. Via webinars, workshops, and ongoing evaluation and feedback we can identify areas for improvement. We use evaluation data to refine training and support strategies. We can help develop with partners train-the trainer programs to empower organizations to provide ongoing training and support to their staff. This helps build internal capacity at health centers and ensure long-term sustainability.

Question 10. Case Studies

1. Recognizing the urgent need for telehealth during the pandemic, we facilitated the rapid deployment of a leading vendor's platform, which was initially available only through individual subscriptions. Through our Commonwealth Purchasing Group partnership, we enabled CHCs to access this service free of charge, implementing it at an enterprise level and providing critical technical assistance.
2. With the rise in digital equity, we saw the need to increase patient portal enrollments. Data has shown that patients who engage with their health care are likely to have better health outcomes. Technology, especially in various languages,

is a challenge. Through our work with vendors and partners, we were able to see an increase in patient portal enrollments of 54%.

3. With various funders and partners, we have launched several successful digital navigation programs across the Commonwealth addressing patient portal enrollments, remote patient monitoring devices, and telehealth appointments. Our data shows that telehealth usage post pandemic has been consistently sustained at around 30% of all primary care appointments and 60% with behavioral health.

Question 11. Contact

Susan Adams, sadams@massleague.org, 617-988-2244

Question 12. Additional Information

While the Mass League provides direct support and services to community health centers in Massachusetts, we do seek partnerships and funding to help advance digital health equity for community health centers and the patients they serve, who need digital navigation, literacy, and affordable access to broadband services and devices.

Mastermind Adventures

Name

Mastermind Adventures

Initiative Area Mapping

- Digital Literacy

Main Address

1 Slade St Somerset, MA 02725

Applicant Name

Krysten Callina

Organization/Business name. If not applicable write N/A.

Mastermind Adventures

Email Address

krysten@mastermindadventures.com

Phone Number

508-812-0346

Question 1. Service Description:

Mastermind Adventures' Bubot platform is an AI-powered, interactive learning tool designed to support digital literacy, workforce readiness, and educational inclusion for underserved populations, including neurodivergent individuals and those in disadvantaged communities. Our immersive, scenario-based approach allows users to engage in real-world problem-solving activities, enhancing critical thinking, communication, and decision-making skills.

Key features of our AI-driven learning platform:

-Scenario-Based Digital Literacy Training: Users engage in real-world, AI-assisted simulations that teach digital navigation, online safety, and information literacy.

-Workforce Readiness & Career Navigation: Bubot delivers AI-driven role-playing exercises that help individuals practice workplace skills, such as collaborative problem-solving, adaptability, and communication.

-Accessibility & Inclusivity: Designed to support neurodivergent learners, Bubot includes adaptive difficulty levels, gamification, and real-time AI guidance to help individuals develop confidence and digital proficiency.

-Customizable Training Modules: Organizations can tailor learning pathways to meet the needs of specific Covered Populations and Disadvantaged Populations.

Question 2. Pricing Structure:

Our pricing model is flexible and designed to fit the needs of different organizations. We offer a range of options that align with digital equity initiatives, ensuring accessibility, scalability, and impact. Pricing options include:

1. Per-User License Model

Designed for organizations implementing Bubot in training programs.

Pricing: \$25 – \$100 per user per month, based on features and level of customization.

Includes software licenses, stakeholder engagement materials, and user access to AI-driven training simulations.

2. Customized Workforce Training Modules

Tailored solutions for government agencies, nonprofits, and businesses focusing on digital literacy, workforce development, and education.

May include stakeholder outreach, data analysis for targeted engagement, and development of training curriculum aligned with digital literacy goals.

Pricing: \$10,000 – \$75,000 per module, depending on scope, content, and level of customization.

Options for professional development of trainers using a "train-the-trainer" approach.

3. Enterprise Solutions for Large-Scale Deployment

Comprehensive training and support services for organizations requiring extensive workforce readiness programs.

May include program staff training, education and outreach materials (including translation services), and ongoing technical consultation.

Pricing: \$100,000 – \$500,000 per year, depending on the number of users, complexity, and implementation needs.

4. Technical and Implementation Support

Includes consulting on workforce training program architecture, curriculum development, and integration with existing organizational learning platforms.

Optional access to customized AI-driven simulations designed to improve digital literacy and workforce readiness.

Pricing: \$5,000 – \$50,000 per engagement, depending on the level of support and complexity of implementation.

For organizations seeking targeted digital equity initiatives, we also offer flexible support for public space training programs, technical consulting, and stakeholder outreach campaigns.

Further pricing details and custom quotes are available upon request.

Question 3. Target Audience

Bubot is designed to serve individuals who face barriers to digital equity including:

- Neurodivergent learners (e.g., individuals with autism, ADHD, or executive function challenges).
- Job seekers who need digital and workforce training to improve employability.
- Students and educators seeking immersive, AI-powered learning experiences.
- Community organizations, workforce development centers, and libraries providing digital literacy resources.

Question 4. Experience and History

10+ years of experience in scenario-based instructional design, gamification, and immersive learning.

Platform in use at:

CURRENT:

- Clark University
- Hult International School of Business
- Private-sector corporate training programs

PAST:

- Thunderbird School of Global Management
- Justice Resource Institute
- Buckingham, Browne & Nichols
- SAGE School in Foxboro
- Junior Achievement
- Citizens for Citizens
- National Parks
- Massachusetts Public Libraries

Question 5. Geographic Reach

- Bubot is available statewide in Massachusetts.
- We have experience working with educational institutions, businesses, and nonprofit organizations across the U.S.
- Scalability: Bubot can be implemented in libraries, workforce training centers, and public learning hubs.

Question 6. Success Metrics

We measure success through both qualitative and quantitative data, including:

- User Engagement: Tracking completion rates and user interaction with digital literacy modules.
- Learning Outcomes: Pre- and post-assessment improvements in digital skills and workforce readiness.
- Workforce Impact: Job placements and employer feedback on trained individuals.

Question 7. Client Engagement

- Collaborative Program Design: We work closely with nonprofits, schools, and workforce training programs to customize Bubot's AI-driven learning modules.
- Ongoing Support: Organizations receive training, implementation guidance, and AI-driven progress tracking for their users.

Question 8. Partnerships:

We actively collaborate with educational institutions and nonprofits, including:

- Clark University, Hult International School of Business, Stonehill College (education & workforce training).
- Workforce development organizations focused on preparing underserved populations for digital careers.
- Potential partnerships with Massachusetts-based public libraries, community colleges, and employment centers.

Question 9. Training and Support

Bubot provides:

- Onboarding training for organizations and instructors.
- Live AI-driven assistance to guide learners in real-time.
- Post-training analytics & reporting for organizations to track progress.

Question 10. Case Studies

- Hult International School of Business: Used Bubot to facilitate scenario-based learning for students in business and communication programs.
- Thunderbird School of Global Management: Implemented AI-driven workforce readiness training for leadership development.
- Private Sector Client (Training Program): Enhanced employee decision-making through adaptive, AI-powered problem-solving exercises.

Question 11. Contact

Krysten Callina, krysten@mastermindadventures.com, 508-812-0346

Question 12. Additional Information

Bubot's AI-powered, adaptive learning platform aligns directly with Massachusetts' digital equity goals. Our expertise in immersive workforce training, digital literacy education, and AI-driven decision-making simulations makes us an ideal partner for organizations looking to enhance digital inclusion efforts.

Mobile Mac Doctors

Name

Mobile Mac Doctors

Initiative Area Mapping

- Digital Literacy
- Education, Outreach and Adoption

Main Address

NA mobile business serving Cape Cod

Applicant Name

Meghan Keegan

Organization/Business name. If not applicable write N/A.

Mobile Mac Doctors

Email Address

meg@mobilemacdoctors.com

Phone Number

508-827-1118

Question 1. Service Description:

Tech Assistance: Offering on-site and remote tech support for Apple devices (MacBooks, iPads, iPhones), tailored to individuals, schools, businesses, and organizations. This includes troubleshooting, device setup, system optimization, and data recovery. We ensure the technology is user-friendly and accessible for users.

Digital Literacy Coaching: We provide training to help individuals of all ages and different abilities improve their digital skills, from basic device use to advanced tech topics. This is especially beneficial for seniors, people with disabilities, and low-income households. We utilize the basics of Apple's built-in accessibility.

Device Setup & Optimization: We help individuals and organizations optimize the performance of their devices, including setting up new devices, backing up data, updating

software, and securing devices. This is particularly helpful for small businesses and seniors who are not familiar with technology.

Parental Control Setup: We assist families in setting up device security and parental controls to ensure children's (or older adults) online safety and security.

Accessibility Support: For individuals with disabilities, we provide basic training on using Apple devices with accessibility features like VoiceOver, screen magnification, and other assistive technologies. I also have a Bachelors degree in ASL (I'm not fluent) can provide support in ASL.

Question 2. Pricing Structure:

Our pricing model includes:

On-Site Support: \$125 for the first hour and \$75 for each additional half hour

Remote Support: Starting at \$25 for 15-minute consultations, with pricing increasing based on service complexity and duration.

Special Packages: We offer discounted pricing for bundled hours of support or long-term assistance for businesses and organizations.

For a detailed breakdown of costs and service packages, please refer to our pricing page: <https://mobilemacdoctors.com/pricing>

Question 3. Target Audience

Seniors: Many seniors face challenges when using modern devices, so we provide tech support, training, and guidance that helps them feel confident with their technology.

Individuals with disabilities: We provide basic accessible tech support and training tailored to individuals with visual, mobility, and cognitive impairments.

Question 4. Experience and History

We've been providing digital equity and inclusion services since September 2023 through Mobile Mac Doctors. Our work has focused on empowering Cape Cod communities with their technology and providing accessible and effective technology solutions. Additionally, I worked for Apple for almost 12 years, where I served as their "accessibility champion" in the Apple Store I worked in. This experience has greatly influenced my ability to offer specialized accessibility support. I work with a diverse range of clients, including Deaf individuals using ASL, aging customers with dementia or cognitive decline, people recovering from brain injuries, and individuals with mobility issues. I also have experience working with individuals with Down syndrome. A significant part of my work involves

helping older adults simplify their technology usage, using analogies that are relatable to them. This requires getting to know my clients and understanding where they are coming from, which allows me to make the information I provide more effective and easier to digest.

A lot of my clients don't consider themselves to have disabilities, but they are neurodivergent or have learning disabilities. As someone who has my own learning disabilities, I can relate and use my technology to help me with mine, which allows me to better support others in a similar situation. My approach is rooted in patience, and I adjust my pace to match the unique needs of each person, helping them navigate the technology in a way that empowers them to use it independently.

Question 5. Geographic Reach

We currently provide services throughout Cape Cod, Massachusetts.

Question 6. Success Metrics

The number one way I measure client satisfaction is by simply asking them how they feel after our appointment. The answers I usually receive are about stress relief, feeling more confident, and empowered in using their technology. Many of my clients express their gratitude through hugs and share how the lessons I've taught them have changed their lives. This feedback reassures me that I am fulfilling my purpose, which is to empower my clients and give them the tools to feel more comfortable and in control of their technology.

Question 7. Client Engagement

We actively engage with clients through:

Initial consultations to assess their needs and goals.

Customized solutions based on those needs, whether it's for tech support, device setup, or training.

Ongoing support, including remote check-ins and follow-up consultations.

This collaborative approach ensures that clients are not only receiving the help they need but are also empowered to use technology independently.

Question 8. Partnerships:

I am actively involved in networking with disability organizations and have formed partnerships with local police stations to help combat scams, with some police stations recommending customers to me for assistance. I also work with law enforcement to help them understand how technology can support individuals in domestic violence situations.

Additionally, local banks frequently refer customers to me after they've experienced scams, relying on my expertise to help clean and secure their devices. At this time, I am the only person providing services within my company, which limits my ability to take on additional work if I cannot be compensated for it.

Question 9. Training and Support

We can equip staff members or volunteers with the basic skills to continue providing ongoing support to their communities or clients. This ensures that organizations can maintain the effectiveness of our services even after the initial training phase.

Question 10. Case Studies

Case Study 1: Supporting a Senior Client and Their Spouse with Technology

Challenge:

The client's spouse initially reached out because they felt overwhelmed trying to help their partner manage their technology. Recognizing my expertise in simplifying technology, they asked me to step in. The client, a senior experiencing cognitive decline, was comfortable working directly with me because they didn't feel judged or embarrassed. Instead, they welcomed my support in reducing complexity and helping them gain confidence using their devices independently.

Solution:

We streamlined their devices by removing unnecessary applications and configuring settings to make everything more intuitive. I used relatable analogies and provided clear, step-by-step instructions tailored to their needs and cognitive comfort.

Outcome:

After our sessions, the client expressed feeling significantly more confident and empowered to use their technology independently. The spouse reported reduced stress and relief knowing their partner could manage their devices with increased ease and confidence.

Case Study 2: Empowering a Neurodivergent Adult

Challenge:

A neurodivergent adult, unaware of their learning disabilities, was frequently frustrated and overwhelmed when using digital tools at work. They struggled with understanding complex instructions and felt isolated by their difficulties.

Solution:

Drawing from my own experiences with learning disabilities, I approached the sessions with patience, empathy, and practical strategies. Tasks were broken into manageable segments, analogies were personalized to their life experiences, and I provided ongoing reinforcement to help them integrate new skills into their daily routine.

Outcome:

The client reported increased professional productivity, less anxiety, and greater confidence. They also shared how meaningful it was to learn in an environment where they felt completely understood and supported, leading to increased independence and empowerment.

Case Study 3: Collaborating with Police to Protect Community Members from Technology Scams

Challenge:

A local police officer knowledgeable about scams and somewhat experienced with technology was limited in how much time he could spend assisting community members who had fallen victim to technology scams. Recognizing the need for specialized help, he would recommend my services to individuals needing detailed assistance with securing their devices. Additionally, he sought further knowledge to help victims of domestic violence feel safer with their technology.

Solution:

I provided personalized support to scam victims by thoroughly reviewing their devices, securing their accounts, and helping them understand how to prevent future incidents. Additionally, I educated the police officer about Apple's Safety Check and Lockdown Mode, enabling him to more effectively support domestic violence victims in protecting their digital lives and ensuring their safety.

Outcome:

The officer reported that my involvement significantly improved the quality of assistance provided to residents affected by scams, reducing their stress and increasing their confidence in using technology securely. Furthermore, our collaboration expanded the officer's knowledge of specialized Apple security tools, directly benefiting domestic violence survivors by making them feel safer and more protected when using their devices.

Question 11. Contact

info@mobilemacdoctors.com or 508-827-1118 or they can go to mobilemacdoctors.com and request Support

Question 12. Additional Information

The driving force behind my work is the passion to empower individuals through technology. Digital equity, accessibility, and inclusion are core values that guide everything I do. This commitment is deeply personal, especially in supporting the disability community. Ensuring everyone, regardless of ability, age, or situation, can confidently access and use technology motivates me each day. My dedication to digital equity and inclusion shapes every interaction I have with my clients, reinforcing my belief that technology should be empowering, accessible, and transformative for all.

National Digital Equity Center

Name

National Digital Equity Center

Initiative Area Mapping

- Digital Literacy
- Education, Outreach and Adoption

Main Address

297 Bath Rd., Wiscasset, ME 04578

Applicant Name

Susan Corbett, Executive Director

Organization/Business name. If not applicable write N/A.

National Digital Equity Center

Email Address

info@digitalequitycenter.org

Phone Number

207-259-5010

Question 1. Service Description:

- Digital Literacy/Skills Training – The National Digital Equity Center (NDEC) offers 45 unique digital skills classes. Classes are organized around three curricula: Work & Business, Home & Education, and Aging Well with Technology and range in duration from one to three one-hour class sessions. Classes can either be taken in an online, interactive format via Zoom or in-person, in collaboration with a local partner organization. The partner organizations “facilitate” the class, and digital skills instructors deliver course content via Zoom videoconferencing. All classes are taught in English; however, most classes can be requested in Spanish or French.
- Digital Skills Success Program - The Digital Skills Success Program includes two Individual Learning Plan Programs under which digital skills learners are able to receive assessment of their skills and one-on-one support: The two programs are the “Basic Digital Skills Individual Learning Plans (ILP)” and the “Path to Work Skills Success Individual

Learning Plans (ILP)”. Each Individual Learning Plan begins with an initial assessment of their goals and skills; further proctored Northstar Assessments are included with the Path to Work Skills Success ILP participants.. From the results of the assessments as well as an assessment of their career goals, an Individual Learning Plan is created which includes the digital skills classes needed to meet the participant’s workforce and/or personal training goals. A Progress Interview is completed after each participant completes an ILP to determine if they’ve met their goals and if they wish to continue additional digital skills learning.

- Digital Navigator Program - Digital navigators are trusted guides who assist community members with ongoing, individualized support for accessing affordable and appropriate connectivity, devices, and digital skills. Navigators can be volunteers, cross-trained existing staff, or dedicated new hires who offer guidance on connectivity, devices, and digital skills. NDEC offers Digital Navigator training which may include: Creating a Code of Conduct & Confidentiality Statement; Using authorized devices; Administering Digital Skills Assessments; Understanding and Supporting Individual Learning Plans; Database and Reporting; Affordable Broadband Solutions; Recruiting partner organizations; Facilitating digital skills classes; Administering affordable devices, etc.

- Digital Equity Plans – A Digital Equity Plan is a strategy or roadmap to ensure that all individuals and communities have the skills, technology and capacity needed to fully participate in the digital economy. NDEC has worked for many years with communities, counties, and regions to develop Digital Equity Plans, and well over 60 unique, local and regional plans have been facilitated and developed. NDEC was the consultant on the State of Maine Digital Equity Plan. The scope of consulting work included working with 16 counties and 5 tribal locations identified as the “Regional and Wabanaki Broadband Partners” (RWBP). Each RWBP recruited coalition members – people who identified or provided services to the “covered populations”. NDEC led the RWBPs and their Coalitions to understanding the demographics of the people of regions; identify the available assets throughout their regions; identify the barriers to affordable broadband, affordable devices, digital skills training, and public computer access; and to develop a plan with a budget to address all barriers.

Question 2. Pricing Structure:

- Digital Skills Training:

- o Online, interactive class instruction (NDEC open classes)

- ♣ Class size: 10 students per class

- ♣ Cost: \$35.00 per class hour per student

- o Onsite, in person classes (in collaboration with a local organization providing a facilitator) with the instructor delivering class instruction via

Zoom videoconferencing (Local organization closed classes)

- ♣ Class size: 10 students per class

- ♣ Cost: \$350.00 per class hour

- Digital Skills Success Plans:

- o Includes digital skills assessment and customized individual learning plan for a participant, as well as one-on-one instruction to prepare the

student to join the digital skills classes:

- ♣ Cost: \$750.00 per student

- Digital Navigator Program:

- ♣ Curriculum is customized based on organization's goals and vision

- ♣ Cost: Consultative rate \$250.00 per hr.

- Digital Equity Plans:

- ♣ NDEC works with a team of local partners to determine the assets in the region, as well as the gaps in digital opportunities for the people

served in the targeted region. Digital Equity Plans include a scope of work to be done, including a budget for that work.

- ♣ Cost: Pricing is based on the # of town/cities & population targeted in the plan.

Question 3. Target Audience

- The primary end beneficiaries for our services are the Covered populations which include the following: Aging Individuals; Incarcerated/Formerly Incarcerated Individuals; Veterans; Individuals with Disabilities; Individuals with a language barrier including English learners and those with low levels of literacy; Members of a racial or ethnic minority group (Immigrants/Refugees); Low-income individuals; Individuals who primarily reside in a rural area; as well as LGBTQ+ Individuals; Members of Religious Minority Groups; and Women. We typically do not provide services to Youth.

The first step is addressing the barriers to digital inclusion for the Covered Populations, as well as identifying the assets in the region that support digital equity. NDEC can facilitate a series of discussions with local organizations that serve the Covered Populations and other stakeholders to understand the region's current situation with regard to the components of digital inclusion: affordable broadband, affordable equipment, digital skills, public computer access, and community advocates. The following is an example of digital inclusion discussions:

♣ Affordable Broadband

- ♣ Is “take-rate” an issue? (the number of homes that subscribe to broadband)
- ♣ Are there local or ISP affordability plans? Should funds be raised for a local affordability program?
- ♣ Are subscribers aware of the FCC Lifeline program and monthly broadband discount?

♣ Affordable Devices

- ♣ Are there refurbished computer companies that sell devices at a discount?
- ♣ Is the issue of “take-rate” a lack of devices or knowledge of devices for a subscriber?

♣ Digital Skills training

- ♣ What digital skills resources are available? (Adult Education Programs, Libraries, Community Centers, etc.)
- ♣ Is there a need for an increase in digital skills for the workforce?
- ♣ Is there a need for digital skills training for older adults?
- ♣ Is training needed for residents to participate in telehealth visits?

♣ Public Computer Access

- ♣ What are the region's computer and WiFi options? This may include local schools, libraries, town offices, and community centers.

♣ Recruiting Community Advocates

- ♣ Are there community volunteers currently supporting digital equity and inclusion efforts?
- ♣ Can volunteers be recruited to work one-on-one with residents or facilitate digital skills classes?

♣ Can “partners” be recruited to host classes and provide space? Partners include adult education programs, libraries, community centers, health care organizations, municipalities, civic organizations, etc.

Question 4. Experience and History

- NDEC is a national leader in digital equity and inclusion and NDEC’s Executive Director is a founding board member of the National Digital Inclusion Alliance. In 2018, NDEC launched the “Maine Digital Inclusion Initiative,” hosting free, public digital skills classes in all 16 Maine counties, with over 200 classes available online, or in-person each month through its Partner Onsite Location program. Digital Skills classes provide opportunities for professional growth, personal enrichment, the development of computer skills, and preparation for professional careers in a supportive environment. Customized training and consulting solutions are offered to businesses and industries, as well as community residents. Online classes are held in a live interactive form using a videoconference platform; in-person classes are at community locations in collaboration with partner organizations. NDEC provides all instruction in a small group interactive learning setting, whether it is online or in-person.

NDEC’s digital skills classes have reached over 40,000 participants and of the students who participate, 24% are unemployed, 38% are retired, and over 62% are age 50 and older. Additionally, about 42% of students have a family income of \$34,999 or less, and 41% have a high school diploma or less.

In addition, NDEC created a statewide Digital Navigator and “Need Help?” program. Digital Navigators are trusted guides who assist community members with ongoing, individualized support for accessing affordable and appropriate connectivity, devices, and digital skills. NDEC has trained over 60 Digital Navigators to assist community members on their digital journey. In the past year, there have been over 5,000 individual one-on-one assistance sessions from a Digital Navigator.

Question 5. Geographic Reach

- Currently, Massachusetts residents can participate in NDEC’s online, interactive classes. NDEC has a strong management team that includes the Executive Director, Chief Operating Officer, Digital Navigator Program Manager, Digital Skills Program Manager, Outreach & Training Manager, Partner Onsite Manager, and administrative support that can support extensive expansion into other states. NDEC’s staff, including highly qualified and experienced digital skills instructors, live in multiple states. NDEC can work collaboratively

with local and regional partner organizations to offer local digital skills classes and support via videoconferencing.

Question 6. Success Metrics

- NDEC uses a proprietary database management system called DITTO to collect and house program and participant data. DITTO is a secure and encrypted database which is housed on a virtual private server located in TierPoint's Dallas data center. This facility is audited under SSAE 18 SOC 2 Type II, PCI-DSS, GLBA and HIPAA standards annually and is ITAR and EU-US Privacy Shield registered. The NDEC data is protected by a SHA256RSA SSL encryption for all data in motion. Password data is protected in the database directly, at rest, using 1024 bit hashing.

DITTO is designed to align with the U.S. Census data to demonstrate the impact of NDEC programming against common measures. Participants are required to register for the program and provide demographic information including age, household income, education level, race, gender, employment status, and town of residence. In addition, DITTO tracks the number of participants in classes, the type of classes, as well as the number and type of digital navigator sessions for each participant. NDEC's Reporting Manager oversees the production of monthly aggregate reports to demonstrate demographic information, number of participants, and number of classes and digital navigator sessions completed. DITTO also tracks Digital Skills Assessment scores, Individual Learning Plans, and device program participation and management.

- NDEC can assist in drafting specific goals for each of the components of digital inclusion (affordable broadband, affordable equipment, digital skills, public computer access, and community advocates) and include a series of action items and key strategies to be implemented over the expected timeline of the plan. The goals specific objectives to measure and track progress towards meeting the State's digital equity goals.

- In 2020, NDEC was awarded an U.S. Dept. of Commerce Economic Development Administration grant. The project included contracting with a research organization, Lighthouse Research & Development, to measure outcomes. Included in Optional Attachments are two reports: EDA NDEC Enrollee Report (Workforce) and EDA NDEC Enrollee Report (Retirees).

Question 7. Client Engagement

- In all the work that NDEC does, collaboration is at the heart of everything we do. NDEC has a proven track record of partnering with over 275 organizations. At the onset of each relationship, we spend time understanding the goals and needs of each entity as they are

all unique. The project planning is determined through mutual discussions and trust. For all organizations that NDEC works with, the relationships and support are long-lasting.

Question 8. Partnerships:

- NDEC partners and collaborates with over 275 organizations which include local libraries, adult education programs, older adult organizations, community centers, healthcare entities and many others. Additionally, NDEC consulted with Maine's 13 Regional and Wabanaki Broadband Partners (RWBP) and their Coalitions to develop the State of Maine Digital Equity Plan. The RWTPs provided all of the above information to the Maine Connectivity Authority – the state agency responsible for developing the Digital Equity Plan. NDEC collated all information gathered and developed county-based Digital Equity Plans – these plans became the blueprint to move forward in closing the digital divide for each county.

Question 9. Training and Support

- NDEC can customized training to meet the needs of an organization. NDEC works collaboratively with an organization to identify the goals and outcomes desired, and provides support on an ongoing basis. Examples of NDEC training include: Partner Onsite Location training; Facilitator training; Technical Support Specialist Training; Train the trainer program; Digital Navigator Training; Digital Skills Success Plans and Individual Learning Plans training.

Question 10. Case Studies

- Consultant for [State of Maine Digital Equity Plan](#) as previously described which included working with Maine's 13 Regional and Wabanaki Broadband Partners.
- [Digital Equity Plan for the Waldo Broadband Corporation](#) (WBC). The plan included five rural communities and was an exercise in cooperation and collaboration to develop the best outcome for their citizens. The goal of the WBC Digital Equity Plan is to close the digital divide for its citizens. WBC defined the digital divide as “the gap between those who have affordable access, skills, and support to effectively engage online and those who do not. As technology constantly evolves, the digital divide prevents equal participation and opportunity in all parts of life, disproportionately affecting people of color, Indigenous peoples, households with low incomes, people with disabilities, people in rural areas, and older adults.”
- Digital Navigator Program – NDEC currently has contracts with several organizations to hire, train and supervisor local digital navigators. The organizations include: Androscoggin County Council of Governments; Eastern Maine Development Corporation; Greater

Portland Council of Governments; GrowSmart Maine; Houlton Band of Maliseet Indians; Mi'kmaq Nation; Northern Maine Development Commission; Passamaquoddy Tribe at Sipayik; Somerset County Economic Development Council; Southern Maine Planning & Development Commission.

Question 11. Contact

Susan Corbett, Executive Director

info@digitalequitycenter.org

207-259-5010

Question 12. Additional Information

See Airtable database for additional information/attachments.

Northstar Digital Literacy, a program of Literacy Minnesota

Name

Northstar Digital Literacy, a program of Literacy Minnesota

Initiative Area Mapping

- Digital Literacy

Main Address

700 Raymond Avenue, Suite 180 Saint Paul, MN 55114-1780

Applicant Name

Theresa Sladek

Organization/Business name. If not applicable write N/A.

Northstar Digital Literacy, a program of Literacy Minnesota

Email Address

tsladek@literacymn.org

Phone Number

651-645-2277

Question 1. Service Description:

Digital Literacy: Northstar Digital Literacy is an internet based platform that assesses and instructs individuals on the foundational digital skills needed to perform tasks on digital devices and online. Northstar offers standards, assessments, self-guided interactive modules, and curricula across three core areas in 17 topics:

-Essential Computer Skills: Smartphone Keyboard Basics & Logging In, Basic Computer Skills, Internet Basics, Using Email, Windows 10, Windows 11, Mac OS

-Essential Software Skills: Microsoft Word, Excel, PowerPoint, Google Docs

-Using Technology in Daily Life: Social Media, Information Literacy, Career Search Skills, Accessing Telehealth Appointments, Supporting K-12 Distance Learning, Your Digital Footprint.

As part of a non-profit organization, our mission is to help individuals around the world master the digital skills needed to work, learn, and participate fully in daily life.

Northstar assessments provide individuals a personalized roadmap for further instruction, allowing individuals to retake the assessment once they have mastered the necessary skills. When individuals pass each assessment, Northstar offers a certificate to demonstrate proficiency in the essential digital skill assessed. Assessments and instructional materials are built around standards (skills) that indicate competency in each topic area. Educational materials include curricula that can be used by instructors or digital navigators in person or remotely, as well as self paced online practice lessons, which provide instruction and practice for individuals to use on their own, with or without an instructor. Assessments and online learning modules are available in both English and Spanish, as well as most instructor-led curricula.

Northstar is used by over 3000 subscribing organizations worldwide including Adult Basic Education programs, libraries, colleges, nonprofits, workforce centers, government agencies, and businesses.

Question 2. Pricing Structure:

Northstar is an annual subscription that is typically priced by number of physical locations in a subscribing entity, number of individual users/yr, and number of assessments/yr, as well as non-profit vs for-profit status. The lowest tier pricing for a non-profit for one location with less than 500 participants and less than 3,500 assessments is \$550/yr.

Please visit Northstar Digital Literacy's Pricing Page for more information

<https://www.digitalliteracyassessment.org/pricing#pricing>

Becoming a Northstar location has many tangible benefits, such as accessing data about your end-users' assessments and awarding certificates.

Question 3. Target Audience

Northstar helps people master the digital skills needed to work, learn, and participate fully in daily life. Northstar Digital Literacy learners include:

individuals who are lower income or live in covered households; aging individuals, incarcerated individuals, veterans, individuals with disabilities, individuals with a language barrier, including individuals who—(i) are English learners; and (ii) have low levels of literacy; individuals who are members of a racial or ethnic minority group; and individuals who reside in rural areas.

Northstar develops learning resources and assessments to support native English speakers and adult English language learners at an Intermediate Level. Because of the predictable structure of the curriculum lessons, and the self directed practice lessons and because scaffolds and guidance for learners are provided, teachers/programs have successfully adapted the lessons on their own for lower level-English learners. All questions are offered in both written and audio forms with the chance to replay the audio questions as needed. Additionally, Northstar builds learning resources to optimize accessibility and usability for our users. Closed captioning is available in all assessments and Northstar Online Learning modules, and resources are developed to be screen-reader compliant.

Question 4. Experience and History

Northstar has a 13 year history of successfully meeting the digital literacy assessment, education, and credentialing needs of diverse populations. Our services are designed to be accessible to persons with limited education (4th grade reading level), are internet based, and can be accessed via a variety of devices (including computers, tablets, and phones). We currently serve over 3000 sites with multiple subscribers in all 50 states and several foreign countries, in a wide variety of settings. We have 17 assessments, in the areas of Essential Computer Skills, Essential Software Skills, and Using Technology in Daily Life. Northstar instruction includes remote online learning, and curricula which can be used in-person or at a distance. Our delivery model is designed to be easily adapted to a variety of settings and populations. Our content is available in both English and Spanish. Over 9 million total Northstar Digital Literacy assessments have been taken to date.

Question 5. Geographic Reach

Northstar can be found at over 100 sites in Massachusetts, including adult learning centers, workforce centers, county correctional facilities, libraries, and community colleges. Northstar serves subscribing sites in all 50 states and several foreign countries. Over nine million Northstar Digital Literacy assessments have been taken to date. Currently, Northstar serves over 3,000 Adult Basic Education programs, colleges, nonprofits, workforce centers, government agencies, and businesses. Northstar provides support to sites through our support email support@digitalliteracyassessment.org

Northstar is easily scaled, as the process for creating locations involves completion of a simple form. As Northstar is internet-based, scaling is not an issue. We provide extensive online support resources via our manual and helpdesk. Our subscription costs are low, as we are a nonprofit and our mission is to support literacy of all types. We can also provide custom training for sites when needed, to support rapid implementation.

Question 6. Success Metrics

Northstar's Digital Literacy assessments have demonstrated significant engagement and measurable success across Northstar locations. With a total of 3,421,507 location assessments conducted and 1,707,297 assessments passed, the overall pass rate stands at 49.9%. These numbers represent data across all time and organizations within the Northstar network.

In addition to the pass rate, 369,360 certificates have been awarded to learners for passing assessments in a proctored environment. These certificates serve as a key indicator of learners' successful completion of digital literacy standards, demonstrating not only engagement but also the acquisition of critical digital skills. Furthermore, 513,207 digital badges have been awarded, providing learners with tangible recognition of their accomplishments and serving as a motivational tool for learners to continue advancing their digital literacy.

Recent data from assessments taken after January 1, 2025, shows that for location-given assessments (proctored and non-proctored), learners had an average relative gain of 36.24%. As the earliest 2025 scores in this data analysis may not reflect the very first assessments taken by learners (if before January 1, 2025), and such earlier assessments would have likely had lower scores compared to more recent attempts, the actual improvement in scores across all time is likely even higher than reported.

Taken together, these metrics provide a comprehensive view of the effectiveness of Northstar's Digital Literacy assessments. Please see Case Studies for examples of outcomes or impacts achieved with past clients.

Feedback from NS sites is consistently positive. We receive feedback from our sites regarding the effectiveness of our services in supporting learners to build digital literacy skills in a number of topics, secure employment, participate in higher education, and meet their personal goals.

Question 7. Client Engagement

In the development process, Northstar consults with topic experts and adult basic education professionals to ensure the quality of assessment. The Northstar team also collects feedback from learners during development.

Northstar revises assessments and learning resources when necessary and as time allows. Periodically, Northstar revises and re-releases content based on software updates, user feedback, score analysis, and program updates, as well as evolution of social expectations in such areas as information literacy.

Northstar also provides implementation support to subscribing sites. This includes extensive online support resources via our manual and a helpdesk. We can also provide custom training for sites when needed, to support rapid implementation.

Question 8. Partnerships:

No, Northstar does not collaborate with other organizations as part of our service delivery model.

Question 9. Training and Support

Subscribing sites have access to many resources through their Northstar Admin portal including a comprehensive User Manual with written instructions and screenshots, "Quick Start Guides" that cover tasks often done when implementing Northstar, and Video Tutorials that are quick 1-3 min videos explaining how to use the various features in Northstar.

In addition, Northstar provides free, monthly webinars on getting started in the portal as well as customized, fee-based training covering topics such as An Overview of the Northstar Platform, Getting Started with Northstar Digital Literacy, Introducing Participants to Northstar, Integrating Northstar into Current Educational Programming, Working with Lower-Level Digital Literacy Learners, The Eight Components of Digital Navigation, Key Skills for Digital Navigators, Using Northstar Data to Inform Programming, and Best Practices for Working with Adults on Digital Literacy. Each training is customized to your organization's needs, and includes consultation with Northstar staff to create a presentation specific to you. This training is provided for a fee; please contact Northstar support@digitalliteracyassessment.org for pricing.

Additionally, for questions that cannot be answer through our manual and/or video tutorials sites are able to connect with the Northstar team for timely answers to questions via our support email: support@digitalliteracyassessment.org

Question 10. Case Studies

Case Study: New Jersey State Libraries Network

3/12/24

New Jersey State Libraries has partnered with Northstar since September 2021, with the goal of enhancing digital skills for individuals across the state. The libraries sought a platform to help patrons increase their digital skills to enable them to engage and connect with their community and loved ones, participate more fully in education, access

healthcare, and increase workplace skills. Northstar worked closely with the library system to establish a centralized network for 61 library sites, allowing state staff to track usage across the state and individual libraries. This setup enabled the state library staff to run reports on key metrics like the number of assessments given and passed, percentage increase in skill gain, and number of certificates awarded, providing insights into library engagement and helping identify high-performing libraries to share best practices with others.

Throughout the setup process, the Northstar team provided tailored training and ongoing support for library staff, focusing on areas such as running and reading reports, proctoring assessments, and learner outreach. Northstar staff have extended expertise in working with adults, especially those with low digital literacy and low literacy skills, and the training was often focused on helping this population.

At the three libraries that have the highest usage according to the number of assessments this contract year, their lifetime average assessment gains range from 8.74 to 12.60 points in score improvements. Across the entire network, locations average an improved score by 9.77 points, or a relative gain of 42.19%. These results highlight the success of these high-engagement libraries in fostering both participation and improvement across the network.

Case Study: Center for Workforce Inclusion, in Maryland, CWI Works, Inc.

Date: 3/12/25

Northstar and CWI Works, Inc. have been partners since the inception of the CWI Digital Certification Program (DCP).

CWI Works, Inc. is a non-profit organization focused on preparing “Older Americans” to fill the talent pipelines of American businesses, bringing their invaluable wisdom, reliability, and dependability to the workplace alongside their current digital skills. CWI Works, Inc. partners with American business to connect them with a national network of work-ready older Americans, with Federal agencies on staffing solutions, and with older Americans on job training and placement.

The CWI Digital Certification Program (DCP) is totally virtual, incorporating a dedicated Digital Navigator 1:1 model over a period of 10 weeks. Digital Navigators meet with job seekers twice weekly and, between scheduled lessons, job seekers complete independent lesson practice in Northstar and other activities assigned by their DN.

Starting by phone with their DN, job seekers progress to completing the program via Zoom where Northstar’s remote learner lesson plans are utilized to enhance learning. Six specified Northstar certifications are required to graduate the program, with the remaining

modules available as electives based on the job seeker's career pathway. Northstar Online Learning allows Digital Navigators to determine progress with the job seeker's independent lesson practice and monitor access to the platform and hours spent in learning.

Pre- and post- assessments allow data reporting to validate the average increase in performance percentages by cohort and individual job seeker. Pre-assessments allow the Digital Navigators working with job seekers to prepare relevant lesson plans for the individual job seekers in our 1:1 program model.

CWI reported that the Northstar Digital Literacy assessments provide great foundational digital skills in preparation for focused Career Pathway training and re-entering the workforce where job seekers have a portfolio of certificates showcasing their current digital certifications, skills, and abilities to be competitive in the modern digital world.

Some of the CWI DCP statistics for 2024, validated by reported data, show:

- # of Graduates: 176
- # of Certifications: 1927
- Average # of Certifications per job seeker: 10.95
- Average Increase in knowledge attainment for Microsoft Office (Word, Excel, and PowerPoint) modules: 41%

Case Study: Correctional Facilities Massachusetts

Date: 3/12/25

A Digital Literacy Teacher at the Hampden County Sheriff's Office, has had the opportunity to use the Northstar Digital Literacy program over the past couple of years. They report the Northstar Digital Literacy program provides students with the necessary tools and skills to advance in their digital competencies. The teacher notes that Northstar first gauges students' individual skills through self-guided assessments. Then, through interactive online-lessons, built with videos and handouts, students are able to develop their digital skills and reach mastery levels that impact their everyday life.

With Northstar, the teacher has witnessed students develop their digital skills regardless of their academic level or language proficiency. Under their instruction, approximately 450 unique users have logged into the online learning platform, achieving measurable gains with much success. The digital literacy teacher has proctored over 3,500 assessments, with about 2,000 of those being passed. This success has granted students the opportunity to earn certificates of achievement for each of the digital skills mastered. Many of these

users have also completed the entire program and received a certificate of completion for their great efforts and accomplishment.

The teacher reports Northstar supports students at multiple levels. The essential computer skills modules allow students with basic digital skills to be successful, while those who are at the intermediate or advanced levels are challenged by gaining software skills and using technology in more concrete ways. Once a student completes the program, students are encouraged to take part in a tutoring program as a way to implement what was learned in practical ways and assist others in reaching their digital literacy aptitudes.

In a second case, an Educational Advisor at the Worcester County Sheriff's Office, has overseen the use of the Northstar Digital Literacy program at the Worcester County House of Correction for the past 4 ½ years. They report that the program has seen widespread participation, particularly among students with minimal digital literacy skills, especially those who have been previously incarcerated at upstate facilities.

The advisor states that the online learning modules and practice exams offered through the Northstar Digital Literacy program have been instrumental in helping students develop their digital skills and improve their overall readiness for the workforce. Many students eagerly look forward to earning Northstar Digital Literacy certificates, which they can proudly add to their resumes as a testament to their newfound digital skills.

Under instructor's guidance, 560 unique students took Northstar Digital literacy assessments, collectively taking 7,977 assessments. Of these, 3,965 assessments were successfully passed, reflecting a passing rate of 49.7%. On average, users saw a significant improvement, with a point gain of 8.46, a relative level gain of 43.49% on Northstar assessments. Over 4000 Northstar Digital Literacy certificates have been awarded to students in the program.

Question 11. Contact

Please visit our website to learn more <https://www.digitalliteracyassessment.org> or contact us at www.digitalliteracyassessment.org/contact.

For further questions, please email us at support@digitalliteracyassessment.org

Question 12. Additional Information

Northstar is involved in a number of national organizations, including the National Digital Inclusion Alliance, as part of our commitment to growing digital skills nationwide. We also participate in nationally funded research projects on topics related to digital literacy.

Please visit our website to learn more about the features we provide including digital literacy assessments, instructor-led curricula and self-directed online learning for basic digital literacy skills. Subscribing organizations can use Northstar resources to determine needs, provide relevant instruction, and track results.

<https://www.digitalliteracyassessment.org/features>

Older Adults Technology Services (OATS) from AARP

Name

Older Adults Technology Services (OATS) from AARP

Initiative Area Mapping

- Digital Literacy
- Education, Outreach and Adoption

Main Address

236 W. 30th St. Fl. 8, New York, NY, 10001

Applicant Name

Mario Rubano

Organization/Business name. If not applicable write N/A.

Older Adults Technology Services (OATS) from AARP

Email Address

mrubano@oats.org

Phone Number

(332) 234-8466

Question 1. Service Description:

Older Adults Technology Services (OATS) from AARP provides digital skills education for older adults through a variety of training channels and across a variety of devices, operating systems, and software.

Senior Planet Licensing: The Senior Planet Licensing program enables community organizations to deliver in-person Senior Planet programs independently within their communities. SP Licensing consists of two primary elements: 1) a multi-week train-the-trainer program that instructs the partner organization on the teaching methodology developed and implemented by OATS; and 2) access to the OATS curriculum and expert coaching.

In-person: Our Senior Planet Centers (New York City, NY; Miami, FL; Denver, CO; Plattsburgh, NY) act as regional hubs where we deliver multi-week and one-off programs designed to provide participants with deep learning experiences on a variety of topics.

Multi-week programs meet two times per week for 90-minute classes for either 5- or 10-weeks (10 and 20 total sessions, respectively). These courses cover content spanning basic foundational computer skills (Computer Basics for Older Adults, iPad Basics, etc.) to more specialized and sophisticated skills (Smartphone Photography, Money Matters, Android and Chrome Essentials, etc.). Multiweek courses are accompanied by full-color, spiral-bound workbooks that provide knowledge checks throughout the course and serves as a reference for the older adults once they have completed the class.

Lecture courses are designed as one-off, drop-in sessions that provide introductory information on particular technologies, devices, apps, and concepts (Intro to Managing Your Privacy, Intro to AI, Streaming & Smart TVs, etc.). Workshops are similar to Lectures but include a hands-on component (Using Google Drive, Getting Started with TikTok, Networking on LinkedIn, etc.)

Virtual: At seniorplanet.org, we deliver 70+ virtual program offerings per week. Programming is available Monday-Friday from 9:00am - 5:00pm ET with occasional evening programs, and Saturdays 10:00am - 2:00pm ET. The scheduled programs go beyond classes and encompass a variety of opportunities for social connection and physical fitness including dozens of discussion groups, visiting expert educational programs, Tai Chi, Morning Stretch, and more.

Tech Hotline: In addition to our portfolio of in-person and virtual classes, we operate a toll-free, national technology hotline for older adults (888-713-3495). The hotline is available Monday-Friday 9:00am – 8:00pm ET and Saturdays 10:00am – 2:00pm ET. Individuals that call the hotline will receive 1-on-1, personalized assistance to address any tech issue they are experiencing. For no fee, older adults can call this number and receive guidance on resetting passwords, troubleshooting their smart TV, registering for virtual Senior Planet classes, and any other tech issues. The Tech Hotline offers assistance in English, Spanish, and Mandarin. Participants can also book extended 1-on-1 Zoom sessions with hotline agents for additional help, and at no cost.

Tech Tip Video Tutorials and On-Demand Learning: On our Senior Planet from AARP YouTube channel, visitors can access 100+ instructional videos that provide bite-sized learning opportunities. These asynchronous tools are ready to access whenever an older adult needs them and, like all other offerings, are totally free of charge. Seniorplanet.org also offers a variety of on-demand training opportunities including self-paced courses.

Language access is an ongoing priority for OATS. We currently offer programming in English, Spanish, Mandarin, Vietnamese, Russian, and Haitian Creole, with half of our award-winning curriculum now available in languages other than English.

Question 2. Pricing Structure:

Free. To maximize the accessibility of Senior Planet programming, we deliver all our programming free of charge to individuals 50 years of age or older. Whether an individual is accessing an in-person class at a partner site, connecting to a virtual class on seniorplanet.org, calling the toll-free Tech Hotline for personalized technology assistance, engaging with peers on the Senior Planet Community social media website, or any other offering, they will not be expected to pay a fee to access programming.

Question 3. Target Audience

Aging Individuals (60 and older)

Our curriculum is intentionally designed to meet the educational needs of older adults. Multi-week courses that meet twice per week in small class settings (12-14 participants) coupled with a teaching methodology built upon a comfortable pace, patience, repetition, opportunities for exploration, and constant social connection all serve the unique learning needs of older adults.

Residents of Rural Areas

We meet the needs of this target population by partnering with hundreds of organizations in rural areas across the country. Through these partnerships, we enable older adults in rural communities to access world-class digital skills training delivered by trusted entities in their neighborhoods. Additionally, we have a long history researching the distinct digital needs of older adults living in rural communities (see additional attachments)

Low Income Households (<150% of Federal Poverty Level)

We meet the needs of this population by ensuring that our services remain entirely free-of-charge for all older adults. Every service we provide is delivered at no cost to the participant. We provide training on software and resources that do not require purchasing or subscription (Google Suite, Canva, etc.). Additionally, we offer over 40 Financial Security classes that teach older adults how to use technology to save money in various areas of their lives (Digital Coupon Tools, Saving Money with Tech, Online Shopping, P2P Payments, Safe Online Shopping, etc.).

Individuals with a Language Barrier

We meet the needs of this group by ensuring that a growing proportion of our entire course curriculum is translated into multiple languages (Spanish, Mandarin, Vietnamese, Russian, Haitian Creole).

Question 4. Experience and History

OATS from AARP has provided digital skills training for older adults since 2004. In 2024, older adults participated in Senior Planet offerings over 673,000 times, a 16% increase over the previous year. Senior Planet has seen consistent year-over-year growth in engagement across all channels (in-person, virtual, licensing, etc.).

Question 5. Geographic Reach

Our Massachusetts-based partnerships include Little Brothers – Friends of the Elderly; Top Floor Learning; Chicopee Council on Aging; and Elder Services of Cape Cod & the Islands. These programs serve the following counties: Cape Cod & Islands; Hampden; Hampshire; Suffolk; and Worcester. We operate Senior Planet Centers in New York, NY; Plattsburgh, NY; Denver, CO; and Miami, FL that act as regional innovation hubs. Through our Senior Planet Licensing program, we currently operate in 36 states. We are well-positioned to continue scaling our work throughout Massachusetts and currently have no restrictions or limitations on how many Senior Planet Licensees we can onboard in the state.

Question 6. Success Metrics

OATS has a dedicated Impact Measurement and Learning team that employs measurement processes to monitor success across the organization. We employ the Net Promoter Score (NPS) metric to assess the likelihood of older adults recommending the Senior Planet experience to peers. Our in-person and virtual NPS scores are 87 and 85, respectively. We also survey the ways in which technology education has impacted the lives of Senior Planet participants. Seventy-two percent report feeling more confident connecting online, 76% feel better equipped to find resources, and 68% feel less lonely. We additionally capture narrative experiences in the form of Success Stories, bite-sized anecdotes of how Senior Planet programming has impacted a participant's life (see text and links in Question 10).

Question 7. Client Engagement

OATS maintains a robust, ongoing pre- and post-session survey regimen. This process allows us to capture valuable attitudinal information and feedback from users. We maintain participant-led councils that provide guidance on program development to ensure that we are providing relevant course content that meets the needs of older adults. The multiple modalities for service delivery ensure that older adults have various

touchpoints and opportunities for continued learning and support (see Question 1). Additionally, we frequently utilize focus groups to gather deeper learnings on the Senior Planet participant experience.

Question 8. Partnerships:

A partial list of corporate/foundation partnerships includes AT&T, CapitalOne, Comcast, Google, Humana, OpenAI, SONY, T-Mobile, United Healthcare, and Verizon. In addition, we work closely with city/local governments across the country, with long-standing relationships in New York City; Denver, CO; Montgomery County, MD; Miami, FL; and San Antonio, TX. Our Senior Planet Licensing program enables us to partner with a variety of organization types: senior centers, libraries, faith institutions, adult learning centers, and more.

Question 9. Training and Support

Organizations participating in the Senior Planet Licensing program participate in a multi-week, intensive training regimen and benefit from ongoing programmatic support from the OATS team after completion. We provide recruitment assistance, tools to assess course interest, and general best practices for leading engaging educational programs. The Licensing team is available to Licensees to answer questions and provide guidance on program delivery and other aspects of the Senior Planet experience.

Question 10. Case Studies

Vignettes of the impact of OATS' work on individuals engaging with Senior Planet programming can be found on our YouTube channel. Links and summaries are below.

Thelma's Journey: Embracing Technology with Senior Planet

[<https://www.youtube.com/watch?v=p4GSeK4W9U0>]

Like many others, Thelma Hall, a participant of Senior Planet from AARP, initially feared that she couldn't use a computer without breaking it or downloading a virus. However, after taking a few Senior Planet technology classes, she gradually built digital skills that opened her world. Thelma attributes her newfound proficiency to her instructor, Johnny H., praising his patience, expertise, and teaching methods. Today, Thelma feels comfortable doing all the basics online and far more, like playing games, watching movies, and playing guitar, to name a few. She acknowledges the positive impact of being online on her mental and physical well-being, crediting it with helping her "get back to being me."

Senior Planet Stories: Donna Thomas Jones

[<https://youtu.be/nS-xtYg0fdE?si=XUngoXf1BLD18zKM>]

12 years after suffering a stroke, Donna is on the road to recovery — thanks in part to her discovery of the newest Senior Planet center, located in Miami’s Wynwood neighborhood. By participating in free technology classes and social programs at the center, Donna is making new friends, finding community, and communicating more clearly with her family and friends.

Senior Planet Stories: Snehlata Malaviya

[<https://youtu.be/2JUi5D97cg4?si=8KU-ZgacWKznIYER>]

When Snehlata Malaviya decided to try out Senior Planet from AARP's free finance classes at her local Senior Planet center in New York City, she had no idea how useful they would be. Finance classes help older adults balance budgets, pay bills online, take control of their digital wallets, and much more.

Little Brothers Friends of the Elderly

[https://oats.org/wp-content/uploads/2024/12/OATS_Little-Brothers-Friends-of-the-Elderly-Licensing-Testimonial_Web.pdf]

Additional licensing testimonials - <https://oats.org/licensing/>

Client projects - <https://oats.org/projects/>

OATS blog - <https://oats.org/news/>

Question 11. Contact

info@oats.org

(718) 360-1707

Question 12. Additional Information

See Airtable database for more information/ attachments.

Omnipoint Technology Digital Equity

Name

Omnipoint Technology Digital Equity

Initiative Area Mapping

- Digital Literacy
- Device Distribution
- WiFi Access

Main Address

1666 Main Street, Springfield MA 01103

Applicant Name

Samantha Mastromatteo

Organization/Business name. If not applicable write N/A.

Omnipoint Technology Digital Equity

Email Address

SMastromatteoJD@outlook.com

Phone Number

4133550359

Question 1. Service Description:

SECIFIC DIGITAL EQUITY INCLUSION SERVICES

Omnipoint Technology Digital Equity (O.T.D.E.) aspires to close the gap of accessibility to self-sufficiency by providing affordable internet, tools and services for digital literacy. We serve the community from our physical location of connectivity, performing device refurbishment services, employment training and other activities to engage the target population. Omnipoint was created from a central mission of harnessing equality. People who arrive at Omnipoint seeking low-cost internet services will find an array of additional opportunities for personal and career advancement within.

Omnipoint Technology Digital Equity is focused on educating members of our community about digital literacy and thereby promoting digital equity. It is the goal of Omnipoint to

connect members of the target population with access, devices and training to learn basic skills in modern technology. Omnipoint distributes devices to disadvantaged groups such as those below 150% Federal Poverty Level, LGBTQI+ individuals, Women, those who English is not their first language, and members of ethnic groups with historically disparate treatment. Outreach is performed through workshops and by publishing communications in person and online. Omnipoint empowers the community with newfound digital literacy through interactive online resources, in-person group instruction and one-on-one coaching.

Omnipoint Technology Digital Equity offers a variety of different services that increase digital equity and promote inclusivity throughout our community.

DIGITAL LITERACY

Omnipoint Technology Digital Equity is committed to advancing digital literacy in Massachusetts. We are working tirelessly to close the digital divide in Springfield and all Western Massachusetts. Our initiative focuses on empowering residents with the knowledge and tools necessary to thrive in the digital age.

The skills being taught allow every person the ability to participate in and access the benefits of the digital world. As more of our life becomes integrated with technology the need for an introductory understanding of digital systems is a prerequisite to the ability to thrive. Whether it is banking, healthcare, insurance, job-searching, homework, schooling, court hearing, or remote work being able to easily access an internet ready device is crucial to participating in one's own life. Omnipoint is working to ensure that no one is being prevented from moving forward in their goals by their inability to use modern technology.

REFURBISHMENT SERVICES

Omnipoint Technology Digital Equity provides refurbishment services at Omni Café located at 1666 Main Street, Springfield, MA 01103. Anytime during business hours someone can enter the café and speak with a specialist who will refurbish broken devices or find an appropriate replacement at an affordable price. The repair specialist will troubleshoot performance issues and make recommendations for the steps necessary to regain functionality. The specialist will also be able to replace broken or damaged screens. Omnipoint knows how important it is to maintain access to internet services and by employing a device specialist on-site it allows them to optimize customer experience and expedite returning devices to working order. Omnipoint is able to replace broken or cracked screens on tablets, phones and laptops. Omnipoint also addresses the need for increased protection on electronic devices. They offer cell phone and tablet cases along with screen protectors to bolster preventative measures and reduce the need for restoration services.

TRAINING

Omnipoint Technology Digital Equity offers a variety of training programs designed to enhance digital literacy and provide individuals with the skills they need to thrive in today's increasingly connected world. Omnipoint trains individuals with the skills necessary to use basic technology. Whether it is one-on-one, in person or a virtual consultation Omnipoint makes itself available to guide and advise members of the target population who want to empower themselves with digital literacy. There is an impactful correlation between having the knowledge to navigate basic technology and advancement in life. Omnipoint is utilizing its resources to train in essential concepts that connect individuals with the tools necessary for active participation in modern society. These programs are tailored to meet the needs of different groups and skill levels, from beginners to more advanced learners. The training programs include:

1. Basic Computer Skills

- o Introduction to computers, operating systems, and software applications
- o Navigating the internet, setting up and managing email accounts
- o Basic word processing, spreadsheets, and presentations

2. Digital Safety and Security

- o Understanding online threats such as phishing, malware, and identity theft
- o Best practices for online security and privacy
- o Safe browsing, secure password management, and two-factor authentication

3. Job Search and Career Development

- o Creating and optimizing resumes and cover letters using word processors
- o Job search strategies and using online job boards (LinkedIn, Indeed, etc.)
- o Interview preparation through online platforms like Zoom and Skype

4. Social Media and Communication

- o Using social media platforms like Facebook, Twitter, Instagram, and LinkedIn
- o Digital communication skills including email etiquette and video calls
- o Building an online presence for personal or professional networking

5. Financial Literacy and Online Banking

- o Accessing and understanding online banking platforms
- o Managing personal finances with budgeting tools and apps
- o Digital payments, e-commerce, and understanding cryptocurrency

6. Advanced Digital Skills

- o Introduction to coding, programming, and app development
- o Web design basics using HTML, CSS, and JavaScript
- o Understanding cloud computing, data management, and digital collaboration tools

7. Remote Work and Virtual Collaboration

- o Using cloud-based platforms like Google Workspace, Microsoft Office 365, and Zoom
- o Time management, virtual team collaboration, and productivity tools
- o Setting up and maintaining a home office with necessary tech tools

DEVICE DISTRIBUTION

Omnipoint Technology Digital Equity has distributed over 1,000 tablets, laptops and computers to public school children in Springfield. We have provided devices at no expense to children who would otherwise not have access to the technology. Omnipoint actively participates in device distribution as qualifying individuals are connected with free tablets or laptops at the Omni Café.

Omnipoint is executing plans for increased device distribution in the years ahead. We hope to put a tablet or computer into the hands of every individual in our community who is willing to learn how to use it. In addition to these systematic distributions, we are actively reaching out to other members of the community and working with them to find suitable solutions for reliable and accessible technology.

BROADBAND CONNECTIVITY

One of the central focuses of Omnipoint Technology Digital Equity is combating digital inequalities and demolishing the barriers keeping underserved populations from reaching their full potential. Access to the internet has become essential in the past decade; consistently increasing in its significance and interdependence with everyday life.

FIBER NETWORKS

Omnipoint is preparing to introduce fiber networks into Springfield. We look to expand beyond Western Massachusetts in the upcoming years. Omnipoint has previously

developed a broadband interface that successfully provides low-cost internet to marginalized communities. This success is demonstrated by the services provided to thousands of individuals in Selma, Alabama.

WORKSHOPS

Omnipoint will be offering workshops that teach digital literacy in multiple flexible formats. The workshops will be held in person on location while also being streamed through various platforms to maximize the potential audience. Workshops will focus on digital literacy, technology education, and improving hire-ability. Further education will also be available through one-on-one career coaching with referrals made on a case-by-case basis. All of the activities outlined in the “training” section correlate with the curriculums being developed for the workshops.

Workshops will be held in large group formats with more complex matters being reduced to smaller audiences. There will be a variety of levels to address the range of experience with technology for members of our target population.

RESOURCES

Omnipoint is a hub of resources to uplift and empower members of the community it serves. Online they share important information about digital literacy and ways to improve digital equity. They provide paper flyers and other instructional materials to spread awareness and knowledge throughout Massachusetts. One of the greatest resources Omnipoint has to offer is its breadth of resources to pull from. As they continue to expand their customer base and serve more individuals, they will share that valuable guidance with those who need it most.

Question 2. Pricing Structure:

Omnipoint does not charge for its digital equity services as they are all sponsored by donations. There are no pricing metrics for digital literacy training, device distribution or the many other activities relating to digital equity. Any out-of-pocket expenses that are not covered by subsidies will be derived from donation pools. This model allows Omnipoint to engage audiences that may not otherwise pursue digital literacy training based on financial circumstances.

Question 3. Target Audience

Equality considerations are at the forefront of the mission for Omnipoint Technology and Digital Equity. There are multiple target audiences for our services and products. Omnipoint has a dedicated interest in assisting individuals with language barriers,

LGBTQIA+ individuals, those with an income less than 150% the federal poverty level, racial and ethnic groups and women.

The primary beneficiaries of our services are low-income individuals; with the majority of our activity relating to digital literacy training. Many people in disadvantaged communities face barriers to obtaining employment that tie in directly with the need for digital literacy. Whether due to a struggling fluency in English, illiteracy, or other social constructs; it is a deficiency of certain “hirable” skills that creates a void in the workforce and keeps many people stuck relying on government assistance or indiscriminate activities to pay their bills. By focusing on expanding connectivity options, digital literacy training, and affordable internet access, particularly in underserved communities, we are most effectively serving our target audience.

The target population is impacted by these equity disparities when they are passed over for employment opportunities based on a lack of exposure to basic technology systems. Omnipoint observed this inequality and set out to rectify the imbalance in our community; we have since developed a multi-faceted system of outreach to bring their services to the largest number of people possible.

Omnipoint has multiple branches of activities that serve the targeted populations in meaningful ways. Low-income individuals receive free or subsidized internet access and essential devices to exist in the modern world. The target population is already struggling to manage the many moving parts associated with modern society; whether it is health care, zoom court, or a job interview; access to the internet is the gateway to a better life.

Omnipoint is advocating for digital literacy within the community and doing so by holding workshops with basic technology training. Marginalized groups benefit from our digital literacy training and other resources because this population is often otherwise without access to learn these essential skills.

Black, Latino, Indigenous People of Color, Women, and any other population identified as in-need or at-risk uniquely benefit from our digital literacy training and other resources. These groups will be supported by tailored programs which connect participants with valuable skills that combat traditional barriers to success. Omnipoint looks to train, hire and refer capable individuals to prospective employers within our community.

Question 4. Experience and History

Omnipoint Technology Digital Equity has been providing connectivity to underserved populations since 2016. As of 2023 Omnipoint has built broadband connectivity to over 400,000 underserved individuals. We provide laptops, computers and tablets to qualified members of the target population. We provide digital skills training and education to low-

income communities assuring that everyone we connect with a device is able to utilize all of the important gateways such access affords to them. Omnipoint is on a mission to improve online accessibility for all empowering rural communities to measure and address their own broadband needs.

We are in the third year of performing the digital equity services described in this report. Since implementation of Omnipoint has completed two major projects. The first project served the City of Springfield in promoting digital equity by providing Chromebooks and tablets to public school students. Over 1,000 devices were distributed to children who would otherwise go without proper means to complete their schoolwork. Our other digital equity success has been in the implementation of connectivity services to those in Selma, Alabama. Prior to Omnipoint entering the scene the entire geographic region was stuck in the past as they had no affordable internet providers and furthermore no infrastructure.

Since opening Omni Café Omnipoint has continued its impact on the community by delivering more devices to local residents. Whether it is through one-on-one or small group demonstrations and workshops teaching digital literacy or the individuals coming to the business for device repair or screen replacement; Omnipoint has taught participants about digital literacy while connecting them with free or affordable devices.

Question 5. Geographic Reach

Omnipoint Technology is currently working in Springfield, Massachusetts with the capacity to expand to other regions in Massachusetts and beyond. Omnipoint Technology Digital Equity has so far provided devices and digital literacy services to individuals in eleven (11) states. There are over 6,891,000 active users of our services.

Omnipoint Technology has achieved success in Alabama and has made plans to serve communities Austin, Chicago and Springfield, Massachusetts. Potential to scale into additional geographic areas is built into our business plan as the goal for Omnipoint is to break through the digital equity barrier and provide digital literacy training and connectivity options to everyone regardless of economic status.

Question 6. Success Metrics

We measure the success of our services with the satisfaction of members and continual progress towards achieving community goals.

Our qualitative measurement reflects non-numerical data to understand “how” our services are impacting those we intend to serve. We use various methods to gather this data such as interviews, surveys and observations. A qualitative outcome will be measured by community engagement and demonstrated by review, requested and unsolicited

feedback. A positive qualitative report will result from improvements in digital literacy among our target population. The many factors representing digital literacy are fluid and as such the methods for measuring improvements in digital literacy vary greatly based on a number of circumstances. We reach a positive outcome qualitatively when we are able to study the impact of our services, explore customer experience and understand the ways in which we are improving digital inequality in our communities.

Quantitative metrics discern objective measurements of participation and outreach achievements. A successful outcome is determined by quantitative thresholds which reflect 25% of the target population. The quantitative thresholds are proportional to the potential audience who are likely to be eligible to receive these support services. The target audience will encompass members beyond the scope of potential outreach and as such the “total population” used for comparison will vary. The variance will be structured based on context and circumstances relating to each metric of success.

A positive quantitative report will result from improvements in digital literacy among our target population. The many factors representing literacy are fluid with technology constantly evolving creating a curve of desired outcomes, all demonstrating satisfactory improvements with some profound impacts and others leaning towards insignificance. The numerical components will represent a variety of factors to show patterns and correlations between goals and data.

Examples of our past success can be found through our distribution of devices to the Springfield public schools’ system. We are able to view the overall population of school-aged children who would otherwise be unable to access a computer and know we were able to upset that statistic. More examples can be found in our Case Studies below.

Question 7. Client Engagement

Client Engagement is a focus of Omnipoint Technology Digital Equity. It is crucial to the success of our digital literacy movement to interact directly with the audience we are looking to uplift and serve.

Clients can learn about our services directly through our website, in-person at location or through marketing materials distributed throughout the community. We offer support in applying for these discounted devices and attaining the desired services, whether over the phone or live assistance.

After a customer has received a device through our Omnipoint Technology Digital Equity we offer digital literacy training to ensure they are able to utilize the newfound opportunities they have gained access to. We have regular workshops in addition to other learning

opportunities which are provided to customers as part of our client engagement processes. These specific courses are detailed above.

Question 8. Partnerships:

Omnipoint Technology Digital Equity does not work with other organizations and has no other stakeholders in service delivery.

Question 9. Training and Support

The specific training programs being curated are outlined in Question 1 but I will elaborate further here. We offer multiple avenues of support to ensure organizations can effectively implement and sustain our services. We have 24/7 customer service online or over the phone with in-person assistance available at-location during regular business hours. We will go into an organization that we are providing digital equity training for and develop a plan to assure our services will be sustainable. Each business or organization has a different way of operating so approaches will be adjusted to best suit the recipient under those circumstances.

We offer formal and informal training programs that allow people to learn in-person and remotely. We have a range of levels for our curriculum so whether you are a novice, beginner or familiar but in need of more support, there will be a program tailored to best accommodate you. We have devices accessible on location to guide individuals through the basic concepts of navigating new technologies. This training will be performed in groups through workshops, in educational settings and also individually on a one-on-one basis. The support offered will compliment the training curriculum and create the greatest possible outcome for improvement in digital literacy.

Question 10. Case Studies

Case Study 1. Selma, Alabama

Omnipoint provides digital equity to Selma Alabama through its digital literacy program. We have worked to develop a system to connect those in need with free tablets, laptops, computers and access to the internet.

Omnipoint Technology Digital Equity was able to bring affordable internet to thousands of homes in Selma, Alabama. We were able to lay the infrastructure while bringing the community together to support our services becoming available. Once we created opportunities for affordable internet in Alabama, we were able to continue our goals of spreading digital equity by engaging directly with the population offering literacy training and technology education.

Case Study 2. Springfield, Massachusetts.

Omnipoint Technology Digital Equity has improved the digital equity in Springfield Massachusetts through our outreach program. We distributed over 1,000 Chromebooks and Tablets to public school students throughout the city. There is a deficit in the budget for public schools and Omnipoint Technology Digital Equity was able to fulfill the important need of computing devices for learning activities. At our location in Springfield, we offer Digital Literacy training, workshops and more. All of our efforts come together to create a system for supporting members of the community in attaining the skills necessary to compete in today's economy.

Question 11. Contact

Email address: SMastromatteoJD@outlook.com

Phone number: (413) 355-0359

Resilient Coders

Name

Resilient Coders

Initiative Area Mapping

- Digital Literacy

Main Address

One Broadway, Cambridge, MA 02142

Applicant Name

Mayra Vega-Rodriguez

Organization/Business name. If not applicable write N/A.

Resilient Coders

Email Address

info@resilientcoders.org

Phone Number

508-474-3690

Question 1. Service Description:

Resilient Coders is a non-profit organization that focuses on providing talented Black and Brown young adults with a free 18-week online coding bootcamp. Enrolled students are provided with fullstack skills (HTML, CSS, Javascript, React, Node, Express, MongoDB, and PostgreSQL) and professional development with the intent to land a job as a Software Engineer post program.

Question 2. Pricing Structure:

Our program is completely FREE. Our students never have to pay us back, not even after they start their job. We also offer a \$500 bi-weekly stipend while students are enrolled in the program.

Question 3. Target Audience

Resilient Coders' mission is to dismantle barriers into tech careers for young adults of color, igniting a transformative wave within the industry where Black and Brown talent not

only thrive but lead. We work toward this through holistic training programs, strategic partnerships, and a multi-pronged approach embodied in our four pillars: Free Education, Advocacy, Coalition Building, and Community Engagement.

Over the past decade, Resilient Coders has continuously adapted our model to meet the changing demands of the tech industry and the needs of our students. We transitioned from an 8-week web development bootcamp to an intensive 18-week program covering full-stack software engineering. In response to recent market challenges, we launched Resilient Ascend in 2023, an alumni upskilling program focusing on cutting-edge technologies like AI and machine learning.

Question 4. Experience and History

Resilient Coders has been serving young adults of color across Boston and Philadelphia for over 10 years. To date, we have trained over 400 students in Boston and over 80 in Philadelphia, achieving an average starting salary of \$98,000 for our graduates. Our commitment to radical equity and innovative approaches to tech education has positioned us as a leading force in creating a more diverse and inclusive tech workforce.

Question 5. Geographic Reach

Resilient Coders is eligible for prospective candidates residing in the Greater Boston and Greater Philadelphia Regions (this includes all of Massachusetts and some neighboring states such as Rhode Island, New Jersey and Delaware).

Question 6. Success Metrics

At Resilient Coders, we are committed to driving economic impact within the communities we serve. Our success is measured by the career placements of our graduates and the transformative increase in their salaries.

Over the past decade, we have proudly supported over 500 aspiring software engineers, empowering them to create lasting, meaningful change in their lives and communities.

\$25,000 – The average salary of participants before joining Resilient Coders.

\$90,000 – The average salary of graduates upon completing the program.

\$17 million – The total starting salaries earned by our graduates over the past 10 years.

These numbers reflect more than just financial growth—they represent life-changing opportunities and a stronger, more inclusive tech industry.

Question 7. Client Engagement

Resilient Coders provides students with the structure, support, and space they need to learn and grow. Through weekly assignments, students apply their newly acquired skills by building projects that reinforce their learning. We also offer weekly community hours, where students receive guidance from dedicated experts in residence, mentors, and alumni—ensuring both group and individualized support throughout the program. By the program’s end, students graduate with a robust portfolio of projects, including their final Demo Day project—a full-stack application that often presents innovative solutions to real-world challenges.

Question 8. Partnerships:

We are often seeking to partner with community organizations for referrals as well as resources for our students. If you are interested in learning more about partnering with us please contact Mayra Vega-Rodriguez at mayra@resilientcoders.org

We are often seeking hiring partners interested in hiring our recent and more seasoned alumni. If you are interested in learning more about partnering with us please contact Stephanie Castaños at stephanie@resilientcoders.org

Question 9. Training and Support

N/A

Question 10. Case Studies

<https://www.youtube.com/watch?v=DrKL1fp2NI0>

<https://bit.ly/Wise2024Cohort>

<https://bit.ly/Rizel2018Cohort>

Question 11. Contact

For Community Organization Partnerships please contact Mayra Vega-Rodriguez at mayra@resilientcoders.org

For Hiring Partners please contact Stephanie Castaños at stephanie@resilientcoders.org

Question 12. Additional Information

See Airtable database for more information/ attachments.

Revitalize Community Development Corporation

Name

Revitalize Community Development Corporation

Initiative Area Mapping

- Digital Literacy
- Device Distribution
- Education, Outreach and Adoption

Main Address

240 Cadwell Drive, Springfield, MA 01104

Applicant Name

Colleen S. Loveless

Organization/Business name. If not applicable write N/A.

Revitalize Community Development Corporation

Email Address

cloveless@revitalizecdc.com

Phone Number

Cell: 860-668-9701. Office: 413-788-0014

Question 1. Service Description:

In collaboration with the Alliance for Digital Equity in Western Massachusetts and a contract with the Public Health Institute of Western Massachusetts, Revitalize Community Development Corporation (Revitalize CDC) offers digital navigation services to support low-income individuals and families in accessing essential digital resources. These services are available across Hampden, Hampshire, Franklin, Berkshire, and Worcester Counties and are designed to bridge the digital divide by increasing connectivity and digital literacy.

Revitalize CDC's digital navigation services may include:

- Assistance with securing affordable internet access

- Digital skills training to enhance online proficiency and engagement
- Support in obtaining a tablet or computer for individuals as needed

Each year, the program aims to reach 250 individuals, with a focus on providing one-on-one digital skills training to 75 participants. These services are delivered either in-home, on a one-on-one basis, or in group settings, ensuring accessibility and personalized support. An example of trainings provided include: how to navigate the internet, Windows 11, Microsoft Office products such as Word, etc.

Referrals for the program are accepted through participating healthcare agencies, the 413Cares.org platform, or direct outreach through Revitalize CDC's network. By expanding digital access and literacy, this initiative empowers individuals to better engage with educational, employment, and healthcare opportunities, fostering greater community resilience and inclusion.

Question 2. Pricing Structure:

Revitalize CDC provides all digital navigation services at no cost to low-income individuals and their families.

Question 3. Target Audience

Revitalize Community Development Corporation (Revitalize CDC) is committed to serving diverse populations across Western Massachusetts, with a focus on Covered Populations and Disadvantaged Populations. Our programs, including healthy homes initiatives, digital navigation services, and community outreach efforts, are tailored to meet the unique needs of the following groups:

Aging Individuals (60 and older)

- Offer digital literacy training to help seniors access telehealth, social connections, and essential online services.

Immigrants/Refugees

- Assist with language-accessible digital navigation services to help individuals connect to online resources, employment opportunities, and healthcare.

Incarcerated Individuals (Reentering Citizens)

- Provide digital literacy and workforce training to improve employment opportunities.

Individuals with a Language Barrier (English Learners or Low-Literacy Individuals)

- Provide multilingual support and materials for digital navigation services.

- Partner with community organizations and interpreters utilizing Boostlingo Language Interpreter Services to ensure clear communication and equitable access to resources.

Individuals with Disabilities

- Offer customized digital navigation training to help individuals with disabilities access online healthcare, education, and financial services.

LGBTQ+ Individuals

- Provide safe, non-discriminatory digital navigation training to help individuals connect with resources and support networks.

Low-Income Households (<150% of the Federal Poverty Level)

- Connect individuals to affordable internet programs, financial assistance resources, and workforce development opportunities.

Members of Racial/Ethnic Groups

- Address racial disparities in digital access by prioritizing services for historically marginalized communities.
- Partner with community leaders and organizations serving Black, Latino, Indigenous, and other communities of color to provide equitable outreach.

Members of Religious Minority Groups

- Ensure culturally sensitive outreach and services, respecting the specific needs and practices of religious communities.
- Partner with faith-based organizations to expand access to digital literacy, and community support programs.

Residents of Rural Areas

- Provide digital navigation services to improve access to telehealth, remote education, and job opportunities in areas with limited infrastructure.

Veterans

- Assist with digital skills training to help veterans access benefits, job training, and healthcare services online.

Women

- Prioritize single mothers and female-headed households for digital literacy training.

- Offer safe and supportive community spaces for women to access workforce development and financial resources.

Youth

- Offer STEM-focused digital literacy training to help youth develop essential technology skills for education and employment.

By tailoring our services to the unique needs of each of these populations, Revitalize CDC ensures equitable access to digital inclusion, and community resources, creating lasting impact for the individuals and families we serve.

Question 4. Experience and History

Revitalize CDC has been providing digital equity services for the past seven months, in partnership with the Alliance for Digital Equity in Western Massachusetts. During this time, the program has successfully reached 751 individuals through outreach and group sessions, while providing one-on-one digital skills training to 64 individuals.

This initiative has rapidly expanded access to affordable internet, digital devices, and essential technology training, ensuring that low-income individuals and families can fully participate in today's digital world. Revitalize CDC remains committed to scaling these efforts to bridge the digital divide in underserved communities.

Question 5. Geographic Reach

Revitalize CDC currently provides services in Western and Central Massachusetts, specifically in the following counties:

- Hampden County
- Hampshire County
- Franklin County

We will be focusing on the following two counties in the near future as we serve clients in all 5 counties with most of our other programs.

- Berkshire County
- Worcester County

These areas represent a mix of urban, suburban, and rural communities, allowing Revitalize CDC to address a wide range of digital equity challenges.

Revitalize CDC has the capacity and experience to scale its services to additional areas, particularly in communities facing similar digital access disparities. Expansion potential includes:

- Possibly other regions within Massachusetts, particularly in Greater Boston and Southeastern Massachusetts, where affordability and accessibility challenges persist.
- Partnership-driven expansion, working with local governments, nonprofits, and digital equity coalitions in new areas to replicate successful models of service delivery.

With strong partnerships, funding support, and an adaptable service model, Revitalize CDC is well-positioned to expand its impact and bring its digital equity initiatives to additional communities.

Question 6. Success Metrics

Revitalize CDC has distributed and set up 11 Google Chromebooks, 4 Windows 11 Laptops, and 5 Franklin Mobile T10 Hotspots. Many more are needed, however Revitalize CDC is relying on another organization, The Tech Foundry for devices. Through community engagement, Revitalize has reached a total of 751 individuals. This includes free workshops on hardware and software training at the Revitalize CDC office and other sites. In addition, we have worked with 65 individuals in a one on one setting in their home, the Revitalize CDC office or at different community sites. All of this has been accomplished since the program's implementation in August of 2024.

Receiving this type of digital equity and navigation training has a profound and transformative impact on individuals for those we serve, particularly those in underserved communities. By enhancing digital skills and providing access to technology, these trainings empower our participants in several key areas:

1. Increased Access to Essential Services

- Participants can schedule and attend telehealth appointments, manage prescriptions, and access medical records online, improving overall healthcare management.
- Individuals can apply for government benefits, housing assistance, and financial aid programs, reducing barriers to essential support services.

2. Improved Employment Opportunities

- Participants learn how to create online resumes, apply for jobs, and use job search platforms such as Indeed and LinkedIn.

- Training on digital tools like Microsoft Office, Google Suite, and email communication enhances workplace skills and career readiness.

3. Strengthened Social Connectivity

- Digital literacy enables individuals, particularly seniors, to stay connected with family and friends through video calls, social media, and messaging platforms.
- Participants feel less isolated and more engaged in their communities.

4. Enhanced Financial Literacy and Security

- Individuals learn to bank online safely, track expenses, and use budgeting tools to manage finances more effectively.
- Cybersecurity education helps protect against fraud, scams, and identity theft.

5. Greater Independence and Confidence

- Participants gain the confidence to navigate technology independently, reducing reliance on others for digital assistance.
- The ability to perform daily tasks, such as emailing, online shopping, and accessing educational content, improves self-sufficiency and quality of life.

Question 7. Client Engagement

Revitalize CDC prioritizes community-driven service delivery, ensuring that clients play an active role in the digital navigation services. We achieve this through:

1. Collaborative Training & Hands-On Learning – We encourage participants to co-create training sessions by identifying the skills and topics they find most valuable, ensuring practical, real-world applications.
2. Local Partnerships for Client Engagement – By working with trusted community organizations, healthcare providers, and grassroots networks, we ensure services are designed with and for the community.

During Service Delivery:

- Personalized Assistance – Clients receive one-on-one guidance for digital navigation services.
- Multilingual & Culturally Responsive Support – Services are available in multiple languages to accommodate English learners and diverse populations.

- Accessible Training & In-Home Services – Training sessions are conducted in convenient locations (including in-home, community centers, and virtual settings) to reduce barriers.

Post-Service Support & Follow-Up:

- Ongoing Technical Assistance – Clients receiving digital literacy training have access to continued support for troubleshooting and skill reinforcement.
- Check-Ins & Follow-Ups – Revitalize CDC conducts post-service follow-ups to ensure that digital tools, and other resources continue to meet client needs.
- Referral to Additional Services – Clients are connected to other social, health, and financial resources that support long-term stability and empowerment.
- Opportunities for Peer Leadership – Clients who have successfully benefited from services are encouraged to become peer mentors, sharing their experiences and guiding new participants.

By involving clients in these services along with offering long-term support, Revitalize CDC ensures sustainable impact and community empowerment.

Question 8. Partnerships:

Revitalize CDC collaborates with the members in the Digital Equity Alliance. Primarily with Baystate Health and the Public Health Institute of Western Massachusetts.

American International College

Barre Council on Aging

Baystate Health

Behavioral Health Network

Berkshire Athenaeum

Berkshire Community College

Berkshire Habitat for Humanity

Berkshire Regional Planning Commission

Berkshire Taconic Community Foundation

Berkshire United Way

Brien Center

Can Code
Caring Health Center
Center for New Americans
Charter Communications
Chester library
Chesterfield COA
Chicopee library
Child Care of the Berkshires
City of Dalton
City of Easthampton
City of Greenfield
City of Pittsfield
City of Pittsfield Council on Aging
Clinical Support Options
Comcast
Common Capital
Community Action of Pioneer Valley
Community Foundation of Western MA
Cooley Dickinson Hospital
Dress for Success W. Mass
Educare Springfield
Elder Services of Berkshire County
Estli Consulting
Forbes Library
Franklin Regional Council of Governments
Gateway Fiber

Greenfield Community College
Greenfield Community Energy and Technology (GCET)
Greenfield Housing Authority
Greenfield Library
Holyoke Community College (HCC)
Holyoke Media
Human Service Forum
Jones Library
Literacy Project
Literacy Volunteers of the Berkshires
MA Law Reform Institute
Mass Library System
Mass. Board of Library Commissioners
Mass. Library System
Massachusetts Association for the Blind and Visually Impaired
Massachusetts Healthy Aging Collaborative
MBI - Mass Broadband Initiative
Meekins Library
Monson Library
Multicultural Bridge
Munson Library
New North Citizen's Council
Northampton Open Media
Northern Hilltown COA Consortium
ODell Womens Center
Organization

Palmer Library
Pioneer Valley Planning Commission (PVPC)
Pittsfield Community TV
Public Health Institute of Western MA
Revitalize CDC
Roots, Dreams and Mustard Seeds
SBSWF Consulting
Second Street Second Chances
Serre Solutions
South Congregational Church
Springfield Housing Authority
Springfield Library
Springfield Partners for Community Action
Springfield Rescue Mission
Springfield Works (EDC)
Stavros
Stockbridge Housing Authority
Tech Foundry
Tech Salud
TEK Collaborative
Town of Charlemont
Town of Dalton
Town of Egremont
Town of Lee
Town of Longmeadow
Town of Otis

Town of Sheffield

Town of Ware

Town of Windsor

Transit Authority Figures

United Way of Franklin and Hampshire Counties

United Way Pioneer Valley

VHB Consultants

Ware Council on Aging

Way Finders

Western New England University

Westfield Athenaeum

Westhampton Library

Whip City Fiber

Question 9. Training and Support

Revitalize CDC does not provide training to other organizations. We provide our services directly to low-income individuals.

Question 10. Case Studies

1. Job Search and Employment

For example, a single mother in Holyoke successfully learned how to create an Indeed profile and develop an online resume to submit job applications. As a result, she was able to secure primary employment. Additionally, she plans to apply the skills acquired during her one-on-one training session to obtain a second job.

Case study

A program participant reached out to Revitalize CDC through 413Cares.org seeking assistance with setting up an online resume to facilitate her job search. She was an experienced Certified Nursing Assistant (CNA) in Puerto Rico and had been actively searching for employment in person without success.

During a home visit on October 10, 2025, she received guidance on creating her resume and was provided with instructions on how to effectively search for job opportunities that aligned with her skills and experience. Additionally, she was assisted in setting up her online job search account to ensure she could receive relevant job offers from potential employers. After completing her resume, several job applications were submitted on her behalf.

The home visit lasted one hour and fifteen minutes. Two weeks later, a digital navigator followed up with her by phone and learned that she had secured an interview for a CNA position in her area. She also expressed interest in using Indeed to find a second job in housekeeping or office cleaning.

2. Healthcare Access

The digital equity program has supported participants in setting up their medical devices and accessing their health information. This assistance enables clients to be better prepared for their scheduled doctor visits, ensuring they can effectively manage their healthcare needs.

Case study

A program participant contacted Revitalize CDC by phone seeking assistance with setting up his Freestyle Libre 3 blood glucose monitor. He had discussed the setup process with his doctor multiple times, as having the device properly configured would help streamline his medical appointments. However, he had owned the device for over five months and found the setup process overwhelming. Additionally, he was unfamiliar with how the Freestyle app functioned.

During a visit on February 19, 2025, the participant and the digital navigator reviewed the user manual for the device. The navigator then provided step-by-step guidance on configuring the sensor with his phone and navigating the app. The session lasted one hour and ten minutes, during which the navigator carefully addressed all questions within their scope of expertise.

The participant expressed gratitude for the assistance and was pleased that he would now be better prepared for his doctor visits, allowing for shorter and more efficient appointments.

3. Senior Digital Literacy Success

Revitalize CDC provides digital literacy support and training to assist elderly individuals in becoming more familiar with computer use. Participants receive guidance on effectively using Gmail, practicing safe and efficient internet searches, understanding basic computer

functions, and exploring improved ways to stay connected with family, friends, and colleagues if they are still employed.

Revitalize CDC has partnered with organizations such as MassHire and the Ray Jordan Senior Center to provide adult digital literacy training and resources. These group training events have served individuals ranging in age from 30 to 77, covering a variety of digital literacy and technology-related topics.

Training sessions focus on essential skills such as accessing low-cost internet, navigating Windows 10 and Windows 11, utilizing Microsoft Office, understanding general computer functions, improving internet proficiency, recognizing and preventing cyber fraud, and applying for jobs online.

To date, Revitalize CDC has conducted six digital equity workshops in the surrounding area, including sessions at its office located at 240 Cadwell Drive, as well as on-site workshops at the Ray Jordan Senior Center and the MassHire Office.

In 2025, Revitalize CDC will expand its outreach by collaborating with additional community organizations to host digital literacy events. These partners include Liberty Bank, The Goodwill, Hopewell Foster Care Services, Glenmeadow, the Bernardston Senior Center & County Council on Aging, Agawam Council on Aging, Greenfield Community College, and other community-based organizations.

Case study

A 71-year-old resident of Holyoke, MA, has been participating in ongoing one-on-one digital literacy support to enhance her computer skills. With limited prior experience navigating her device, she sought to improve her understanding of technology to communicate more effectively and work remotely with her students and colleagues.

Since January 2025, she has completed four home visits, each averaging approximately two hours. During these sessions, she has received instruction on a wide range of topics, including computer basics such as file management, closing unused windows, utilizing cloud storage, and participating in Zoom meetings. Additionally, she has been introduced to Google Suite applications, including Google Slides, Google Docs, and Google Chat, as well as strategies to optimize her email use. She has learned to label, search for specific messages, and archive important documents within her Gmail account.

Through this personalized support, her confidence in using technology has significantly improved. She now feels comfortable navigating her computer independently and has expressed that she can efficiently complete tasks without intimidation or frustration.

Case Study

The Revitalize CDC Digital Equity Program has conducted six basic computer training workshops and plans to host additional sessions in the future. These workshops are designed to help participants build confidence and develop the skills necessary to use technology comfortably and efficiently. The program is open to all eligible participants, including low-income families, adults, and elderly individuals.

The workshops cover a wide range of topics related to computer and smart device usage, including operating a mouse, touch screen, and keyboard; adjusting device settings; using a webcam; navigating email accounts; creating online resumes; browsing the internet; practicing web safety; and recognizing and preventing cyber fraud. Each session is led by a dedicated digital navigator who fosters an engaging learning environment and provides real-time support, ensuring that all participants receive personalized guidance and have their questions addressed.

Participants who wish to schedule an in-person, one-on-one digital literacy session—either at their home or at the Revitalize CDC office located at 240 Cadwell Drive—are encouraged to submit an application at the end of the workshop. Attendees consistently express their

Question 11. Contact

If an organization is interested in our Digital Navigation Services please contact:

Andrew Fluitt

Digital Navigator

Email: AFluitt@RevitalizeCDC.com

Mobile: 413-472-6853

Office: 413-788-0014

www.RevitalizeCDC.com

On the www.413Cares.org platform:

<https://413cares.findhelp.com/revitalize-cdc--springfield-ma--digital-navigation-services/5817328046309376>

Question 12. Additional Information

See Airtable database for additional information/ attachments.

Sawyer Free Library

Name

Sawyer Free Library

Initiative Area Mapping

- Digital Literacy
- Device Distribution
- Public Spaces Internet Modernization
- Education, Outreach and Adoption

Main Address

2 Dale Avenue, Gloucester, MA

Applicant Name

Jenny Benedict

Organization/Business name. If not applicable write N/A.

Sawyer Free Library

Email Address

jbenedict@sawyerfreelibrary.org

Phone Number

978-325-5550

Question 1. Service Description:

Sawyer Free Library provides the following digital equity and inclusion services:

A. Digital Literacy

Sawyer Free Library offers in-person individual and group instruction, as well as access to digital resources that support digital learning. Tech advice and troubleshooting are available through one-on-one device advice appointments. Small group tutoring sessions focus on building knowledge and skills with devices and online resources.

B. Device Distribution

The Sawyer Free Library has a lending program for e-readers, laptops, hotspots and tablets. Public Internet computers are also available onsite, as well as printing.

C. Education, Outreach and Adoption

Sawyer Free Library leads Gloucester's Digital Equity Steering Committee, connecting City departments and community organizations that serve covered populations and disadvantaged populations. This network provides an avenue for disseminating communications about digital inclusion opportunities to residents.

D. Public Spaces Internet Modernization

Free Wi-Fi access is available onsite in the Sawyer Free Library.

Question 2. Pricing Structure:

All digital equity and inclusion services are free to the public.

Question 3. Target Audience

Sawyer Free Library is located at 2 Dale Avenue in a qualified low-income census tract within a federally-designated Environmental Justice area. Gloucester's public library is also surrounded by four census tracts of low- and moderate-income persons. The existing conditions and community engagement phases of the Digital Equity Planning Process conducted by research consultants from the Metropolitan Area Planning Council (MAPC) demonstrated that Gloucester residents experience multiple intersecting barriers including reliability, quality and affordability of Internet access; suitability of devices for education and workforce purposes; and lack of local multilingual digital skill training and support. The most impacted populations are older-residents, non-English speaking residents and new immigrants, residents with disabilities and low-income residents who live primarily downtown.

Question 4. Experience and History

Sawyer Free Library has provided digital equity and inclusion services in Gloucester for forty years. Projects completed include:

- * Onsite public computers for Internet access and printing
- * Building-wide Internet access
- * Lending program for digital devices and connectivity
- * Digital literacy programs for in-person one-on-one and group instruction

Question 5. Geographic Reach

Sawyer Free Library serves primarily residents, workers and visitors of Gloucester and more broadly to people in the Cape Ann region, including Rockport, Essex and Manchester-by-the-Sea.

Question 6. Success Metrics

The success of Sawyer Free Library's services are measured through qualitative and quantitative data captured annually.

A. Digital Literacy

of people served

of people learning new digital skills that meet a particular need

Testimonials about the impact to people's lives

B. Device Distribution

of devices loaned

of in-house device sessions

C. Education, Outreach and Adoption

of community stakeholders distributing digital equity and inclusion information

D. Public Spaces Internet Modernization

of sessions

Question 7. Client Engagement

Sawyer Free Library conducts community engagement activities, including interviews, focus groups and surveys, on a periodic basis that inform the planning and implementation of our services. Front-line staff are available during all public service hours (53 hrs/week) to support digital equity and inclusion needs.

Question 8. Partnerships:

Sawyer Free Library collaborates with other organizations and stakeholders for community-wide planning, promotional outreach and community engagement. For digital equity and inclusion efforts, partners include the Essex County Community Foundation, UMass Lowell, Mass Hire, the City of Gloucester, the Cape Ann Chamber of Commerce, Gloucester Public Schools, Wellspring House, Action Inc., Gloucester Housing Authority, Council on Aging, and the Open Door.

Question 9. Training and Support

Currently, all digital equity and inclusion services are offered onsite at the Sawyer Free Library.

Question 10. Case Studies

Sawyer Free Library's digital equity and inclusion services:

- support students in formal online educational programs to complete and submit assignments
- help people set up and use the Library's online eBook and streaming apps
- unlock the potential of community members to search for employment, establish online business websites and reach clients
- connect community members with mental and physical health providers

Question 11. Contact

jbenedict@sawyerfreelibrary.org 978-325-5550

Senior Connection Inc.

Name

Senior Connection Inc.

Initiative Area Mapping

- Digital Literacy
- Device Distribution

Main Address

330 Southwest Cutoff, Suite 203, Worcester, MA

Applicant Name

Dr. Moses S. Dixon, CEO

Organization/Business name. If not applicable write N/A.

Senior Connection Inc.

Email Address

mdixon@seniorconnection.org

Phone Number

5088525539

Question 1. Service Description:

Through our Outreach we support Digital Literacy Trainings at Senior Centers and other locations where Older Adults congregate. We have also distributed iPads, Chromebooks, and WiFi Hot Spots to Older Adults and have a close partnership with the Center for Health Impact to ensure that materials can be translated in order to best reach Limited English Proficient Populations. In addition to this we have the capacity to refurbish devices. We have also provided digital literacy support to grandparent who are raising their grandchildren through our Grandparents Raising Grandkids Resource Center.

<https://seniorconnection.org/grandparents-raising-grandkids/grandparents-raising-grandkids-resource-center/>

Question 2. Pricing Structure:

Tiers:

- Tier I would be for just the training
- Tier II would be for the training and a Computer
- Tier III would be for the training, Computer, and a 1-year Mobile Hotspot Subscription

Prices:

- Tier I - \$500 per person
- Tier II – \$750 - \$1,000 Per Person
- Tier III - \$1,600 - \$1,850 per person

*All rates are based upon a minimum class size of 8 and prices are subject to change.

Question 3. Target Audience

As the Area Agency for Aging for 61 Cities and Towns in Central Massachusetts we serve all adults over the age of 60 as well as caregivers through our partnerships with Councils on Aging and other Community Based Organizations. The Older Adult population is diverse and includes individuals with disabilities, formerly incarcerated older adults, rural older adults, Immigrants/ Refugees, LGBTQ+ Older Adults, low-income populations, and Veterans. We also serve Grandfamilies (families in which grandparents serve as the primary caregivers to their grandchildren) who are a large and growing group but also a historically overlooked and thus underserved population. Access to broadband and digital literacy is essential for these communities, and while the core content of our programming remains consistent, we tailor outreach efforts to address cultural and linguistic needs. Through our partnership with The Center for Health Impact, we ensure materials are available in multiple languages, including Spanish, Vietnamese, Chinese, and Arabic, enabling Limited English Proficient (LEP) consumers to fully engage. Additionally, our strong community network, built over 50 years, allows us to reach the most underserved individuals, ensuring equitable access to digital resources and support.

Question 4. Experience and History

Our Digital Equity Services started during the COVID-19 Pandemic. In order to address Social Isolation, we distributed iPads to the New England Home for the Deaf and developed a course with Worcester State University to address social isolation amongst Older Adults which included the distribution of Chromebooks to the dozens of participants. Since then, digital literacy has been a component of our Job Training Programs for Older Adults.

Senior Connection has actively addressed digital equity challenges by working with Verizon, 60 Senior Centers, and 61 Councils on Aging to help older adults navigate the application portal and process for free WiFi programs. Many seniors face barriers in accessing affordable internet due to limited digital literacy, language challenges, and complex application processes. Through this initiative, we provided hands-on assistance, guiding them step-by-step to successfully enroll in connectivity programs.

We know that there are over 200,000 older adults in Central Massachusetts and, based upon data from the US Census we estimate that over 8,000 of them are veterans, 24,000 have a disability, 23,000 of them reside in rural areas, and 38,000 are Limited English Proficient. Clearly, there are a large number of underserved Older Adults who would benefit from greater Digital Equity. There are also several thousand Grandfamilies (families in which grandparents serve as the primary caregivers of their grandchildren) in our Planning and Service Area.

Question 5. Geographic Reach

We serve 61 Cities and Towns in Central Massachusetts. Our Planning and Service Area can be viewed here: <https://seniorconnection.org/services/service-area-map/>

Question 6. Success Metrics

The number of digital literacy classes/sessions held, and devices distributed are key quantitative metrics to demonstrate the efficacy of our programing while consumer surveys provide valuable qualitative data that can be utilized to help us optimize our program.

Question 7. Client Engagement

Through our partnerships with a variety of community-based organizations we are able to identify consumers, who are in the greatest need of access to Broadband, and are also able to assess if there are any obstacle that must be overcome (e.g. language barriers) so that we can best serve them in a manner that takes into account these obstacles. We are able to offer referrals if they have any future questions. An area of Digital Literacy that is particularly important for Older Adults is detecting scams. As the leader of the Worcester County Elder Abuse Fraud Prevention Hotline, we are aware of emerging scams and are thus able to make our consumers aware of them.

Question 8. Partnerships:

We have collaborated with:

- Worcester State University on the program to address social isolation starting during the Fall Semester of 2020
- New England Home for the Deaf to distribute iPads
- Center for Health Impact (for translation and interpretation) this relationship is ongoing
- Councils on Aging/Senior Centers - these relationships are ongoing
- Verizon – for the past 4 years Verizon has provided funding for Senior Connection to offer Digital Literacy Trainings
- * The Grandparents Raising Grandkids Resource Center

Question 9. Training and Support

As we are the provider, we can sustain this programing with Title III Funding Under the Older Americans Act. That said, this funding is limited and thus the more additional resources that we can attract the greater the level of service we can provide.

Question 10. Case Studies

1. During Lockdown we distributed dozens of iPads to the New England Home for the Deaf (NEHD) for their older adult consumers as this population was at heightened risk of Social Isolation. NEHD reported back to us to say that the consumers were very pleased and felt less isolated.
2. During Lockdown we partnered with Worcester State University to provide Socially Isolated Older Adults with Chromebooks and virtual company which included training on how to use the Chromebooks. We conducted a virtual Focus Group with participants as part of our Needs Assessment at the end of 2020. They enjoyed the course and felt less depressed and more motivated to be physically active (e.g. take a walk while social distancing). Many of the participants said that they were without access to the internet they were isolated during lockdown and this impacted their mental health which in turn made it more difficult to take care of their physical health.
3. We have held digital literacy sessions at Senior Centers and other locations where older adults congregate as a component of our job training program for Older Adults.
4. We have also provided access to information about Broadband and Digital Equity and Literacy through the Care Express which is our Mobile Health and Outreach Clinic.
<https://seniorconnection.org/grandparents-raising-grandkids/grandparents-raising-grandkids-resource-center/#care-express>

Question 11. Contact

Ethan Belding, Vice President and Chief Strategy Officer 508-852-5539 ext 112
ebelding@seniorconnection.org

SeniorU

Name

SeniorU

Initiative Area Mapping

- Digital Literacy

Main Address

19 Waldo Street, Brockton, MA 02301

Applicant Name

David Wheeler

Organization/Business name. If not applicable write N/A.

SeniorU

Email Address

davew@senioru.com

Phone Number

508-944-1370

Question 1. Service Description:

SeniorU Digital Equity and Inclusion Services

SeniorU provides a range of digital literacy and inclusion services tailored for older adults and the organizations that support them. Our offerings are designed to address varying levels of digital access and proficiency, ensuring participants gain practical skills to confidently use technology for everyday needs.

1. Digital Basics for Older Adults

What it is: A foundational program that introduces seniors to the core concepts of using smartphones, tablets, and computers.

Tools Used: Android and iOS mobile devices, Windows laptops or Chromebooks.

Delivery Format: In-person workshops or Zoom-based live instruction, supported by printed handouts and follow-up PDFs.

Topics Covered: Turning on devices, adjusting settings, connecting to Wi-Fi, charging devices, and using touchscreens or a mouse.

2. Email, Internet, and Online Safety

What it is: Instruction focused on navigating the internet safely, using search engines, setting up email accounts, and avoiding scams.

Tools Used: Gmail, web browsers (Chrome, Safari), security add-ons like password managers.

Delivery Format: Small-group instruction, online via Tutor LMS, and asynchronous self-paced modules.

Focus Areas: Recognizing phishing, setting strong passwords, accessing trusted websites, and understanding cookies and data privacy.

3. Using Online Services and Resources

What it is: Teaching how to use essential online services such as telehealth platforms, senior portals, online banking, and government websites.

Tools Used: Zoom, MyChart (or similar portals), and browser extensions for accessibility.

Delivery Format: Virtual group workshops, downloadable guides, and one-on-one coaching when needed.

Special Emphasis: Digital inclusion for rural or homebound participants through tailored instruction and device setup guidance.

4. Communication & Social Apps for Staying Connected

What it is: Training on how to use email, texting, video calls (Zoom, FaceTime), and messaging apps like WhatsApp to maintain social ties.

Tools Used: Zoom, FaceTime, WhatsApp, Gmail, and iMessage.

Delivery Format: Online and in-person group sessions, with personalized support for device-specific setup.

Added Value: Helps reduce social isolation and improves mental well-being by fostering digital connection.

5. Digital Workshops for Caregivers and Families

What it is: Special sessions to equip caregivers and family members with the tools and knowledge to support older adults in using technology.

Tools Used: Shared cloud tools (Google Drive), Zoom, and collaborative tools like Calendly and shared reminders.

Delivery Format: Instructor-led Zoom sessions or in-person workshops at senior centers and libraries.

6. Self-Paced Digital Literacy Courses

What it is: On-demand learning through our SeniorU platform powered by Tutor LMS.

Tools Used: WordPress, Tutor LMS Pro, video tutorials, interactive quizzes, and downloadable reference sheets.

Audience: Designed for independent learners or organizations who want to offer asynchronous digital literacy training.

Question 2. Pricing Structure:

SeniorU offers digital equity and inclusion services at a standard hourly rate, with pricing adjusted based on the format and depth of service. We work with each partner organization to determine the appropriate level of support and format—whether it's one-time workshops, ongoing training, or custom programs.

In-Person Training or Workshops – \$350-\$400 per session (approx. 60–75 minutes)

Live Online Training (Zoom) – \$150-\$200 per session

One-on-One Instruction – \$125-150 per hour (virtual or in-person, as needed)

Question 3. Target Audience

SeniorU primarily serves Aging Individuals (60 and older)—a core population identified in Attachment B. We also reach Residents of Rural Areas, Low-Income Households, Individuals with Disabilities, and Veterans, especially through partnerships with senior centers, libraries, and housing organizations.

Our digital equity programs are designed specifically for older adults, a group often left behind in technology adoption. Many participants face barriers related to vision, hearing, dexterity, cognitive load, or limited prior experience with digital tools. Some are also navigating health conditions, low fixed incomes, or social isolation.

Tailored Offerings Include:

Accessible Formats – Large-print handouts, plain-language instructions, slow-paced teaching, and visual walkthroughs.

Device-Specific Help – We offer instruction tailored to both iOS and Android, desktops and tablets, with options for BYOD (bring your own device) or using provided tech.

Multiple Delivery Modes – In-person sessions for those with limited internet access. Zoom or phone-based options for rural and homebound participants. Self-paced modules for independent learners.

Community Partnerships – We work directly with libraries, senior centers, housing authorities, and nonprofit orgs to customize delivery around local population needs.

We are committed to meeting people where they are—digitally, geographically, and personally—and closing the digital divide for older and underserved populations.

Question 4. Experience and History

Experience Providing Digital Equity Services

We've been providing digital equity services for 4 years, beginning in 2021 through our in-person wellness and education initiative, Therapy Gardens. Early on, we recognized a recurring need—older adults consistently expressed interest in learning how to use phones, tablets, and online services, especially during and after the pandemic.

This demand led to the creation of SeniorU, our dedicated platform focused on digital literacy, technology confidence, and lifelong learning for older adults. Since then, we've expanded from simple device tutorials to structured workshops, toolkits, and self-paced courses covering everything from email to telehealth.

In that time, we've:

Served over 3,000 older adults through in-person and online programs

Delivered more than 100 digital skills workshops

Partnered with over 150 senior centers, libraries, and housing communities across Massachusetts and beyond

Question 5. Geographic Reach

We offer in person programming throughout most of MA, parts of NH, CT, and RI. and anywhere virtually.

Question 6. Success Metrics

We measure the success of our digital equity services through a combination of quantitative assessments and qualitative feedback, with a strong focus on satisfaction from our municipal and community partners.

How We Measure:

Pre- and Post-Session Surveys – These measure confidence and skill levels before and after a workshop or course. Participants rate their comfort with specific tasks (e.g., using email, attending a telehealth visit) on a simple scale.

Satisfaction Surveys – Distributed to both participants and staff at partner organizations. These capture feedback on content clarity, instructor effectiveness, and whether learning goals were met.

Partner Feedback – Ongoing communication with senior centers, libraries, and housing authorities helps us understand real-world outcomes and adapt future programming. Their continued re-engagement is a key metric for us.

One library partner noted that our digital workshops consistently fill up and have waitlists, showing both demand and satisfaction.

Multiple municipal partners have rebooked our digital literacy programs annually, citing strong attendance and noticeable participant confidence.

We design our programs not just to teach skills but to build digital self-reliance—and we measure success by how often those skills are used in daily life after we leave.

Question 7. Client Engagement

We involve our clients—both older adults and the organizations that serve them—through a mix of formal and informal surveys, conversations, and on-the-ground observations. This feedback directly shapes how we design and deliver our digital equity services.

Question 8. Partnerships:

Yes — collaboration is central to our service delivery model. We regularly work with municipal agencies, senior centers, libraries, housing authorities, and community nonprofits to bring digital equity programming to the populations they serve

Question 9. Training and Support

Whatever is necessary.

Question 10. Case Studies

. Holbrook Senior Center – One-on-One Digital Coaching & Group Sessions

Duration: 1.5 years

Scope: Holbrook requested targeted help for older adults with limited digital experience. We provided a combination of group classes and follow-up one-on-one coaching.

Approach: Offered small-group training on using tablets, creating email accounts, and navigating online forms—followed by personalized phone support and occasional in-home visits through local referral partners.

Question 11. Contact

Davew@senioru.com 508-944-1370

Somerville Community Corporation

Name

Somerville Community Corporation

Initiative Area Mapping

- Digital Literacy
- Education, Outreach and Adoption

Main Address

337 Somerville Ave Somerville MA 02143

Applicant Name

Elizabeth Devane

Organization/Business name. If not applicable write N/A.

Somerville Community Corporation

Email Address

edevane@somervillecdc.org

Phone Number

617-410-9905

Question 1. Service Description:

Our digital equity and inclusion services aim to empower individuals with essential technology skills, bridge the digital divide, and provide access to necessary devices and internet connectivity. We offer a Computer Basics Class, which is a four-week course meeting for two hours per week. This class is designed for individuals using a laptop for the first time and is offered in English, Spanish, and Haitian Creole. It covers foundational skills such as basic computer controls, using search engines effectively, setting up and managing an email account, and ensuring internet safety.

In addition, we provide a Microsoft Office Training Program, which runs for six weeks with two two-hour sessions per week. This course focuses on Microsoft Word, PowerPoint, Excel, and Outlook, aiming to build confidence and competency in essential workplace tools. Many participants use this training to improve their employability, access new job opportunities, or enhance their current work skills.

Recognizing the growing need for digital communication and design skills, we also offer workshops on ChatGPT, Canva, and Zoom. These sessions can be delivered as a one-time, two-hour workshop or through individualized, one-on-one training until the participant feels comfortable with the tools. This flexibility ensures that students can learn at their own pace and receive personalized support.

To promote continued learning beyond our structured courses, we introduce students to online educational platforms such as Alison, Coursera, and EdX. In their final class session, students receive guidance on how to navigate these platforms to access free or low-cost learning opportunities that align with their personal and professional goals.

While our core programs focus on structured training, we also respond to on-demand software training needs when students request additional support. Some of the commonly requested applications include Google Maps (on laptops and phones), WhatsApp, rental payment portals, and online benefit-checking tools like SNAP. These practical skills help individuals navigate daily life more efficiently.

Beyond formal training, we offer digital navigation services, where we work directly with community members to identify their digital needs, overcome access barriers, and connect them with relevant resources. Our laptop and hotspot distribution program, in partnership with Computers4People, ensures that eligible individuals—who fall below 80% of the Area Median Income (AMI) and reside in Greater Boston, Metro North, or Metro North Shore—receive the technology they need. We have already distributed 87 laptops and 46 mobile hotspots, helping individuals access work, education, and essential online services.

We also provide basic tech support on an as-needed basis, assisting individuals with troubleshooting common technology issues such as downloading applications, checking for system updates, and setting up devices. Additionally, we connect eligible community members to low-cost internet vouchers, although most of our students prefer mobile hotspots.

For those who need access to digital tools outside of class, we offer use of our computer lab, where individuals can work on resumes, job applications, online courses, and virtual interviews. This holistic approach ensures that students not only gain digital literacy skills but also have continued access to the tools necessary for success.

Question 2. Pricing Structure:

Our digital equity programs are primarily funded through grants, partnerships, and community investments, allowing us to offer services at no cost to participants.

Question 3. Target Audience

Our programs serve a diverse population of individuals who face digital access barriers, including low-income individuals (below 80% AMI), new immigrants, non-native English speakers, job seekers, and those in transitional or unstable housing situations. Many of our students are first-time computer users or individuals looking to improve their digital skills to access job opportunities, online education, and essential services.

To ensure inclusivity, we tailor our programs by offering multilingual instruction in English, Spanish, and Haitian Creole. We also provide flexible training options, including one-on-one support and small-group classes, allowing students to learn at their own pace. For individuals who do not have stable internet access, we provide hotspots, recognizing that some of our students are in transitional housing situations and need mobile connectivity.

Question 4. Experience and History

Our digital literacy programs have had a significant impact on the community since their inception in early 2024. We currently enroll 25 new students each month in our digital literacy classes and conduct 35 one-on-one coaching sessions per month. Since the launch of our computer lab, we have served over 250 individuals and distributed 87 laptops and 46 hotspots to qualifying participants. Many of our graduates have used their newly acquired digital skills to enroll in college, complete job training programs, and secure employment.

Question 5. Geographic Reach

We currently provide services in Somerville. We have the potential to expand our programs to neighboring communities depending on funding.

Question 6. Success Metrics

We measure success both qualitatively and quantitatively. Key performance indicators include enrollment and course completion rates, the number of laptops and hotspots distributed, and the number of students placed in jobs or higher education. Many students return to share their success stories, including securing jobs, enrolling in college, or using their training to improve their career prospects.

For example, one of our students recently completed our digital literacy training and was able to apply for a front desk/hospitality training program. She successfully completed her training and received a preliminary job offer for \$30 per hour. Another student, who had

recently arrived from Haiti, used our laptop distribution program and digital skills training to enroll in Bunker Hill Community College's computer science program.

Question 7. Client Engagement

We incorporate student feedback into our program design and prioritize individualized support. Students receive personalized coaching, referrals to additional educational and workforce programs, and access to digital tools after completing their courses. Our career coaches can also help students navigate job applications, ESL programs, and higher education opportunities.

Question 8. Partnerships:

Our success is strengthened through partnerships with organizations such as Computers4People who provide devices for distribution. Our own First Source Career Coaches provide support with job searches and placement. We often refer students to Per Scholas, SCALE, or Bunker Hill for higher level continued training opportunities.

Question 9. Training and Support

We offer one-on-one coaching, follow-up support, and referrals to online learning resources such as Coursera and EdX. Students are encouraged to continue their education beyond our courses, and we provide them with the tools, resources, and referrals to do so effectively.

Question 10. Case Studies

1. Hospitality Career Advancement: One student used our training to apply for and complete a front desk/hospitality training program. She recently received a preliminary job offer at \$30 per hour.
2. Higher Education Enrollment: A new immigrant from Haiti used the laptop and hotspot we provided to enroll in Bunker Hill Community College, where he is pursuing a computer science degree.
3. Healthcare Career Development: Another student utilized our resources to enroll in a Certified Nursing Assistant (CNA) program while taking online ESL classes, preparing for a healthcare career.

Many other students have gone on to enroll in classes at Bunker Hill Community College, complete short-term certifications, or secure new jobs, demonstrating the long-term impact of our digital inclusion programs.

Question 11. Contact

Cai Cronin, ccronin@somervillecdc.org 617-410-9919

Question 12. Additional Information

See Airtable database for additional information/ attachments.

Tech Goes Home

Name

Tech Goes Home

Initiative Area Mapping

- Digital Literacy
- Device Distribution
- WiFi Access
- Education, Outreach and Adoption

Main Address

131 Dartmouth St, 3rd Floor Boston, MA 02116

Applicant Name

Madison Martin

Organization/Business name. If not applicable write N/A.

Tech Goes Home

Email Address

madison@techgoeshome.org

Phone Number

5085237043

Question 1. Service Description:

Tech Goes Home exists to close the digital divide. We support thousands of learners each year in increasing access to digital skills education, devices, and the internet. Our digital literacy training focuses on fundamental skills needed to complete homework assignments, apply for jobs, communicate with friends and family, utilize vital community resources, access telehealth, and use the internet safely and responsibly. We offer programs for adult community members, as well as family-based intergenerational programs, which engage students and their caregivers together to learn digital skills as a team. We support a diverse range of services to plug into any organization, municipality, or coalition's needs.

Our standard, proven approach to advancing digital equity is grounded in the three essential pillars of digital access: skills, hardware, and connectivity. In our digital inclusion programs, each family or individual completes 15 hours of digital skills training, earning a computer or tablet, and, if needed, a year-long internet connection. In this model, we utilize our state-of-the-art train-the-trainer model to develop digital skills experts entrenched within our communities. Each course is customizable but rooted in four core competencies. Learners graduate knowing how to operate their new device, connect to video conferencing, navigate the Google Chrome browser, and utilize Gmail. While these courses are highly customizable, the curriculum is typically designed to support foundational needs and be applied to a pre-existing learning environment.

Recognizing the diverse needs across our partnerships, TGH is also offering segmented services for partners that may need only portions of our standard model. This year, we are excited to introduce our very own Learner Portal! This Portal was crafted to support those who experience increased barriers to digital equity and may have busy schedules or limited transportation access, and find it difficult to participate in our typical live instruction training. Most notably, our portal has a wide and growing catalog of digital skills education. Partners can choose courses to support foundational digital skills learning or tailor an advanced curriculum to their learner's specific needs. Each course can be hand-selected to craft a comprehensive learner experience, including training about accessing resources, banking online, navigating through telehealth, or building transferable skills to help amplify their resume- we have hundreds of options available. In addition to what is already created, TGH can work on a case by case basis with each partner to identify additional curriculum needs and potentially develop new training catered specifically to that project or population.

Thanks to recent investments in our Evaluation team, Tech Goes Home has rapidly transformed into a leader in assessing and demonstrating impact. TGH will also offer Evaluation services to any municipality, coalition, or organization within the digital equity space looking to receive external, objective assessment and analysis of their organization's programs, projects, or services to measure their effectiveness, impact, and alignment with intended goals. This work will enhance the landscape of our digital skills ecosystem by supporting other organizations. Clients will gain an objective perspective, data-driven insights, and the tools needed to strengthen their programs, demonstrate accountability to funders, and ensure they are effectively meeting the needs of their communities.

Question 2. Pricing Structure:

Tech Goes Home offers a variety of packages that are customizable to every client's preferences. Our pricing model is designed to cater to various organizational needs and ensure maximum value against investment. Nonprofit discounts may be available to those who qualify. Pricing may vary depending on device accessibility or market conditions. Prices are available at a cost per course estimate for up to 15 learners per course.

Digital Skills Training Package

Pricing: \$6,000

For organizations focused solely digital skills, our learning management system (LMS), The TGH Portal, provides high-quality online, in-person, and hybrid courses. This includes package includes:

- Access to our catalog of curriculum, including TGH core competencies and opportunities for specialization to learner's needs
- Course delivery and maintenance provided directly to learners
- Automated certificate generation
- Technical support, and supplemental materials to help learners up-skill

Digital Skills + Personal Device Package

Pricing: \$12,450

Our next package features the TGH portal with the addition of hardware supplied to each learner.

- All features of the digital skills training package
- A personal device for each learner
- Accessories for each device
- Free shipping to sites or learner's homes

Complete Digital Skills and Connectivity Package

Pricing: \$16,000

Our complete package includes the three pillars to success, which includes access to the digital skills portal and personal devices for each learner, as well as internet.

- All features of the digital skills and personal device package
- Free household internet access for one year sponsored by TGH

Evaluation Consulting Services

Pricing: Typically 10% of total project costs

Tech Goes Home offers expert evaluation consulting services to organizations seeking to measure, improve, and scale their impact. With deep expertise in large-scale, mixed-method evaluations grounded in improvement science, we help organizations design and implement data-driven strategies that drive meaningful change. We offer customizable evaluation packages tailored to each client's specific needs.

Question 3. Target Audience

We partner with libraries, schools, community centers, social service agencies and other non-profit organization anchors to serve large cohorts of people affected by the digital divide. Ultimately, every community within today's society is reliant on technology and we exist to eradicate barriers to this basic need for all. Tech Goes Home supports learners aged 3 through 93 in a variety of programs. For youth learners, Tech Goes Home offers two types of multi-generational classes where children and their caregivers can learn digital skills and online safety together. For adult learners, we offer community and small business courses. The curriculum for community-based courses includes, but is not limited to, job searching, financial literacy, communicating with friends and family, accessing public benefits, and finding educational programs. These courses are highly customizable so that the instructor can tailor the course content to fit the specific needs and goals of their constituents. We also offer small business courses that provide unique digital skills training for small business owners, micro-entrepreneurs, and people interested in starting a business venture or nonprofit. Graduates of the program gain digital skills to strengthen their businesses and, in turn, the local economy.

Although our population of learners is vastly wide in age, TGH deliberately partners with communities in urban areas across Massachusetts that are most affected by the structural injustices at the root of digital exclusion. Of all TGH learners: 95% live in households that are considered "very low income" (HUD 2023), 88% identify as BIPOC (including 45% who identify as Black and 30% who identify as Latinx), 72% speak a primary language other than English, and 43% of adult learners are unemployed. We ask all of our partners to consider recruiting learners by giving priority to those who have low incomes, are unemployed or underemployed, have special needs, are limited English speakers, do not have a computer, and/or do not have internet access.

Our evaluation work aims to address the needs of the same population by supporting the work of other organizations, municipalities, and coalitions to create a comprehensive digital equity landscape within our communities.

Question 4. Experience and History

Tech Goes Home has a 25-year proven track record of success in advancing digital inclusion and bridging the digital divide through our delivery of digital access programming. Founded in 2000, Tech Goes Home is a nonprofit organization committed to increasing access to technology, internet connectivity, and digital skills training. After the program's initial success, the City of Boston applied for a federal grant in 2010 to expand TGH citywide. TGH has experienced rapid growth in its recent history as demand for our services skyrocketed during the Covid-19 pandemic. One simply cannot live in today's world without digital skills and access. Now, in collaboration with over 250 active community partner organizations, we offer our program to thousands of families each year across a growing geographic area that currently includes 37 municipalities. In recent years, TGH has emphasized advocacy, evaluation, and geographic expansion into Gateway Cities to strengthen its impact and address systemic barriers to digital equity. In the past five years alone, more than 30,000 learners have graduated from TGH programs, and we have distributed more than 22,000 computers and tablets.

In 2024, we embarked on a transformational journey to propel our work to new heights. Through significant investment in our team, we have expanded internal capacity within our Learning & Evaluation department through the hiring of Dr. Richard Feistman, Ph.D., Chief Learning & Evaluation Officer (CLEO), and his team. This growth enables robust program evaluation and curriculum development to better meet the needs of our learners. In addition, Dr. Feistman and his team have facilitated the launch of our new Learning Management System (LMS), the learner Portal, which enhances program delivery, streamlines evaluations, and supports instructors with flexible content across diverse learning environments. The Portal will not only plug into the digital skills work we are already committed to, but it also empowers graduates with post-course opportunities such as advanced learning certificates, industry-specific digital skills training, and access to TGH's extensive network of partner resources. These innovations enable TGH to address the increasing demand for advanced workplace readiness, financial digital literacy, and emerging technology training, fostering long-term economic mobility and self-sufficiency for learners.

Question 5. Geographic Reach

Tech Goes Home works statewide with a priority to serve the 26 Gateway Cities: Attleboro, Barnstable, Brockton, Chelsea, Chicopee, Everett, Fall River, Fitchburg, Haverhill, Holyoke, Lawrence, Leominster, Lowell, Lynn, Malden, Methuen, New Bedford, Peabody, Pittsfield, Quincy, Revere, Salem, Springfield, Taunton, Westfield, and Worcester. We understand that community members may live and work outside of our priority areas and we can evaluate supporting additional communities if requested.

In 2024, TGH was invited to partner with community organizations to pilot our digital inclusion program in Detroit, marking a pivotal step in scaling TGH outside of Massachusetts. This expansion highlights TGH's commitment to growing our impact while recognizing and addressing the unique needs of each community.

Question 6. Success Metrics

Evaluation is a cornerstone of Tech Goes Home's work, ensuring our programs are impactful, sustainable, and scalable. We measure success through the digital skills, devices, and internet access our graduates gain and how they leverage these tools to meet their goals. Our evaluation process includes pre- and post-training surveys to collect quantitative and qualitative data, annual follow-up surveys to assess long-term impact, and feedback from instructors to refine training, strengthen partnerships, and enhance program design.

TGH's digital literacy programs empower graduates with essential skills to secure employment and achieve economic mobility. Our programming equips learners with the ability to search and apply for jobs online, create resumes, and complete job training, leading to measurable improvements in employability and household income. Within a year of completing their course, 79% of participants have used their digital skills to access job search resources. Among adult graduates, 71% report achieving at least one major milestone related to financial well-being, such as securing a new or better job, entering a training or education program, applying for benefits like SNAP, or starting a business.

Our programs also enhance the educational opportunities of entire households, illustrating the intergenerational impact of digital literacy, creating lasting opportunities for learning and development. In the most recent annual follow-up survey, 96% of caregivers who participated in the TGH program with their child reported they are more involved in their child's education as a result of their TGH course, and 88% of caregivers reported that their children learned skills to stay safe online through TGH. Additionally, 80% of adult graduates have used their new skills to further their own education.

Digital access is increasingly recognized as a social determinant of health, and through TGH, graduates are better equipped with the tools to manage their well-being and navigate health systems effectively, contributing to healthier individuals and communities. In the annual survey, 79% of graduates report that they have used their device and skills to access health and wellness information. Additionally, 86% of graduates have used their digital skills for video meetings, including for telehealth appointments or to connect with loved ones, providing crucial emotional and social support. 60% of graduates have utilized their digital tools to find housing.

When providing evaluation services, TGH will work with clients to provide a needs assessment by combing through their existing data collection and synthesizing their impact starting point. Once we have done a landscape analysis on their program and data, we provide actionable feedback that helps the client improve, scale, or refine their programs for greater impact. Tech Goes Home will also offer guidance for continuous improvement, including building skills within the client's organization to understand their own impact and in turn, make data-informed decisions, enhance program design, and foster learning within their organization.

Question 7. Client Engagement

As a vendor for digital skills services, we prioritize collaboration with our clients throughout both the planning and implementation phases to ensure our services align with their needs and objectives. Partnership engagement is integral to our success. TGH staff are highly skilled in creating welcoming environments for our new partners and recognize the need to be flexible to clients' capacity. Our foundational belief is to meet everyone where they are, which extends to our relationships with partners. For partners with experience in this work, we take a supportive role, and collaborate to modify programming that meets their learner's goals. For those new to the digital equity landscape, we provide hands-on guidance through piloting and implementation, ensuring the success of emerging programs. Each client is assigned a Relationship Manager and access to our program support email. Both are available before, during, and after program delivery for hands-on support. Our program partners tend to remain with TGH for years,, due to the nature of the high demand for this service. Partnerships may be evaluated regularly per learner feedback and program success.

TGH enhances each partner's internal program implementation and evaluation capacity through our effective train-the-trainer model. We provide hands-on training and support akin to a customizable roadmap, that allows partners to tailor services to the populations and communities they serve. Involvement in TGH's train-the-trainer model is not only supporting TGH's mission to close the digital divide but is also investing in a partner site's

organizational capacity. Our data and evaluation system infrastructure is robustly designed to assess both process and impact outcomes of programming using simple, but effective, multilingual, accessible surveys. Furthermore, we provide the results of the TGH program model to our partners in a format that is easily utilized and acted upon by partner organizations with a spectrum of comfort and understanding of data and evaluation. They can also use the results to demonstrate impact for other current or future funding efforts which supports their own sustainability efforts and contributes more widely to reducing the digital equity gap across Massachusetts.

For those seeking segmented evaluation services, we provide more than our standard data infrastructure and results. Through our Evaluation as a Service model, we help partners set up systems and processes they can maintain and adapt over time to support their program implementation and evaluation. For instance, we can co-develop program evaluation tools including logic models, programmatic frameworks, and data collection tools including customized surveys, focus group/interview guides, and more. These services include helping clients collect data to meet their own grant requirements or leveraging our evaluation team's capacity and expertise to assess Digital Skills Programs of all sizes. Beyond the program planning phase, we can involve ourselves in the data analysis of a partner organization's programming and even support in writing of results for both technical and non-technical audiences using reports or data visualization tools. Our customizable evaluation support, from data collection to analysis and reporting, ensures that partners can receive tailored support for their unique needs. In the process of providing these services, we prioritize capacity building to empower organizations with the skills and knowledge to sustain this work beyond our direct services.

Question 8. Partnerships:

Collaboration with community-based program partner sites is at the heart of Tech Goes Home's work. TGH currently works with over 250 schools and local community sites where we offer our programs, and our network of active instructors currently includes over 400 individuals who are leaders in the communities where they implement TGH programs. Some of our most significant partnerships include the Gilbert Albert Community Center, Revere Community School, Maverick Landing Community Services, Catholic Charities, BEST Hospitality Training, Women Encouraging Empowerment, Project Place, Boston Public Library, Boys and Girls Club, and many others.

TGH provides sites and instructors with our course model, hand-picked step-by-step tutorials, and marketing materials, as well as the technology for learners. We train staff members from the partner organizations to run the digital skills training courses, and instructors tailor the course content to fit the specific needs and goals of the learners they

teach. TGH supports instructors throughout the duration of the courses via meetings, email communication, and professional development opportunities. We work with our program partners to deliver high-quality digital literacy training while amplifying their existing work that addresses employment, financial literacy, education, and health.

In addition to our collaboration as partners, TGH aims to uplift the professional development of the staff at our partner site by providing them with our TGH Instructor Certification. This certification is a resume-building skill, representing their digital navigation skills and ability to support education in the digital equity landscape. Instructors are also brought into our TGH Instructor Network for ongoing support and professional development. TGH's train-the-trainer model is an investment in our partner's staff, enhancing their expertise and leveraging their connection to their community to create greater impact.

We also recognize the capacity of our partners and due to significant feedback, we have created the Portal to support the needs of the learners and partners alike. Stepping into digital navigation is a huge responsibility and for our partners who are also managing full plates of other work, we recommend our Portal as a resource to cut down on time spent instructing courses so that TGH can provide the direction, and our partner sites can spend more time providing one-on-one support to the learners who need it most.

Question 9. Training and Support

As a vendor for a variety of digital equity services, Tech Goes Home ensures proper support to all clients in our partnership.

Our approach always begins with in-depth onboarding sessions to introduce the partner team to our digital skills programs. Other trainings may include our TGH Instructor Orientation where we provide a detailed train-the-trainer curriculum on how to implement digital skills courses, use our tools, materials, and resources effectively, ensuring staff feels confident in delivering the curriculum. Our Portal has customization and adaptation features which can be tailored to a partner's specific needs to ensure training is relevant, effective, and engaging. We currently have a growing library of curriculum resources with comprehensive training topics and materials to cater to diverse learning needs. Tech Goes Home also offers ongoing support to help guide and assist partners. We offer email support and one-on-one Zoom sessions, as well as access access to a plethora of other professional development opportunities through our Instructor Network and Newsletters.

For clients utilizing our evaluation services, we will be walking each client through our process so that they can build the skills they need to continue the work on their own.

Question 10. Case Studies

TGH partners with a variety of organizations, including the Massachusetts Association for the Blind and Visually Impaired (MABVI). Based in Worcester, MABVI serves older adults aged 55 and above who are experiencing vision loss. The digital literacy training we offer to this community focuses specifically on assistive technology, which differs from our standard TGH courses but aligns with our core philosophy of tailoring our approach to meet the unique needs of every learner. To support this population's specific technology needs, we provide iPads instead of our usual Chromebooks. The iOS system integrates seamlessly with other assistive devices, allowing learners to access printed materials, online content, and multimedia information with ease. Many of these learners require both one-on-one and group training to overcome the challenges sight loss presents in using technology. Through this customized curriculum, MABVI empowers clients to regain the ability to access essential resources and amplifies each learner's independence. Additionally, MABVI not only serves a visually impaired community but also employs a staff largely composed of individuals who are visually impaired themselves.

A recent survey of learners from a MABVI course revealed that 100% of respondents rated their TGH course experience, instructor, and the positive impact on their lives following course completion, all highly. Partners like MABVI are delivering transformative, life-changing experiences through their TGH courses.

Carmen V., a cherished instructor at BPS Parent University, has been an integral part of our team since the beginning. Her journey with us started as a learner in the early 2000s, when Adreenne L., a co-worker at BPS and current TGH Instructor, recommended a TGH course to Carmen. At the time, Carmen, a mother of four, was juggling a demanding full-time job and the challenge of ensuring her children had access to a computer for homework each night. Struggling to shuttle them back and forth to the library, Carmen decided that the 15-hour commitment to TGH training would be a valuable investment in getting a device directly into her home. Graduating from the course meant she no longer had to worry about her kids walking to the library every evening or whether they could complete their homework.

This experience opened Carmen's eyes to the struggles of countless families facing similar challenges. When former CEO Dan Noyes approached her about becoming an instructor, Carmen was eager to become instructor-certified and start leading TGH courses herself. TGH has long had a tradition of empowering learners to become instructors, believing that the best teachers are those who are already deeply connected to their communities. Today, Carmen and her team graduate hundreds of learners each year, ranging from early childhood education to adults, all of whom benefit from her years of dedication and expertise.

"I would just tell the person, like, this is a great resource and a great partnership, because I feel it's not just a resource. I think you guys bring a lot to the table. curriculum alone. It can't go wrong. It's a partnership with you that cannot go wrong because you give them the curriculum, you give them the device. Everything is there. Yes, you have to put in your time, but it's an asset to my work. You're helping them. And not only that, but it helps your company/agency as well, because now you look better than everyone. Now you have an awesome partnership," - Carmen.

When surveyed about the best part of their TGH course, a learner from Carmen's recent class said, "Confianza en misma, agilidad manual e intelectual, conocer y hacer diferentes cosas quedescconocia," which translates to *self-confidence, manual and intellectual agility, knowing and doing different things that I didn't know about*. Carmen's excellent delivery of TGH courses is empowering the Boston Public School community, helping bridge the digital divide one family at a time and enabling them to thrive.

Question 11. Contact

Organizations may express their interest by emailing our Director of Earned Revenue, Kiara Lum at Kiara@techgoeshome.org.

Question 12. Additional Information

This year, TGH is celebrating 25 years of digital equity work. We are so proud to be a tenured member of Massachusetts' digital inclusion landscape and thrilled to meet new regions of the Commonwealth along the way as we expand. Throughout our many years of dedication to this craft, we have learned the value of flexibility and resiliency. Our mission to close the digital divide could not be achieved without these values. Our most central belief is to meet every client where they are and we reflect this in our current offerings. TGH is able to offer services ranging from our full three-pillar model, including digital skills training, device distribution, and internet for every learner, to segmented services for clients that may need sections of our program, to evaluation for our counterparts already achieving this work within the digital equity ecosystem. We are here to meet every client and learner where they are and help support them in achieving their goals with the power of digital skills.

See Airtable database for additional information/ attachments.

Technology Access Program - Mystic Valley Elder Services

Name

Technology Access Program - Mystic Valley Elder Services

Initiative Area Mapping

- Digital Literacy
- Education, Outreach and Adoption
- Device Distribution

Main Address

300 Commercial St. #19 Malden, MA 02148

Applicant Name

McKayla Arnold

Organization/Business name. If not applicable write N/A.

Technology Access Program - Mystic Valley Elder Services

Email Address

marnold@mves.org

Phone Number

781-324-7705 x213

Question 1. Service Description:

1. The Technology Access Program (TAP) at Mystic Valley Elder Services provides 1-on-1 Tech Training for adults 60+. These trainings include visiting

TAP clients in their homes or the community and developing a learning plan and conducting the necessary number of sessions for clients to meet

their technology goals. Devices such as iPads or Chromebooks can be provided based on need.

2. The Technology Access Program (TAP) at Mystic Valley Elder Services holds iPad Basics Courses for adults 60+ or living with disabilities. The Course

consists of 4 2-hour lessons on the basics of the iPad such as setting up an Apple ID and password, navigating iPadOS (the iPad's operating system which includes system preferences, display and audio settings, wallpaper, and pre-installed applications), using the camera and photos, utilizing Safari, and downloading apps of the clients' choosing including crossword puzzle apps, telehealth apps, and more). Upon successful completion of the course, graduates receive a certificate of completion, an iPad Basics Guide, their very own iPad with a protective case.

3. Tech Cafes are 2-hour drop-in tech hours where the Technology Access Program staff and volunteers are stationed at senior centers, local YMCA's, or libraries to provide free tech support, answer tech questions, and assess needs. Clients bring their own devices to be troubleshooted or fill out an online application or pay an e-bill.

4. The Technology Access Program at Mystic Valley Elder Services has a catalog of how-to guides called "TAP To-Go Sheets." These guides are each one page, front and back and walk the client through specific technology including ordering through a rideshare app, grocery delivery, creating an Apple ID and password, logging onto WiFi, downloading Apps on the App Store, logging onto virtual patient gateway for various medical providers, and much more.

Question 2. Pricing Structure:

The Technology Access Program's services are completely free for those in our service area over the age of 60 or living with disabilities, due to the fact that we have received a grant through MBI for this work.

Question 3. Target Audience

Mystic Valley Elder Services is one of the largest, state designated Aging Services Access Points (ASAPs) in the Commonwealth and serves a racially, ethnically, and socioeconomically diverse population including the gateway cities of Chelsea, Everett, Malden, and Revere. Additional communities served include Medford, Melrose, North Reading, Reading, Stoneham, Wakefield, and Winthrop.

The Technology Access Program at Mystic Valley Elder Services serves adults ages 60+ and those living with disabilities.

TAP recruits bilingual volunteers to support in translating the course in real time to non-English speakers.

TAP provides tech assistance to the visual or hearing impaired. TAP has connected with the Massachusetts Association for the Blind and Visually

Impaired for more resources to assist clients in our service area.

Question 4. Experience and History

The Technology Access Program at Mystic Valley Elder Services was founded in August of 2022. The iPad Basics Course, the 1-on-1 Tech Training

Program, Tech Cafes, and a catalog of How-To Guides were built to support the technology needs of older adults. Courses were held at the Revere

Senior Center and the Chelsea Senior Center and potential partnerships were formed with Everett Senior Center and Medford Senior Center. In its first

year, the Technology Access Program served roughly 50 clients. In the first half of 2024, the Technology Access Program served 64 clients.

Since August of 2024, TAP has served 103 unique clients, facilitated 3 iPad Basics Courses, formed partnerships with each of the 11 cities/towns in our

service area, and been featured on local Winthrop television to promote the program.

Question 5. Geographic Reach

Mystic Valley Elder Services is one of the largest, state designated Aging Services Access Points (ASAPs) in the Commonwealth and serves a racially, ethnically, and socioeconomically diverse population including the gateway cities of Chelsea, Everett, Malden, and Revere. Additional communities served include Medford, Melrose, North Reading, Reading, Stoneham, Wakefield, and Winthrop.

Question 6. Success Metrics

The Technology Access Program at Mystic Valley Elder Services has each client fill out a pre-survey and a post-survey. Surveys asks clients to rate questions from 1-5 including how socially isolated clients feel before and after tech training, how comfortable they are using certain applications on their devices, and their primary tech goals are. Metrics have shown

an increase from 1-2 averages to 3-4 averages on surveys, resulting in a 133% increase in knowledge after Technology Access Program Training is complete.

From a quantitative approach, TAP tracks number of clients served, hours of training provided, number of devices distributed, and number of residents served from each city/town. TAP is projected to complete over 380.45 hours of training per individual, provide tech support to over 56 older adults, and facilitate 15 guided tech classes from 1/1/2025-3/31/2025.

Question 7. Client Engagement

1-on-1 Tech Training with the Technology Access Program at Mystic Valley Elder Services includes an initial visit and assessment where staff and client discuss the technology goals and develop a learning plan with up to 4 2-hour sessions. The main goal of TAP is to empower clients' to feel confident on their devices and in charge of their tech education.

Question 8. Partnerships:

The Technology Access Program (TAP) has partnered with Chelsea Senior Center, Revere Senior Center, Medford Senior Center, Everett Senior Center, and North Reading Senior Center to complete 4 2-hour sessions and a 2-hour graduation ceremony for the iPad Basics Course. TAP has also scheduled iPad Basics Courses with SDM Foundation in Melrose, Reading Senior Center, Wakefield Library, Winthrop Senior Center, Stoneham Senior Center, and working with Revere Library and Wakefield Senior Center to schedule. The Technology Access Program has scheduled a 2-hour tech café with the Reading YMCA.

TAP has appeared on Winthrop Local TV to promote technology access and iPad Basics Courses and is working with public access television in North Reading called Norcam, Inc. to produce a segment on the North Reading iPad Basics Course happening in March 2025.

TAP is a grantee of MBI's partnership with AgeSpan and has connected with the Massachusetts Association for the Blind and Visually Impaired (MABVI), the Boys & Girl's Club of Stoneham & Wakefield, and AARP.

Question 9. Training and Support

The Technology Access Program (TAP) at Mystic Valley Elder Services shares a course catalog with our partners that details the courses and programs we offer including our iPad Basics Course and Tech Cafe's. TAP welcomes existing volunteers from the senior centers and libraries to assist with our courses so that they can provide efficient ongoing support to graduates of our guided courses. The Technology Access Program provides contact

information of TAP staff to our clients and our partners to maintain an open line of communication for future program offerings and tech support. The Technology Access Program provides a 56-page iPad Basics Guide to iPad Basics Course Graduates and clients that receive an iPad through the program.

Question 10. Case Studies

In October of 2024, one Client was unable to attend Caregiver Support Meetings in person as her husband's health declined. TAP was able to provide her an iPad and provide her a 2-hour tech training on how to use her it for entertainment, resources, and Zoom for the Caregiver Support Meetings. This TAP client then attended the Medford COA iPad Basics Course to learn even more about her device. They told TAP that the program had "changed her life." The leader of the Caregiver Support Meetings shared that the client was so happy being able to attend meetings again and socialize.

In February of 2025. TAP held an iPad Basics Course at Mystic Valley Elder Services for Malden residents. TAP provided iPad education to 7 students and saw a 133% increase in students' confidence, knowledge, and technology skills based on pre and post surveys. Graduates received a certificate of completion, a comprehensive iPad Basics Guide, a 10th Generation iPad, a protective case, and technology accessories to encourage students to continue using their iPads after the course. One student was able to download the Dexcom app to track her diabetes, two students were able to connect their hearing aids to Bluetooth so they could hear their iPad better, and one student was able to download the Libby app and read books from her iPad. Overall, the iPad Basics Course was a success at Mystic Valley Elder Services and served as a great case study on the primary technology goals of adults ages 60+.

TAP has increased their metrics significantly through promotion, brand development, and partnerships. TAP increased the number of clients served per quarter by 360% from Q3 2024 to Q1 2025.

Question 11. Contact

McKayla Arnold

marnold@mves.org

781-324-7705 x213

Question 12. Additional Information

The Technology Access Program at Mystic Valley Elder Services strives to empower the independence and increase the digital literacy of older adults

aged 60+ through 1-on-1 tech training, guided courses, tech how-to guides, device distribution, and advisement on low-cost internet services.

See Airtable database for additional information/attachments.

TEK Collaborative

Name

TEK Collaborative

Initiative Area Mapping

- Device Distribution

Main Address

11 Oakland Street, Amesbury MA 01913

Applicant Name

Jeffrey Williams

Organization/Business name. If not applicable write N/A.

TEK Collaborative

Email Address

jeff@tekcollaborative.org

Phone Number

978-314-1979

Question 1. Service Description:

Device Refurbishment and/or Distribution: Provision of new or used internet-connected devices, such as laptops, tablets, and smart phones, to distribute to organizations and/or residents

TEK Collaborative's mission is to promote digital equity and narrow the digital divide by providing internet-enabled devices to anyone in need at no cost. We are the only nonprofit based in Essex County – and one of the few in the Commonwealth – to do this work. Our goal is to form strategic partnerships with businesses, organizations, schools, and government to create an ecosystem of device access, internet access, and education.

Our zero-barrier access philosophy means that recipients are not required to provide financial information or otherwise “prove” they need a free device – thus prioritizing each individual's dignity and making the process as easy for them as possible. Importantly, the devices that we distribute are refurbished, keeping usable technology out of landfills. We

have distributed Chromebooks, laptops with webcams, iPads, tablets, desktop computers, monitors, printers, phones, and more.

Question 2. Pricing Structure:

Device Cost: \$0-\$250

Any collected costs go to directly support the activities below.

Device Distribution and/or Refurbishment

- Equipment, materials and supplies required for laptop/device refurbishment
- New internet-connected devices, including Chromebooks, laptops and tablets
- Outreach and marketing of program to potential donors
- Training curriculum and or resources
- Program staff time
- Logistical expenses related to laptop distribution

Question 3. Target Audience

Aging Individuals (60 and older)

Immigrants/ Refugees

Incarcerated Individuals

Individuals with a Language Barrier (English Learners or Low-Literacy)

Individuals with Disabilities

LGBTQ+ Individuals

Low Income Households (<150% of Federal Poverty Level)

Members of Racial/Ethnic Groups

Members of Religious Minority Groups

Residents of Rural Areas

Veterans

Women

Youth

Question 4. Experience and History

Since launching in 2020, we have:

Distributed roughly 9000 devices across MA, with appx. 7,000 of them going to Essex County residents.

Supported more than 13,000 individuals across Essex County since 2021 through our partnership with Essex County Community Foundation's (ECCF) Advancing Digital Equity Initiative.

Partnered with over 250 unique organizations – schools, businesses, community-based organizations, and government offices – to refurbish and distribute devices in over 50 MA communities, as a member of ECCF's Digital Equity Coalition.

Primarily served populations such as people with low or no income, students, the elderly, veterans, and immigrants.

A good example of our work is a recent pilot project with the Lawrence Public Library. We used the library's main branch as a distribution site, which is convenient to the population we serve and accessible via public transportation. Device pickups also introduce people to the library.

Question 5. Geographic Reach

We currently distribute devices across the entire commonwealth. We have not worked in any other states or regions. Our focus began with communities within Essex County, but we have expanded our distribution services to all areas across the commonwealth.

Question 6. Success Metrics

We are hyper focused on device distribution, and removing barriers that could prevent individuals and organizations from receiving devices. We have distributed almost 9000 devices across the commonwealth to date, and that number rises everyday. We are constantly forming new relationships with organizations that have "boots on the ground" in our local communities. It is through those partnerships that we can ensure the devices are reaching those most in need.

Question 7. Client Engagement

We speak with every recipient of a device to better understand their needs, using their feedback to fine-tune our distribution process. We also engage with other nonprofit organizations that are deeply rooted in the communities they serve to better understand areas of greatest need and how we can provide a positive impact. In addition, we hold

device refurbishment events with local Rotary Clubs to share our mission and build awareness and affinity around the critical work that we do every day.

Question 8. Partnerships:

Collaborations:

Essex County Community Foundation (ECCF) provided us with critical seed funding, guidance, and collaboration. And through their Digital Equity Coalition, we partnered with 250+ organizations – schools, businesses, community-based organizations, government offices – to refurbish and distribute devices in 50+ MA communities.

We have used Lawrence Public Library's main branch as a device distribution site, which is convenient to the population we serve and accessible via public transportation. This work has also introduced community members to the library's resources.

Lynn-based workforce training organization Cultivate Pathways and TEK Collaborative help Lynn high school/college students ages 17-24 to receive training on the device refurbishment process and other IT skills. This helps TEK to refurbish more devices more rapidly and prepares participants for in-demand IT jobs. Students can also pursue an IT certificate from Grow With Google.

Question 9. Training and Support

Training and support is primarily handled by the organizations that we partner with. However, each device is delivered to the recipient in a bag that in addition to the device, contains a "how to" guide to help the recipient set up their device. We also have a resources page on our website that offers free and reduced cost software for recipients.

Question 10. Case Studies

TEK Collaborative began during the Covid-19 pandemic, when it became acutely clear that many students and teachers did not possess a proper remote learning device. The existing digital divide threatened to become a chasm. Beginning with a handful of devices, our initial grassroots effort soon placed over 900 laptops and Chromebooks into the hands of anyone in need in and around the Amesbury, MA – no questions asked. Witnessing the powerful change that a device could have on the lives of so many motivated us to form the TEK Collaborative.

*Please see additional documents attached that demonstrate our work, impact, and partnerships.

Question 11. Contact

info@tekcollaborative.org

978-378-4966

Question 12. Additional Information

See Airtable database for additional information/ attachments.

TGX Development

Name

TGX Development

Initiative Area Mapping

- Digital Literacy
- Education, Outreach and Adoption

Main Address

112 Broadway Street, Durham, NC 27701

Applicant Name

Angela Harris

Organization/Business name. If not applicable write N/A.

TGX Development

Email Address

aharris@tgxdevelopment.com

Phone Number

919-493-4010

Question 1. Service Description:

Service Area 1: Digital Literacy

TGX Development (TGX) provides comprehensive Digital Skills Products and Services designed to empower learners with the essential skills needed to navigate technology safely, confidently, and independently. Our approach combines high-quality off-the-shelf curricula with professional development for instructors, enabling organizations to rapidly deploy, customize, and scale digital skills training across diverse populations.

Key Offerings:

- Workbooks & Online Curricula: TGX's signature workbook, Computers: One Click at a Time (2nd Edition, 2024), has sold nearly 6,000 copies and impacted close to 6,000 individuals across 37 states, the District of Columbia, and Canada. The workbook features:

- o Eight core lessons covering computer basics, internet use, email, cybersecurity, and smartphone applications.
- o Over 40 hands-on exercises with step-by-step instructions and real-world scenarios.
- o Alignment with Northstar Digital Literacy standards, supporting organizations offering Northstar certifications.
- o Flexible design to adapt to various covered populations.

The online micro-courses supplement the workbook with bite-sized, self-paced modules featuring videos, knowledge checks, and practical assignments to reinforce learning. These courses are provided on our online learning platform at ThirdEd.com and use simple language, visual aids, and interactive exercises to build confidence in digital skills. Course Bundle: Computer Basics, The Desktop, Internet Basics, Using Email, Smartphone Basics, Word Processing, Spreadsheets, MS PowerPoint, Google Docs, Social Media Basics, Information Literacy, Online Safety & Privacy, Career Navigator, and AI Fundamentals.

- Instructor Guide: The Computers: One Click at a Time Instructor Guide (2025) is a comprehensive manual for seasoned educators and those who are new to teaching. It includes:

- o Step-by-step lesson plans aligned with workbook content.
- o Knowledge check answers, instructional notes, and teaching scripts.
- o The proprietary AWESomeness Framework™, which supports instructors, tutors, trainers, and volunteers in asking questions, weaving in relatable examples, engaging learners, and supporting students as they combine concepts studied to address a real-world scenario or complete a practical micro-project.
- o Customizable templates for local adaptation.

- Digital Health Literacy: The Digital Health: One Click at a Time workbook will debut in late-summer 2025. This workbook is designed to empower learners with the knowledge and skills needed to navigate the evolving landscape of digital healthcare. Topics include health literacy, patient portals, electronic health records, wearable technology, wellness apps and tools, privacy and security, and strategies to discern online health information. Pre-orders are now being accepted.

- Train-the-Trainer Professional Development: TGX supports instructors with 15 online micro-courses and virtual instructor-led sessions via Zoom that focus on:

- o Adult learning principles.

- o Curriculum adaptation to meet the needs of covered populations.
- o Community-centered support strategies.
- o Integrating technology and data to achieve sustainable outcomes.
- o Hands-on practice with TGX's curriculum and assessments to demonstrate foundational digital skills and track progress.

Service Area 2: Education, Outreach, and Adoption

TGX offers Education, Outreach, and Adoption Services to help organizations recruit, engage, and support participants throughout their digital skills journey. Our services are designed to lower barriers to participation and maximize learner success through clear communication, needs assessment, and self-service tools.

Key Offerings:

- **Marketing Collateral & Templates:** Customizable templates, including Canva flyers to recruit digital navigators and program participants and a customizable digital navigator job description. These templates include a Spanish version.
- **Needs Assessments:** Pre- and post-program needs assessment survey to help digital navigators identify participants' baseline skills, goals, and technology access needs.
- **Automated Self-Service Software Setup:** Technical assistance to help organizations implement automated self-service software. This tool allows participants to self-assess their digital skills and interests and receive personalized training recommendations that are available in your area. Staff training is included.

TGX's education, outreach, and adoption services are designed to help organizations build trust, increase participation, integrate meaningful technology, and create clear pathways for learners to engage in digital skills programs from interest to completion.

Question 2. Pricing Structure:

See Optional Attachments

Question 3. Target Audience

TGX ensures that its digital literacy products and services are adaptable, accessible, and culturally responsive to meet the needs of diverse populations. Our approach includes tangible learning resources, customizable materials, resources in Spanish, where applicable, and flexible training models to empower organizations serving covered populations effectively. Also, our curriculum is built for accessibility, cultural relevance,

and practical application to ensure learners see themselves in the content and can apply digital skills in real life.

How We Tailor Our Offerings

- **Aging Individuals (60 and older):** Content includes large-print materials, plain-language instructions, and step-by-step guidance to support older adults who may be new to technology. Scenarios include real-life applications like telehealth, online banking, and social connections.
- **Immigrants:** Some materials are available in Spanish, or can be translated into Spanish for an additional fee. Canva templates and the digital navigator job description, for example, include a Spanish version. Additionally, lessons and online curricula use visual aids and simplified instructions to support English learners.
- **Incarcerated Individuals:** The curriculum includes offline-friendly materials for limited internet access. Modules focus on workforce reentry skills, including online job searches, recognizing illegal interview questions, addressing the felony conviction question, and crafting and practicing an effective elevator speech.
- **Low-Literacy Individuals:** Lessons use simple, jargon-free language, icons, and visuals to aid comprehension. New technology terms are highlighted in bold and explained in a relatable way. Also, interactive elements like crossword puzzles and hands-on practice activities reinforce learning.
- **Low-Income Households:** Our workbooks and micro-courses are low-cost, scalable, and accessible from mobile devices, making digital skills training more affordable and flexible. They also support individuals seeking to transition to tech-enabled careers, providing the foundational skills necessary to provide an onramp to more advanced skills like data analytics and artificial intelligence (AI).
- **Members of Racial/Ethnic Groups:** Real-world scenarios feature diverse learners from different backgrounds to ensure relatability. Community engagement tools help digital navigators and other trusted messengers assess needs and interests and deliver digital literacy training accordingly.
- **Members of Religious Minority Groups:** Content is inclusive and culturally sensitive, with examples from diverse workplaces and communities to respect religious values and backgrounds.
- **Residents of Rural Areas:** Our workbooks and printable online assignments support low-bandwidth access and include training on using one's phone as a personal hotspot, security concerns when using public Wi-Fi networks, and technology requirements for

telehealth, remote work, and distance learning. These instructional examples enable learners to make informed decisions when navigating limited internet access.

- **Veterans:** The curriculum includes job transition support, focusing on resume building, online job applications, interviewing, and digital privacy and security to help veterans navigate civilian careers.

By customizing learning experiences for these covered populations, TGX ensures digital literacy instruction is relevant, inclusive, and effective for community-centric organizations working to bridge the digital divide.

Question 4. Experience and History

TGX has been serving as a curriculum partner of organizations providing adult education services since 2017. Either directly, or indirectly through our collaboration with ProLiteracy/New Readers Press, we have served over 100 clients, including school systems, community colleges, universities, nonprofits, libraries, adult learning centers, correctional institutions, and workforce development programs. Our instructional resources have empowered hundreds of instructors and thousands of learners, ensuring digital skills are accessible to diverse populations, including those prioritized in Massachusetts.

Question 5. Geographic Reach

TGX's digital literacy solutions are designed to be scalable, adaptable, and impactful for diverse communities. Since 2017, we have served clients in 37 states, including Massachusetts, as well as Washington, D.C., and Canada, partnering with libraries, operators of affordable housing communities, workforce programs, and community-centric organizations to expand digital access. Our workbooks provide structured yet flexible learning tools that help instructors deliver practical, real-world digital literacy skills to learners of all backgrounds. The print Instructor Guide is user-friendly and packed with adaptable strategies to engage diverse populations. Additionally, we leverage technology to offer customizable micro-courses on our online learning platform (ThirdEd.com), replicable online templates and surveys, and software solutions—ensuring organizations with limited resources or technical expertise can provide high-quality digital literacy training at scale.

Question 6. Success Metrics

TGX measures the success of our services through both qualitative and quantitative metrics, ensuring real impact for the organizations and learners we serve. Quantitatively, we track participant progress through pre- and post-assessments, certification attainment,

and engagement data from our online learning platform. Qualitatively, we gather feedback from instructors and learners to understand how our materials improve confidence and digital skills in real-world applications.

Our solutions have delivered tangible outcomes for diverse clients. Duncan Area Literacy Council in Oklahoma, for example, reported that participants confidently and independently purchased laptops after completing workshops using our instructional materials on computer basics. Cambridge College's Center for Excellence in Learning and Teaching quickly implemented our curriculum during the pandemic to upskill students who suddenly had to take classes online, equipping them with essential digital skills to navigate virtual learning. At Carlos Rosario International Public Charter School in Washington, DC, our resources empower teachers to confidently teach computer classes to adult learners, advancing workforce development and digital inclusion. These successes highlight our ability to equip both instructors and learners with the tools needed to build digital skills and create meaningful progress.

Question 7. Client Engagement

TGX employs a collaborative approach to client engagement, ensuring that our solutions align with each organization's unique needs. From the start, we ask key questions to assess fit and understand client goals and desired outcomes. This initial intake process allows us to determine which of our offerings, if any, can deliver the desired outcomes. During implementation, we provide hands-on support, including onboarding sessions, instructional resources, and technical assistance to ensure a smooth rollout. Our engagement doesn't stop at delivery—we conduct regular check-ins to gather feedback, assess what's working well, and identify areas for improvement. This ongoing support helps our partners adapt and scale our solutions effectively, ensuring long-term success in serving their communities.

Question 8. Partnerships:

TGX collaborates with key partners to enhance the accessibility, quality, and scalability of our services. Over the past seven years, we have worked with two Northeast-based printers—P.A. Hutchison Company (Pennsylvania) and Bradford & Bigelow (Massachusetts)—to provide fast, on-demand printing and drop shipping of our instructional materials. Additionally, we have aligned our curricula with Northstar, which is program of Literacy Minnesota, allowing us to support organizations in preparing learners for Northstar certifications. We also work with ProLiteracy/New Readers Press, which provides nationwide sales and distribution support for our books and online curricula,

helping us expand into new markets and transform communities through digital literacy and workforce development.

In North Carolina, we have built strong, community-centric partnerships with organizations like Southeast Raleigh Promise (3+ years), which follows an innovative place-based partnership model from Purpose Built Communities, Advance Community Health (2+ years), a federally qualified health center currently engaged in a digital health literacy campaign for its complex care patients, and Self-Help Credit Union (1+ years), which supports digital skills training through financial literacy workshops and coaching. These partnerships enable us to deeply understand community needs, expand outreach, and provide wraparound support that helps learners overcome barriers to participation. We are eager to bring this collaborative approach to Massachusetts, working alongside local organizations, workforce programs, and community leaders to create scalable, sustainable digital inclusion initiatives tailored to the unique needs of the commonwealth's diverse communities.

Question 9. Training and Support

To ensure organizations can effectively implement and sustain our services, we provide a free, 45-minute onboarding session via Zoom for instructors and administrative staff, along with meeting notes for reference. Additionally, we offer Implementation and Quick Start guides to streamline onboarding and help both organizations and learners navigate our online platform. Our support also includes an FAQ tab online at ThirdEd.com and a 48-hour response time for technical support inquiries. To further assist clients, we host bimonthly Office Hours sessions, providing a space for instructors and administrators to discuss best practices, troubleshoot challenges, and share insights with peers. This ongoing engagement fosters a community of practice, ensuring that organizations continue to see success in their digital literacy and digital inclusion efforts.

Question 10. Case Studies

Case Study 1: Community-Centered Digital Inclusion – St. Augustine's University (Raleigh, NC)

Challenge: Saint Augustine's University received a \$1.94 million National Telecommunications and Information Administration (NTIA) Connecting Minority Communities Grant to upgrade its information technology infrastructure and enhance digital inclusion in the surrounding community. They needed an experienced partner to lead community engagement, data collection, digital literacy training, and stakeholder coordination.

Solution: As a subrecipient and project director, TGX conducted pre- and post-needs assessments, facilitated focus groups, and designed a digital navigator program. We trained digital navigators and provided instructional materials that could be adapted to community needs. Additionally, we implemented a project management system (Notion) and a public-facing website to ensure transparency and community reporting. Through asset mapping, we engaged seven new community-centric organizations and secured a corporate partnership with AT&T North Carolina, which provided funding for refurbished devices, digital navigator training, and digital literacy programs for older adults.

Outcome: New anchor institutions have emerged and the community coalition continues to thrive with sustainable partnerships and ongoing funding supporting digital inclusion efforts. AT&T's investment and support highlights the long-term impact of TGX's approach, ensuring that community members still receive access to digital skills training and resources beyond the grant period.

Case Study 2: Empowering Older Adults with Digital Navigators – National Church Residences (Columbus, OH)

Challenge: National Church Residences (NCR) secured an 18-month grant to provide digital inclusion services to 75 older adults in a senior housing community. They needed support in recruiting and training a digital navigator to ensure the program's success.

Solution: TGX provided end-to-end digital navigator recruitment and train-the-trainer services. We developed job descriptions, outreach materials, and an online application screening tool to attract qualified candidates. After shortlisting three finalists, we collaborated with NCR to make the final hiring decision. We then provided comprehensive training, equipping the selected digital navigator to independently support residents in using new tablets, accessing free and low-cost broadband, and developing digital skills based on individual needs. Also, this was a completely remote project, demonstrating our ability to effectively recruit, train, and support digital navigators without the need for in-person engagement.

Outcome: The digital navigator successfully launched, and is currently sustaining, the program, and is increasing digital confidence among older adults. TGX workbooks and online curricula continue to be used, ensuring ongoing digital literacy development for NCR residents.

Case Study 3: Rapid Curriculum Deployment for Online Learning – Cambridge College (Boston, MA)

Challenge: During the pandemic, students at Cambridge College faced significant challenges adapting to online learning. The institution needed an immediate, high-quality digital literacy solution to help students navigate remote education and build digital skills.

Solution: TGX partnered with the College's Center for Excellence in Learning and Teaching (CELT) to provide a customized online portal at <https://ccdigitalnavigators.thirded.com>, featuring self-paced micro-courses, including knowledge checks, videos, and interactive assignments. This ready-made solution allowed students to quickly build confidence in digital tools necessary for academic success.

Outcome: CELT was able to upskill students in real-time, helping them overcome digital learning barriers and achieve Northstar Digital Literacy credentials. The curriculum's accessibility and effectiveness positioned TGX as a trusted curriculum partner during a critical period.

Question 11. Contact

Email: aharris@tgxdevelopment.com

Phone: 919.493.4010

Question 12. Additional Information

See Airtable database for additional information/ attachments.

The Alliance for Digital Equity, housed at Baystate Health

Name

The Alliance for Digital Equity, housed at Baystate Health

Initiative Area Mapping

- Digital Literacy
- Device Distribution
- Education, Outreach and Adoption

Main Address

280 Chestnut St

Applicant Name

Kathy Bisbee

Organization/Business name. If not applicable write N/A.

The Alliance for Digital Equity, housed at Baystate Health

Email Address

kathy.bisbee@baystatehealth.org

Phone Number

4137957450

Question 1. Service Description:

The Alliance for Digital Equity is a regional coalition of 100+ community-based organizations across all four counties of western Massachusetts, recognized for its collective leadership in the state and nationally. The Alliance's team provides facilitative leadership services to digital equity and other organizations and coalitions, offering network-weaving, convening, support for grantmaking, equipment distribution, advocacy, and communications across silos, and providing structure, planning, and implementation of digital equity services. The Alliance offers co-designed, train-the-trainer training, resources and collaborative boot camps for digital navigators, coalitions, and for organizations such as libraries, COAs, community media centers, municipalities, healthcare organizations and social service organizations.

Question 2. Pricing Structure:

Digital Navigation Services

In the changing ecosystem of digital equity, the future common denominator is digital navigation – helping residents connect to available services that help them connect in a digital world. The Alliance is a leader in digital navigation in Massachusetts. We are excited to work with diverse groups to support community-wide digital literacy goals, create workforce standards, to provide network-weaving and skill-building, and to amplify the field and work of digital navigators everywhere.

Many of our digital navigation materials, sourced in the field directly by affiliated Digital Navigators, are currently 100% accessible online and free of charge. The Alliance can work with clients to help customize existing content and to provide related training for the client's particular needs. Our team provides a range of services, including customization of current content, creation of new content and lesson plans, training of Digital Navigators and organizations, consulting on program implementation or evaluation, and supervision and support in using our materials. To accommodate varying needs, our fee structure starts at \$3500-5000 and scales upwards based on the scope of the request. Our hourly rate is \$150/hour in addition to a base contract amount, with an hourly rate, negotiated and communicated in advance of any work after the base contract is expended. We work with our partners and clients to work within budgets to the extent possible.

Coalition-Building

Working in coalition enables organizations and initiatives to move beyond silos to be more effective however, doing coalition work requires effort and attention. The Alliance works with interested client organizations and collaboratives to design tailored services that meet our clients' specific needs around building healthy and engaged networks so they are able to advance their work collectively, weave networks beyond silos, and produce more impactful outcomes.

Most of our coalition-building resources are freely accessible to support broader learning and implementation; this includes access to network-weaving and coalition development resources. To accommodate varying needs, our fee structure starts at \$3500-5,000 and scales upwards based on the scope of the request. Our hourly rate is \$150/hour in addition to a base contract amount with an hourly rate, negotiated and communicated in advance of any work after the base contract is expended. We work with our partners and clients to work within budgets to the extent possible.

Question 3. Target Audience

We aim to support the formation and long-term strength of new regional coalitions working with all covered populations using network-weaving and network theory, improving evaluation that is inclusive of front-line team members, and developing networks of digital navigators who cross-pollinate with others, providing digital navigation services, and constantly consider what voices are not yet at the table and how to engage their communities and through partnerships. We co-design and develop outreach, communications and network-weaving activities that strengthen the development and ongoing work of digital navigators, and coalitions.

Question 4. Experience and History

The Alliance has been using this framework of network-weaving as a strategy for social change for over five years, housed at Baystate Health and working with statewide partners to advance regional digital equity strategies. We consult with new coalitions in the state, regional and nationally to support digital equity network-building as a long-term foundation for sustainable digital equity work.

Question 5. Geographic Reach

Throughout Massachusetts, offering coordinated programming and services to others in New England and nationally through digital navigation training and program development.

Question 6. Success Metrics

The Alliance's framework for this work is rooted in the work of the Interaction Institute for Social Change, and makes the point that collaborative efforts and new ways to do this work are multidimensional when it comes to core determinants and definitions of success. Results are one factor, but building distributed collaborative networks is the key to fostering emergence, new thinking and ideas that would not come for individuals or homogeneous groups. We provide process development evaluation, sample surveys for evaluating digital navigators, the work and progress of coalitions, and grant and program evaluation services.

Question 7. Client Engagement

We are both process and outcome-driven, asking questions of our partners and collaborators such as: Who do we need to bring together? What boundaries do we need to bridge? How do we bring people together? What are the key conversations we need to have? What structures, resources and roles will support this work? We meet regularly with our clients and partners, co-designing processes, programs and communications that build relational value and deliver digital equity, digital navigation, and coalition-building outcomes.

Question 8. Partnerships:

Please visit alliancefordigitalequity.com for more information about our partners across western Massachusetts and beyond.

Question 9. Training and Support

Coalition-building, network-weaving, device refurbishment and distribution, digital skills programming, convening partners, digital navigation services, train the trainer for digital navigators across sectors, curriculum and facilitative leadership training, etc.

Question 10. Case Studies

1. The Alliance for Digital Equity- a regional collective coalition approach housed at Baystate Health that tripled its membership over the past year and works to achieve digital equity regionally and beyond
2. Network-development and co-design of regional digital navigators network, training and ongoing support of 50+ DNs across western Mass and with partners throughout all of Massachusetts
3. Municipal Network-building that has resulted in cross-pollination, resource sharing, device distribution, digital skills training, and deepened relationships across isolated communities and departments serving rural, urban and suburban areas.

Question 11. Contact

Kathy Bisbee, kathy.bisbee@baystatehealth.org, +1 413-795-7450

Question 12. Additional Information

The Alliance for Digital Equity, is coordinated through a division of the Office of Diversity, Health Equity and Inclusion at Baystate Health. The Alliance is a Western Massachusetts, broad-based coalition of 100+ community-based organizations working collectively towards digital equity for all people. We believe complex problems cannot be solved by one person or one organization alone. Our job is to harness the nodes and connections on your networks for greater impact and purpose.

See Airtable database for more information/ attachments.

The Educational Justice Institute at MIT (TEJI)

Name

The Educational Justice Institute at MIT (TEJI)

Initiative Area Mapping

- Digital Literacy
- Device Distribution
- WiFi Access
- Public Spaces Internet Modernization
- Education, Outreach and Adoption

Main Address

77 Massachusetts Ave, Building 24-602, Cambridge, MA 02139

Applicant Name

Carole Cafferty

Organization/Business name. If not applicable write N/A.

The Educational Justice Institute at MIT (TEJI)

Email Address

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Phone Number

617.452.3756

Question 1. Service Description:

- Digital Literacy: TEJI offers courses in Emotional Literacy, Financial Literacy, and Digital Literacy for currently and formerly incarcerated individuals to enhance their digital skills and knowledge of devices, online resources, and digital tools. The TEJI curriculum includes sequential courses designed to prepare learners for successful reentry. These courses are tailored based on individual learners' familiarity with technology and the internet. Our courses include both synchronous group instruction and personalized one-on-one training, tutoring, and support. Many of our courses, such as computer science, financial

management, and philosophical life skills, are credit-bearing through our partnerships with academic institutions such as the Benjamin Franklin Cummings Institute of Technology.

- **Device Refurbishment and/or Distribution:** TEJI provides refurbished and new internet-connected devices, such as laptops, to organizations and individuals in need. Since our program's inception, we've distributed 87 refurbished laptops, purchased five new laptops, and procured 30 Dell Latitude charging cords to ensure access to necessary digital tools.
- **Education, Outreach, and Adoption:** We assist incarcerated individuals in enrolling for free broadband services, digital devices, and digital skills training. Our outreach efforts include workshops, printed and online communications, webinars, convenings, and public service announcements. This also involves Digital Navigators (or Teaching Assistants), who are trusted guides offering individualized support to ensure access to affordable and appropriate digital resources. TEJI provides continuous updates to residents about available services and opportunities related to broadband, devices, digital skills, and employment.
- **Public Spaces Internet Modernization:** TEJI advocates for and supports carceral facilities in improving broadband infrastructure. We encourage these facilities to expand access and provide internet in public spaces within prisons and jails, ensuring access for all residents, regardless of gender or classification status.
- **Wi-Fi Access:** TEJI assesses, designs, and implements technology solutions for providing Wi-Fi access. This includes supplying Wi-Fi hotspots and developing measures to ensure that access does not compromise the safety or security of residents and staff.

Question 2. Pricing Structure:

Our pricing model is designed to be flexible and accessible, offering both class-based and per-student pricing structures:

Per Class Pricing: \$12,250 per class

Per Student Pricing: \$465 per student

Minimum Cost: \$7,750

These prices cover all necessary teaching staff, teaching assistants (TAs), and required instructional materials to ensure a high-quality educational experience. If participants do not have access to requisite hardware (e.g., laptops or computers), we provide laptops at an all-in cost of \$850 per unit. This pricing structure is designed to ensure flexibility while maintaining affordability and accessibility for our participants.

Question 3. Target Audience

TEJI primarily serves incarcerated individuals, encompassing several covered and disadvantaged populations under the Digital Equity Act and the Broadband, Equity, Access, and Deployment Act, including:

Aging Individuals (60 and older)

Incarcerated Individuals

Individuals with Language Barriers (e.g., English Learners or Low Literacy)

Individuals with Disabilities

LGBTQ+ Individuals

Low-Income Households (<150% of Federal Poverty Level)

Members of Racial/Ethnic Minority Groups

Members of Religious Minority Groups

Rural Residents

Veterans

Women

Youth

We tailor our offerings to meet the diverse needs of these populations by offering remote synchronous computer science courses in both English and Spanish. Additionally, in partnership with Brave Behind Bars, we offer trauma-informed education primarily for incarcerated women.

Question 4. Experience and History

TEJI launched in the spring of 2018, initially offering in-person academic programs to incarcerated students. The COVID-19 pandemic catalyzed the design and implementation of our first remote synchronous online course (Python), which we offered to incarcerated students in Maine in the spring of 2021. In the summer of 2021, we expanded with our first large course (Web Design), which included incarcerated women in both county houses of correction in Massachusetts and incarcerated women in Maine.

Computer Science (Digital Literacy) Total Remote Only Enrollment: 512 (467 English-speaking, 45 non-English speaking)

Philosophical Life Skills (Emotional Literacy) Total Remote Only Enrollment: 232

Business (Financial Literacy) Total Remote Only Enrollment: 30

Note: TEJI also offers in-person courses which are not reflected in the enrollment rates listed above.

Question 5. Geographic Reach

Our primary focus is delivering remote synchronous learning to incarcerated individuals, which allows us to serve students nationwide and even internationally. We currently have incarcerated students from across the U.S. and beyond, including Arizona, Mexico, and Colombia. TEJI also serves incarcerated men and women in several Massachusetts facilities, including MCI-Framingham, the Boston Pre-Release Center, and various county houses of correction such as Suffolk, Franklin, Hampshire, Hampden, Norfolk, and Essex Counties. We are eager to expand our reach to all 14 counties in Massachusetts and offer courses to incarcerated men within the Massachusetts state prison system.

Question 6. Success Metrics

We collect qualitative feedback at the end of each course to inform internal assessment and quality improvement. Students are asked about:

The best part of the class

Areas for improvement

How the course will help post-release

Intent to enroll in future courses

This feedback is used to refine course offerings and teaching methods. Additionally, we assess students' general and computer-based self-efficacy, a key indicator of motivation and persistence in educational programs. Lastly, TEJI instructors can consult with a staff member of the MIT Teaching + Learning Lab (who has pedagogy expertise) to refine the course design and/or the teaching approach for the course(s).

To inform the scant literature on the impacts of prison-based education, we are also measuring students' level of general self-efficacy and computer-based self-efficacy. Self-efficacy, or the belief in one's own competency to achieve their goals, is a central facet of motivation has been positively correlated with incarcerated students' persistence in educational programs (Roth et al., 2017). We aim to replicate these findings, which would speak to the local impact that educational programming has on incarcerated students. We track both short-term and long-term outcomes, including disciplinary infractions and recidivism rates, to measure the broader impact of our programs.

Question 7. Client Engagement

We actively involve our students in the planning and evolution of our courses by gathering feedback and incorporating it into the development of future offerings. TEJI provides ongoing academic support and re-entry services for all former students, as well as broader support for the system-impacted population.

Question 8. Partnerships:

TEJI has established robust partnerships and stakeholder engagements. We founded and manage the Massachusetts Prison Education Consortium, which includes 65 colleges and universities. We work closely with state and local corrections agencies, probation services, and a variety of community-based organizations. Our key partnerships include Brave Behind Bars, a nonprofit coding program, and the Benjamin Franklin Cummings Institute of Technology, which provides academic credit for our students.

Question 9. Training and Support

TEJI offers specialized training for volunteers, graduate student teaching assistants, and faculty prior to their involvement with incarcerated students. This training addresses the unique challenges and security concerns associated with working in correctional facilities. Additionally, TEJI provides technical assistance related to facility security, software, and hardware to ensure successful service implementation.

Question 10. Case Studies

Due to confidentiality laws (CORI and FERPA), we cannot provide specific case studies. However, we can attest to numerous success stories. Some former students have been hired by our program, while many others have secured sustainable, living-wage jobs both while incarcerated in Maine and upon release.

Question 11. Contact

Carole Cafferty: cafferty@mit.edu or Lee Perlman: lperlman@mit.edu

Question 12. Additional Information

The Educational Justice Institute has served as a national leader in the design and delivery of remote synchronous learning opportunities for incarcerated students. We frequently provide technical assistance to other states interested in bringing carceral education to scale and promoting digital equity for all learners.

The Latino Support Network Inc

Name

The Latino Support Network Inc

Initiative Area Mapping

- Digital Literacy

Main Address

140 Union street #203-206, Lynn, MA, 01901

Applicant Name

Hugo Carvajal

Organization/Business name. If not applicable write N/A.

The Latino Support Network Inc

Email Address

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Phone Number

781-315-6019

Question 1. Service Description:

The Latino Support Network Inc (LSN) offers Computer and Digital Literacy classes. The purpose is to Increase digital literacy and access to online resources to reduce digital divide. Since 2021 LSN has partnered with Essex County Community Foundation (ECCF) and Tech Goes Home in providing digital literacy programs to residents of the North Shore. LSN has been offering mainly two types of services/programs.

Fundamentals Digital Literacy for Community/General Population

Small Business Technology and Digital Literacy

For both programs LSN covers in its Computer Lab, Windows OS and Chrome OS. The following are the components in the Fundamentals class, these are integrated with the skills/topics suggested by Tech Goes Home which are also used to track our success and reporting metrics.

Perform Operations

1.1

Start up and shut down a computer system and peripherals; open and close files; navigate with scroll bars, mouse, and special keys.

1.2

Manage files: save, locate, and organize files on a local computer and remote network spaces.

1.3

Resolve commonly occurring technology problems (e.g. printer jam, ink cartridge replacement, and frozen computer screen).

1.4

Operate and connect peripheral devices, such as printers and projectors.

Use Productivity Tools

1.5

Use the editing and formatting features of a word processing program (e.g., centering, spacing, fonts, margins, copy and paste, spell check).

1.6

Create an original spreadsheet, entering simple formulas (e.g. various number formats, sums, and percentages).

1.7

Use functions of a spreadsheet such as sort, filter, find, and calculate.

1.8

Perform simple operations in a database (e.g. browse, sort, search, delete, add data, and define field formats).

1.9

Create a simple multimedia presentation using a design template.

Use Email

1.1

Create and send email messages: open, save, print, and delete messages.

1.11

Send, receive, open, and save files attached to email messages. Understand the risks associated with opening attachments from unknown sources.

1.12

Create an address book in an email program.

Use the Internet

1.13

Access the Internet and use search strategies to locate information such as job search, news search, continuing education etc.

1.14

Bookmark web sites or add them to Favorites and organize them into folders for future reference.

1.15

Conduct research on the web.

Question 2. Pricing Structure:

LSN has made all of the services available free of charge, since these programs have been sponsored by ECCF and TGH. LSN is open to working with a pricing model that asks community participants to provide a contribution. We have experienced doing this in this past and it does offer certain advantages to the way students engage with the program.

Question 3. Target Audience

LSN has offered multiple classes (Over 20) since 2021. LSN has served the following populations:

Aging Individuals (60 and older), Immigrants/ Refugees, Individuals with a Language Barrier (English Learners or Low-Literacy), Low Income Households (<150% of Federal Poverty Level) Members of Racial/Ethnic Groups, Women, Youth.

We tailor our services to the Latino and immigrant population in Lynn/Northshore and surrounding areas. We are bicultural and bilingual and we believe this allows to engage and connect with students in a more meaningful way. We use multiple communication and engagement strategies to reach out to participants and have a large and active community in WhatsApp. With Youth we have a partnership with Girls Inc.

Question 4. Experience and History

Since 2021 The Latino Support Network (LSN) has been a key partner of the Essex County Community Foundation (ECCF) and Tech Goes Home in providing digital literacy programs to residents of the North Shore. LSN has served over 370 students. LSN has offered General Community Literacy classes, Small Business Digital Literacy classes and most recently in partnership with Girls Inc a Small Business Entrepreneurship class for young women.

During 2021-2015 we served over 370 students in both computer literacy fundamentals and in our technology and small business programs. On average each class has between 10-15 learners. Please see below a breakdown of participants:

2021:20

2022:80

2023: 97

2024:120

2025: 50 - Projecting 150

Question 5. Geographic Reach

The main service area for the Latino Support Network Inc (LSN) is the city of Lynn. In Lynn, LSN has developed the relationships and expertise for several years to engage with the diverse and vibrant communities that make Lynn an attractive home to approximately 101,253 residents.

LSN's offices are in the downtown area of the city, and most of our members and program participants live primarily in Downtown, The Highlands, West Lynn, and East Lynn.

The high demand and unmet needs for some of the services provided by LSN have allowed us to serve and collaborate with members who live in other cities/towns surrounding Lynn. Some of the other critical geographical areas we continue to serve and hope to increase our engagement and participation include Salem, Revere, and Peabody.

LSN CDC operates in Massachusetts with a focused geographical area of the North Shore area of Boston (Lynn, Revere, Peabody, and Salem), where a significant percentage of the population is Latinx and/or foreign-born. Our customers are first-generation Latino immigrants and other - ELI-LMI immigrant populations living and working within these areas

Question 6. Success Metrics

The engagement and participation of our members and community stakeholders has been instrumental in informing our organizational goals and priorities. Our approach to goals, results and impact measurement takes into account a variety of tools, mechanisms and channels of reporting and participation. We request ongoing feedback from our students through WhatsApp and Google form surveys. we measure the activities and outputs as well as the number of stakeholders involved and the impact/changes reported by participants, from our observations and/or through access to various data sources.

The analysis is then reported and shared with multiple stakeholders using diverse channels of communication (newsletters, 1 pagers progress reports, testimonials/stories)

Besides from our Goals/Curriculum we integrate the following components recommended by the TGH program:

Accessing city resources

Beginner skills (typing and using a mouse)

Cover letter and resume writing

Educational programs and resources for adults

English Language Learning

Entrepreneurship or starting and growing a business

Financial Literacy (savings, budget, online banking)

Housing search and housing stability

Job searching online (LinkedIn, Idealist, Indeed, etc.)

Spreadsheets (Google Sheets, Microsoft Excel)

Uploading and downloading documents

Word processing (Google Docs, Microsoft Office)

Writing a professional email

Question 7. Client Engagement

During enrollment and in the first class session we ask participants in person/virtually and using Google forms to provide us with their educational/Digital literacy goals. For instance we are working towards creating a more advanced Fundamentals level 2 class (Requested by students who completed level 1) and their suggestions have informed our curriculum for this program.

Question 8. Partnerships:

The following organizations are key partners in helping us spread the word about our Digital Literacy programs.

Tech Goes Home and Essex County Community Foundation ECCF, our partnership with TGH is key in supporting residents and small businesses in breaching the digital literacy gap in Essex County. This partnership started with ECCF in 2020 and with TGH/ECCF in 2021.

We also work closely with the following organizations:

City of Lynn and its Planning Department.

Lynn United for Change

Neighbor 2 Neighbor

Lynn Community Television

Lynn Welcome Center Public Schools

Emerald Cities Collaborative

The Neighborhood Developers

Question 9. Training and Support

Students who take our classes are officially members (according to our bylaws) of our community and often receive via social media resources on a variety of topics, including Digital literacy learning opportunities.

Question 10. Case Studies

LSN asks participants to self report what the Fundamentals of Computers class or the Small Business Digital Literacy class has contributed to their educational, career, business goals. We have collected data in which small business owners such as Mike Pro Remodeling (and others) are able to stop depending on multi-service agencies or similar

agencies to create estimates and invoices. Also, in this class we connect students with key stakeholders that support their entrepreneurship ideas and/or businesses, such as pro-bono attorneys, CDFI's, City Resources EDIC and other key resources. We have collected data in our Fundamentals of Computers classes, students being able to use a keyboard and mouse, pay bills online, use email from a laptop/desktop computer (not just their smartphone). Other students like Ana, report that taking the classes and being able to practice with their own equipment allows to learn new concepts and use computers in ways in which smartphones might not be the ideal tool for.

Question 11. Contact

Please email or call:

Hugo Carvajal: hcarvajal@latinosupportnetwork.org 781-301-1630

Rafael DeLeon: rdeleon@latinosupportnetwork.org 781-315-6019

Question 12. Additional Information

If you need additional data, images, information please do not hesitate to reach out.

See Airtable database for more information/ attachments.

Vinfen Corporation

Name

Vinfen Corporation

Initiative Area Mapping

- Digital Literacy
- Device Distribution
- Education, Outreach and Adoption

Main Address

950 Cambridge St, Cambridge MA 02141

Applicant Name

Jessie Wolfe

Organization/Business name. If not applicable write N/A.

Vinfen Corporation

Email Address

wolfej@vinfen.org

Phone Number

617-454-7505

Question 1. Service Description:

Digital Literacy: We provide one-on-one digital literacy services to individuals with disabilities served by Vinfen through our Digital Navigator program, and partner with six other human service agencies to support a larger Digital Navigator program as well. For everyone served by our Digital Navigators, we administer a detailed Technology Assessment and then support them in achieving technology goals. The assessment includes evaluation of digital skills, confidence level, goals for using technology, and both self-rating and observational components. The most common technology goals supported include: 1) Employment or education-related skills; 2) Accessing medical and behavioral healthcare through telehealth; and 3) Basic skill building to better navigate the community and connect socially, E.g., calendar, reminders, texting, email, mapping. Finally, we have developed a training curriculum to support Digital Navigators who are working with

individuals with disabilities, including serious behavioral health conditions. One-on-one digital literacy sessions are conducted in a setting that makes an individual most comfortable: homes, program sites, or other community locations.

Device Refurbishment and/or Distribution: Our Digital Navigators connect individuals served with the device(s) they need to meet their goals. Distributed devices include smartphones, tablets, hotspots (for individuals who are unhoused) and laptops. Individuals served receive education and support until they achieve a basic or intermediate level of digital literacy.

Education, Outreach, and Adoption: Our Digital Navigators provide enrollment support for various affordable broadband and mobile services. They assist individuals throughout the process, including helping to navigate the options, and supporting them with the installation or set up of the service.

Question 2. Pricing Structure:

Vinfen is excited to partner with other organizations to support digital literacy and access among their clients, and many of our digital literacy resources are available free of charge. Additionally, our team can work with interested parties to develop a tailored training curriculum that meets the needs of their organization and Digital Navigators. This includes, but is not limited to, training on digital literacy support for individuals with disabilities, making devices accessible, and helping individuals choose the best devices to support their goals and desired use. In addition to training, we also offer consultation services in the design and implementation of Digital Navigation programs to organizations serving individuals with disabilities. Our fee structure starts at \$15,000 and scales upwards based on the scope of work and the population served.

Question 3. Target Audience

The primary end beneficiaries of our service are individuals with disabilities. Included within are individuals representing many of the covered populations including aging individuals, individuals with a language barrier, low-income households, and members of racial/ethnic groups. All our services are tailored to the individual and support is provided one-on-one. Our Digital Navigators are trained in supporting individuals with disabilities, including in supporting accessibility for devices, and our organization ensures services are provided according to Culturally and Linguistically Appropriate Services (CLAS) standards. Digital Navigators assess individual's digital literacy skills and help to identify technology goals that are meaningful for them to work towards. Additionally, Vinfen has one specialized Digital Navigator who has experience working with individuals with complex needs, including those with both cognitive and physical disabilities. This Digital Navigator

works closely with the individuals to support their use of technology and ensure it is fully accessible and also provides training to staff and caregivers on how to support the individual's use of technology.

Question 4. Experience and History

We have been providing Digital Navigator services, including digital literacy support and device distribution, for three years. In that time, we served over 450 individuals at Vinfen and have distributed over 300 devices. Over this three-year period, we have trained Digital Navigators at seven other human service agencies and facilitated a learning collaborative specifically focused on growing the skills and knowledge of our Digital Navigators serving individuals with disabilities. Collectively, our network has served 2,730 individuals and distributed over 1,800 devices. Prior to formally providing the services described above, we have over a decade of experience implementing innovative technology programs to improve health, mental health recovery, digital literacy and the daily functioning of the people we serve. In partnership with Dr. John Torous of the Division of Digital Psychiatry at Beth Israel Deaconess Medical Center, Vinfen developed a digital literacy curriculum and offered "Smartphone Wellness Groups" in several of our programs. We have pilot-tested new technologies in our residential programs including a smart speaker with health content and remote patient monitoring devices. We have also developed a specialized device lending library for people with intellectual disabilities. Finally, we regularly evaluate health and mental health apps and have curated an app library that is available both to staff and clients.

Question 5. Geographic Reach

We cover geographic areas across the eastern coast of Massachusetts with service areas in the following counties: Essex, Middlesex, Suffolk, Norfolk, Plymouth, and Barnstable. Additionally, through our partners, we are able to connect interested parties to digital navigation providers in Worcester, Hampden, Hampshire, Franklin and Berkshire counties.

Question 6. Success Metrics

Findings from an evaluation of our program found that Digital Navigators have observed quality of life improvements among program participants in areas such as ability to engage in daily life activities requiring digital connection, access to healthcare services, employment, social connection, and access to digital technology by individuals with multiple sensory impairments, among other areas.

We complete a detailed Technology Assessment with everyone who receives ongoing digital literacy services from our Digital Navigators. As described above, this includes evaluation of digital skills, confidence level, goals for using technology, and both self-rating and observational components. The assessment is completed at the beginning of service, and then again at the end of service. Ninety-four percent (94%) of individuals served reported reaching their technology goals, including goals around telehealth, education, accessing affordable internet, and understanding the basics of device functionality.

Question 7. Client Engagement

We receive feedback from clients throughout our services, specifically by engaging clients in key informant interviews as part of our evaluation process. This provides feedback on what is working and what can be improved in services. Additionally, because our services are tailored to the individual, Digital Navigators work collaboratively with clients to develop their technology goals and plan how they will work together to achieve those goals. Digital Navigators provide one-on-one support to help individuals get access to or utilize devices, navigate online platforms, and enroll in low-cost broadband and mobile service. After delivery of service, clients served are able to reach out to Digital Navigators if they need further support if they are still enrolled in our programs. Digital Navigators also provide resources at discharge, including linkage to other Digital Literacy classes in the community such as those at libraries or through programs like Tech Goes Home.

Question 8. Partnerships:

We collaborate with a number of organizations and stakeholders as part of our service delivery. Specifically, we collaborate with the following organizations through our funding from the Massachusetts Broadband Institute's Digital Equity Partnership program where we have served as the central hub for a network of Digital Navigators since 2023: Advocates, Boston Center for Independent Living, Beth Israel Deaconess Medical Center (Digital Psychiatry Division), Behavioral Health Network, Clinical & Support Options, and Open Sky Community Services. This has included providing training, data collection tools and support, and a centralized device distribution process. We also share best practices, expertise, and lessons learned across this network. Finally, as discussed in Question 4, we have partnered with Dr. John Torous of the Division of Digital Psychiatry at Beth Israel Deaconess Medical Center, to develop and implement digital literacy curriculums in our programs.

Question 9. Training and Support

We have developed a training system that includes curriculum and ongoing learning collaboratives for Digital Navigators to support them in providing digital literacy and access

services to individuals with disabilities. Through our network, we have trained 21 Digital Navigators. The training curriculum includes guidance on how to make devices accessible for individuals with disabilities, how to choose the right device, device troubleshooting and digital literacy topics including telehealth, education and job-related support. Additionally, we have facilitated monthly learning collaboratives with a didactic training component and a facilitated discussion of learnings and challenges among the Digital Navigators in our network.

Question 10. Case Studies

As discussed above, we measure impact on an individual level by assessing an individual's progress towards their technology goals and digital skills.

Client #1 was referred as her increasing isolation was negatively impacting her health. Over six visits, she received a laptop, signed up for low-cost broadband, and met all her technology goals. She is now using telehealth and her doctor's patient portal, taking online classes, and emailing old friends.

Client #2 was an individual who was assisted to get access to a cell phone, phone plan, and a hotspot. In addition, we helped her with learning how to use Zoom so that she could access telehealth. Gaining access to a cell phone has allowed her to contact different government support services such as SSI, housing, and SNAP benefits. Additionally, learning how to use Zoom has helped her attend various healthcare appointments. This is especially important as transportation can often be a significant financial burden.

Client #3 was a justice involved member who was incarcerated for over a decade. Their tech goals were to learn how to use a smartphone and the Zoom app to access telehealth with clinicians and other providers. The Digital Navigator purchased and set up a phone and taught the individual how to use it along with Zoom. As a result, the individual was able to successfully connect with the provider via telehealth.

Question 11. Contact

Jessie Wolfe, wolfej@vinfen.org, 617-454-7505

Wachusett Business Incubator (WBi)

Name

Wachusett Business Incubator (WBi)

Initiative Area Mapping

- Digital Literacy
- Education, Outreach and Adoption

Main Address

82 Main St., Gardner, MA 01440

Applicant Name

Magnus Carlberg

Organization/Business name. If not applicable write N/A.

Wachusett Business Incubator (WBi)

Email Address

mcarlberg@wachusettincubator.org

Phone Number

978-707-9900

Question 1. Service Description:

Wachusett Business Incubator (WBi) works with Templeton Community Television's (TCTV) Montachusett Digital Lab, of which we have jointly developed.

Together, WBi, TCTV and the Digital Lab have hosted Digital literacy classes, and conducted regular education and outreach. WBi and the Digital Lab have partnered on video productions of smart phone, social media, Artificial Intelligence classes and more.

WBi and the Digital Lab also offer our underserved area Business Literacy classes and business plan development assistance. WBi hosts a tech lab with 3D printers and office and business resources for entrepreneurs and start-ups. Students and career-changers in both WBi and Digital Lab programs interchange knowledge, experience and business know-how.

Already, Digital Lab intern Jack Jaillet from Monty Tech is starting a photography business, including his work with 360-degree cameras for our regional Montachusett.TV website and the Digital Lab. 360-degree videography can be used to create Virtual Reality, and introduce VR building classes, VR clubs, and other engaging activities that are planned.

Planned weather stations and AI tools will provide local storm alerts and weather information for local areas.

WBi and the Digital Lab are where new media meets the latest technologies. And helping local businesses.

Further, small businesses and start-ups can promote themselves on TCTV and the regional Montachusett.TV media platforms, produced by TCTV and the Digital Lab, with help from WBi. TCTV and Montachusett.TV provide our local market with over 1 million views and digital impressions a year.

TCTV regularly trains volunteers in use of video content production with cameras, microphones and editing software. TCTV has assisted local organizations with cyber security checks, preventing local data collection from nefarious enterprises.

Question 2. Pricing Structure:

WBi charges \$15 to \$25 for classes, and \$50 to \$100/month membership, depending on services.

Question 3. Target Audience

The Digital Equity audience in our area are rural populations, veterans, and low-income individuals and families, who are struggling to have or afford broadband connectivity and prevented from accessing its opportunities for income and growth.

TCTV and WBi have served our local audience for years and understand the critical need in our area for economic growth, reducing “Brain drain” of our brightest young people to other areas for lack of opportunities.

Our Wachusett and Montachusett regions in North Central Massachusetts, specifically Greater Gardner and Templeton area, are starved for economic development and left behind technologically, lacking affordable fiber optic networks to compete in today’s high-speed economy.

Despite these crippling limitations, our area is poised to become an information, tech and clean-tech hub – bringing smart growth without large footprints or emissions or manufacturing residue – while retaining our much-valued rural character.

Dovetailed with advanced manufacturing including 3D printing and A.I. services, the Digital Lab's digital and business literacy programs can produce a media- and tech savvy workforce for our area to move forward and be competitive in today's high-speed economy.

Question 4. Experience and History

In three years, WBi has served 200+ clients with dozens of projects from guidance to higher-level business support.

Since 2007 TCTV has trained dozens in use of video content production with cameras, microphones and editing software. TCTV has assisted local organizations with cyber security checks, preventing local data collection from foreign enterprises.

TCTV has worked with the local Housing Authority to solve cable TV and connectivity issues at its residences.

TCTV kept the Town of Templeton running during the COVID pandemic, live-streaming all public meetings on Zoom. TCTV further assists the Town of Templeton by providing and maintaining a hybrid meeting room for flexible public meeting live-streams. The setup is the envy of other communities.

TCTV often helps individuals with tech help when needed. TCTV produced a Zoom tutorial to help people get on Zoom or remote public meetings, and TCTV crew members assisted Zoom participants with their setup and tech needs. TCTV is already working on Internet safety shorts for the public.

TCTV's news and video platforms are subscribed by 2,400-plus combined, who are provided information equity as TCTV fills a news desert.

In addition, TCTV has helped individuals and families achieve broadband connectivity since 2004 (51 residences in the Royalston Road area), Old Winchendon Road and area (20+ residences), and is currently working to get just 4 remaining residences in Templeton access to broadband.

TCTV also worked with the cable carrier to reconnect broadband services, often one residence or business at a time, as power resumed following a disastrous ice storm that cut power in Templeton for more than a week in December 2008.

Question 5. Geographic Reach

WBi serves North Central Mass./Montachusett Region of 40 cities and towns in rural Massachusetts.

The Montachusett Digital Lab and the regional Montachusett.TV website aim to also cover 10 additional towns in the Monadnock region of Southern New Hampshire, to Jaffrey and Peterborough.

Question 6. Success Metrics

Increased business reach and revenue – WBi client Wood You Build It now sells and delivers its furniture to clients all over the Eastern U.S. Seaboard, thanks to business help and connectivity services allowing Wood You Build It to do more business remotely.

Audience share and social media metrics – WBi partner Danu Cutler is working with local art enterprise Diamond Hearts Studio to bring people into the downtown gallery via local engagement, social media and more. Metrics from social media and door traffic will be gathered.

Public Engagement – TCTV and Montachusett.TV sponsors and clients know of their video audience, via TCTV's social metrics and video views.

TCTV also has helped provide broadband services to more than 70 homes in Templeton that previously had no way of accessing high-speed Internet. Only 4 residences remain that do not have broadband access, of which TCTV is tirelessly championing.

Question 7. Client Engagement

WBi works closely with clients to tailor our services to their needs. We meet with them regularly for status checks and for business and personal development.

The Digital Lab @ WBi and TCTV regularly helps volunteers and others with videography, photography, graphics, audio and whatever media- and tech-related need or goal they have – all the while practicing responsible media in everything we do.

We find out what people want to accomplish and help them accomplish it with today's latest media and tech tools.

Our sponsors and contacts often come back to us for additional services.

Question 8. Partnerships:

WBi and the Digital Lab are constantly checking in with and building our networks of community stakeholders, influential businesses, organizations, charities, financial institutions and more.

Mount Wachusett Community College – 5 year financial commitment to WBi to help produce local area Workforce.

Templeton Community TV (TCTV) – 5-year partnership of technology and labor sharing that makes each entity stronger.

Montachusett Digital Lab – ongoing with TCTV since inception. WBi provides support for Digital Lab videos and other work and is a fiduciary partnet.

Chambers of Commerce – WBi is an active member in the Greater Gardner, North Central Mass. (Fitchburg-Leominster area) Nashoba, and North Quabbin (Athol) Chambers of Commerce. WBi Executive Director Magnus Carlberg is a board member of the Greater Gardner Chamber of Commerce, and was recently named Business Person of the Year.

Montachusett Regional Planning Commission—As a business partner, MRPC Exective Director Glenn Eaton helped found WBi and is ex-officio of the board. Eaton directed WBi's rebirth from the pandemic and still lend his hands to WBi and the Digital Lab's development and growth strategies.

City of Gardner—WBi Director Magnus Carlberg is well-known and loved in Gardner, and keenly tied into business development and social services in the area. He converses easily with all officials from Mayors to Economic Development offices to Building Departments.

Fitchburg State University – Wbi enjoys strong ties with FSU Business department through FSU Business Chair and WBi Board Member Mike Greenberg.

Financial Institutions—WBi enjoys support from GFA Federal Credit Union, Rollstone Bank, Fidelity Bank and more local financial institutions to come.

Montachusett Area Veterans—Wbi works with area veterans organizations and supports veterans getting into business and honing their work skills through connectivity and training. Our area has many veterans, and many in need of social services.

My Turn – WBi works closely with co-tenant that helps young mothers and others earn GEDs while gaining work experience and building their resumes.

Question 9. Training and Support

Wbi helps small start-ups move from hobby to business by hosting in-person classes and webinars in Quickbooks, persuasive marketing, Search Engine Optimization (SEO), How to

Use A.I., and Being Smarter Than Your Smart Phone. Our YouTube Shorts produced by TCTV and the Digital Lab provide business literacy training.

Online training support is provided for a variety of needs, from Word and Excel to Quickbooks and Canva. We consult with individuals on prompts for Artificial Intelligence and using A.I.

More than 30 people attended an AI Symposium at MWCC in Fall 2024, with multiple presentations that detailed AI programs to use today, the ethics and usage for anyone. Videos are being produced by the Digital Lab @ TCTV.

We also are doing personalized A.I. training and social media audits with partner Dani Cutler.

Question 10. Case Studies

Wood You Build It—Local woodworker needed business development and technology/connectivity help. The woodworker travels often to deliver his work and does not have time in the office.

Frankfoot Enterprises—Wbi, TCTV and the Digital Lab helped shoe insert entrepreneur with using technology, and a video was produced to show the product and distribute it.

Town of Templeton -- WBi partner and client TCTV provided Digital Equity and Information Equity to an entire town during the COVID shutdown with live-streamed Zoom meetings of ALL boards and committees, to keep the Town of Templeton functioning. TCTV now provides hybrid in person/online meeting streams that are the envy of other communities, to keep the public informed and protect local democracy. YouTube views of meetings have doubled and doubled again, engagement in Town on important issues is up, and more people are running for public office and volunteering for committees and boards, as other communities around us flounder. TCTV and the Digital Lab provide Digital and Information Equity at broadcast scales. Not only has TCTV and the Digital Lab grown to be a valuable asset to Templeton and the Greater Gardner area, it is a conduit and magnet for much-needed business and economic development in our region.

Question 11. Contact

Magnus Carlberg

978-430-0100

WachusettIncubator.org

Way Finders

Name

Way Finders

Initiative Area Mapping

- Digital Literacy
- Device Distribution
- Education, Outreach and Adoption
- WiFi Access

Main Address

1780 Main Street

Applicant Name

Annette Hunt

Organization/Business name. If not applicable write N/A.

Way Finders

Email Address

ahunt@wayfinders.org

Phone Number

413-230-9582

Question 1. Service Description:

Basic Digital literacy training, using Chromebooks and Google Workspace. Digital navigation services which include assistance in accessing affordable internet (Lifeline) in Springfield and Holyoke, and Hot Spot distribution for eligible people in Hampden County.

Question 2. Pricing Structure:

There is no charge.

Question 3. Target Audience

Low-income residents, aging adults, individuals with language barrier, racial/ethnic minority groups. We offer classes in Spanish and English and hold them in locations easily accessible to residents with and without their own transportation.

Question 4. Experience and History

Start of services:

Digital literacy - 2022

Digital navigation - 2023

Hot spots - 2024

Question 5. Geographic Reach

Hampden County

Question 6. Success Metrics

Pre-post surveys, CMS tracking, monthly report to Baystate/MBI/Alliance for Digital Equity including qualitative and quantitative impact.

Examples:

Administer monthly digital literacy cohorts of 10-20 residents each

Distribute 10-15 hot spots per quarter

Host monthly digital equity coalition meetings

Provide ongoing digital navigation services

Question 7. Client Engagement

We engage four peer navigators - local residents - in the process

We table at community events

We convene the Connect Hampden County Coalition monthly meetings - a resident-led digital equity advocacy group

Question 8. Partnerships:

Alliance for Digital Equity - Since 2021 - planning, support, and TA for digital literacy classes

Tech Goes Home - Since 2022 - support and TA for digital literacy classes

New North Citizens Council - Since 2023 - digital literacy classes

United Way of Franklin and Hampshire County - Since 2024 - hot spots

Question 9. Training and Support

We do not train organizations. We provide monthly office hours - Tech-a-Break - to provide ongoing support, as needed, for people who graduate from our digital literacy training courses.

Question 10. Case Studies

An unemployed person, who was without her own apartment, wanted to go into life-wellness coaching and was she able to enroll in and graduate from an online course that gave her skills she needed to start her own business. She now has a place of her own, has an income, and a great online presence, advertising her work.

An older woman raising a child with health challenges who did not have internet access when the Covid pandemic started - she was panicked. She connected with us, fearful of technology and didn't understand the resources that it could provide. The class allayed her fears and she quickly adopted tools it could provide - allowing her to access services for her son, telehealth appointments and most important, connected with family and friends.

Our first hotspot resident was a women experiencing housing insecurity, who had been without reliable internet access for an extended period. She was in the process of apartment searching, and like many others in her situation, had to rely on her phone's limited mobile data to stay connected. Though, this was far from sufficient. It made the already stressful process of searching for housing even more difficult. The connection gave her the opportunity to thoroughly research apartments, communicate with landlords, and schedule viewings without the constant frustration of spotty service. It truly made a difference in helping her find a home. After moving into her new apartment, she continued to use the hotspot, which also allowed her to watch television, something she hadn't been able to do in quite a while.

Question 11. Contact

Beatrice Dewberry, bdewberry@wayfinders.org, 413-233-1772.

Question 12. Additional Information

We are currently a sub-awardee of Baystate/Alliance for Digital Equity providing digital navigation and digital literacy classes.

World Education, a division of JSI

Name

World Education, a division of JSI

Initiative Area Mapping

- Digital Literacy
- Education, Outreach and Adoption

Main Address

44 Farnsworth St, Boston, MA 02210

Applicant Name

Priyanka Sharma

Organization/Business name. If not applicable write N/A.

World Education, a division of JSI

Email Address

priyanka_sharma@worlded.org

Phone Number

617-385-3788

Question 1. Service Description:

World Education, a division of JSI Research and Training Institute, is a nationally recognized and trusted provider of training and technical assistance, professional development, and capacity strengthening services in the following areas: digital skills instruction and training, integrating technology into existing programming, and digital navigator programming. While we tailor our services to the needs of the partners, clients, and adult learners we serve, we have also developed a number of free, open resources for digital skill building, such as:

* The BRIDGES Digital Resilience Toolkit (<https://digitalskillslibrary.org/bridges/>), a holistic toolkit that defines the skills needed to pursue personal, educational, and career goals in an increasingly digital world, and offers tools and resources for learners and training providers to build these skills;

* The Digital Skills Library (<https://digitalskillslibrary.org/>), an open repository of free learning resources designed to help all adult learners develop digital skills aligned with the BRIDGES skills framework; and

* SkillBlox (<https://www.skillblox.org/>), a free platform that allows instructors to find, organize, adapt, and share quality, standards-aligned open educational resources (OER) with learners.

In addition, World Education has decades of experience leading and supporting national, state, and local collaborative efforts, including multi-state consortia, regional networks, and cross-sector partnerships.

Question 2. Pricing Structure:

World Education works with client organizations and collaboratives to design tailored services that meet our clients' specific needs. While our customized services are fee-based, starting at \$20,000, most of our digital skill building resources are freely accessible to support broader learning and access.

Question 3. Target Audience

World Education partners with organizations and collaboratives that serve adult learners. The adult learner population significantly overlaps with all Covered and Disadvantaged Populations, especially individuals with a language barrier, low-income households, members of racial or ethnic minorities, and immigrants and refugees. We leverage the technical expertise of our staff, the deep community knowledge and trust of our partners, and the adaptability of open educational resources in order to provide learner-centered training and technical assistance services that are tailored to and responsive to the unique needs of each population. Our approach is always grounded in recognizing and uplifting the diverse strengths and assets of the populations with whom we work.

Question 4. Experience and History

World Education has been providing digital equity services for over ten years. Our primary projects over the last five years include but are not limited to the following:

* Digital US, a nationwide collective impact initiative that aims to advance digital equity and resilience to ensure that everyone in the U.S. can learn, work, and thrive in an ever-evolving technological landscape. Digital US comprises service providers, policymakers, employers, philanthropic organizations, and other key stakeholders. World Education serves as the backbone for this initiative, and through our leadership and engagement, Digital US has developed multiple resources to address national and local digital inclusion

needs, including a report on building a digitally resilient workforce, a digital navigator playbook, and a digital navigator resource hub.

* Digital Resilience in the American Workforce (DRAW), a U.S. Department of Education-funded initiative to help adult education practitioners improve their ability to build the digital literacy and digital resilience of adult learners. In collaboration with Jobs for the Future, World Education delivers technical assistance and professional development for instructors alongside developing and compiling resources for digital skills instruction.

Connecting Communities for Digital Opportunity, a multi-year initiative in partnership with AT&T to strengthen the impact of AT&T's Connected Learning Centers (CLCs). World Education provides technical assistance to over 50 CLCs nationwide, supporting the design and implementation of digital inclusion programming via customized coaching, an online community of practice, webinars, and digital navigator training.

* The Innovating Distance Education in Adult Learning (IDEAL) Consortium, which convenes state-level adult education leaders from 21 member states to learn from one another and gain new insights into digital and distance education. World Education manages the IDEAL Consortium and provides responsive TA, professional development, web-based tools, and resources, including a summer conference, a community of practice, learning circles, facilitated and self-guided online courses, and networking opportunities throughout the year.

* SABES Program Support Professional Development Center (PSPDC), a center within the Massachusetts public adult education professional development system that offers professional development, technical assistance, and coaching across a wide range of topics that support program-wide collaboration, innovation, and planning, including digital literacy and disability inclusion. World Education receives funding from the Massachusetts Department of Elementary and Secondary Education to manage the SABES PSPDC.

* The Boston Digital Literacy Initiative (DigLit), which aims to provide City of Boston residents with the digital literacy skills they need to advance in the workforce. DigLit comprises multiple phases of technical assistance and coaching on integrating technology and digital literacy into programming to 25 adult education programs and 20 job training providers across the City. World Education co-leads this initiative with the City of Boston's Mayor's Office of Workforce Development.

Question 5. Geographic Reach

World Education currently serves all of Massachusetts through various projects and initiatives, including Boston DigLit, the SABES PSPDC, and the IDEAL Consortium. With our

decades of experience, we have also worked extensively in other states and at the national level, as demonstrated by the projects listed above.

Question 6. Success Metrics

We work with our client organizations and collaboratives to set desired objectives, outcomes, and impacts. For example:

* In the second phase of the Boston DigLit initiative, we conducted an evaluation to measure the impact of our technical assistance coaching on the 25 participating adult education programs. We collected pre- and post-needs assessment data and interviewed project participants, and the findings indicated that educators made measurable progress in integrating digital tools into their daily practices. They reported increased confidence in using technology to support instruction, improved digital literacy skills, and a greater ability to adapt digital resources to meet learner needs.

In our Connecting Communities for Digital Opportunity project, we are supporting more than 60 organizations across the country in the development of digital skills and access programming with an expansive demographic audience. This work includes asset mapping, digital navigator training, and intentional staff professional development to identify and fulfill individuals' digital inclusion needs of individuals.

* Our IDEAL Consortium activities reach adult education leaders across 21 member states as well as adult education practitioners across the nation. In 2024-2025, the EdTech Strategy Sessions, informed by Consortium leaders and offered publicly to the field, had 6,416 registrants. These sessions included topics that ranged from open educational resources to upskilling pathways to short term credentials to bringing AI to English learners. Additionally, the IDEAL Hybrid Summer Institute, an annual professional development event, provides opportunities for learning, collaboration, and planning for state leaders. The 2024 Institute hosted over 178 participants that included topics requested by the Consortium as well as distributed 105 badges.

* The SABES PSPDC delivers nearly 200 trainings annually, reaching almost 2500 unique adult education leaders, instructors, and other frontline staff across the state of Massachusetts. Participants attend an average of three workshops per person. The work of the SABES PSPDC has supported staff from 80 adult education programs in strengthening digital literacy skills instruction in and out of the classroom, developing and using edtech routines, responsibly integrating the use of generative AI into the classroom, identifying sources of free and low-cost technology and connectivity, and navigating the unique challenges of building digital literacy skills and integrating technology in corrections settings.

For our digital equity services and beyond, we have significant experience collecting participant feedback via interviews, focus groups, and surveys.

Question 7. Client Engagement

World Education's organizational philosophy and implementation approach are founded on the principle that sustainable change is only possible when local teams and organizations can make decisions and lead initiatives. This principle ensures that programming is highly contextualized, builds on local expertise, and respectfully integrates existing local systems. We customize solutions to meet the specific needs of our clients, and many of our resources, such as the Digital Skills Library and SkillBlox, are developed in collaboration with adult education instructors and experts from across the country.

This philosophy is also reflected in our coaching approach. An essential element of several World Education initiatives, our strategy is based on the recognition that coaching is a transformational professional development tool that allows for focused skill building, valuable knowledge-sharing, and collaborative problem-solving. Our coaching is client-centered and adaptable, designed to meet the unique needs of practitioners and programs while complementing our broader community of practice initiatives that support ongoing learning and collaboration.

Beyond uplifting the expertise and experience of our clients, we are also committed to uplifting the perspectives and strengths of the adult learners we serve, as well as their communities. Our most recent series of *The Change Agent*, an online publication featuring writing by adult learners for adult learners, focuses on how learners use digital tools in their everyday lives.

Question 8. Partnerships:

World Education has collaborated with diverse partners, including community-based organizations, local and state agencies, and national organizations and coalitions, for over 50 years. We draw on the collective strength and community expertise of these partnerships to maximize impacts. Our most recent partners include but are not limited to:

- * The City of Boston's Mayor's Office of Workforce Development (2022 to present), on the Boston DigLit initiative;

- * AT&T and over 50 AT&T Connected Learning Centers nationwide (2023 to present), on the Connecting Communities for Digital Opportunity initiative;

* The Digital US collective impact initiative (2019 to present), with over 25 service providers, policymakers, employers, philanthropic organizations, and other key stakeholders, including Digitunity and Goodwill; and

* The 21 member states of the IDEAL Consortium (ongoing).

Question 9. Training and Support

Our core services include training and support to partner and client organizations to strengthen their digital inclusion work. Depending on the organization's needs, we can provide training and support in various modalities and varying intensities, ranging from one-off workshops to multi-year capacity building initiatives and communities of practice.

Question 10. Case Studies

1. In 2022, we kicked off the Boston DigLit initiative in partnership with the City of Boston. In the first two phases of work for the project, we provided technical assistance and coaching to 25 adult education programs in the Boston Adult Literacy Initiative as they conducted needs assessments, created action plans, and developed framework-aligned "edtech routines." As a result, both educators and programs were equipped with the skills, tools, and strategies needed to integrate technology and digital literacy into their existing instructional programming. In January 2025, we began the third phase of DigLit, replicating the approach for 20 job training providers across the City of Boston.
2. As part of our Transforming Immigrant Digital Equity (TIDE) project, we partnered with Holyoke Community College's English for Speakers of Other Languages (ESOL) program to pilot an ecosystem model for English language learning and digital resilience. By participating in our technical assistance activities, Holyoke Community College expanded its presence in West Springfield, kicking off a new digital literacy class as well as an immigrant student leadership group to inform future digital literacy programming. The college also partnered with several community partners to host an Affordable Connectivity Program enrollment event, signing up eighteen families for the Affordable Connectivity Program.
3. In partnership with Goodwill Industries International, last year, World Education developed and launched a Digital Navigator Certificate Specialization training on Coursera, comprising three self-guided courses on the impact of the digital divide, the role of the digital navigator, digital navigator best practices, and identifying community-based strategies and partnerships. As of March 2025, 745 people have completed at least one course, and 1586 people have enrolled in the training.

Question 11. Contact

Interested organizations should contact Priyanka Sharma at priyanka_sharma@worlded.org or 617-385-3788.

Wyebot, Inc.

Name

Wyebot, Inc.

Initiative Area Mapping

- WiFi Access

Main Address

2 Mount Royal Ave., Suite 310, Marlborough, MA 01752

Applicant Name

Yvonne Mulligan

Organization/Business name. If not applicable write N/A.

Wyebot, Inc.

Email Address

ymulligan@wyebot.com

Phone Number

857-373-9792

Question 1. Service Description:

As the pioneer in AI-powered WiFi optimization, Wyebot built its vendor-agnostic Wireless Intelligence Platform from the ground up to proactively identify network issues from the end-user perspective and deliver precise, AI-powered resolution recommendations. Our second-generation multi-radio sensor technology, unique in its ability to simultaneously run network tests and analyze multiple access points and devices across frequencies, empowers IT teams to detect and resolve WiFi issues before users experience them. Through edge computing and comprehensive historical data including full packet captures, teams can quickly diagnose intermittent problems without onsite visits. While others now attempt to add similar capabilities through single-radio solutions, complex implementations, or vendor-locked platforms, Wyebot's technology innovation remains unmatched. Our plug-and-play deployment and industry-leading customer support deliver a solution that simplifies WiFi optimization and overcomes the limitations of traditional infrastructure-based network monitoring.

Question 2. Pricing Structure:

WiFi Access:

Wyebot offers AI-powered WiFi optimization with a list price of \$2,000 per sensor and \$99 per DEX Agent. We also provide discounted, tiered pricing based on:

The number of sensors or agents purchased

The length of the subscription

Additionally, we offer significant educational discounts to support schools and institutions in optimizing their wireless networks.

Let us know if you have any questions or need a customized quote.

Question 3. Target Audience

Wyebot's target audience primarily falls into two categories: SLED (State, Local, and Education) and Enterprise.

In the SLED sector, we serve K-12 schools, higher education institutions, and state and local government agencies. Within the Enterprise sector, we work with healthcare organizations, manufacturing enterprises, and commercial businesses.

To support our SLED customers, who often operate within budget constraints, we offer aggressive discounts to ensure they have access to high-quality WiFi optimization solutions, which is 100% E-Rate eligible. Additionally, we tailor our offerings to meet the unique needs of different populations by providing scalable solutions, user-friendly interfaces, and dedicated customer support to enhance accessibility and usability for all beneficiaries.

Question 4. Experience and History

Since 2018, when Wyebot first began providing AI-powered WiFi optimization, we have focused on the K-12 market, recognizing the critical need for schools to provide students and staff with a reliable and robust WiFi environment. Over the years, we have expanded our reach to Higher Education and now serve over 700 SLED customers, and more than 150 in the Enterprise sector.

Question 5. Geographic Reach

Wyebot is a Massachusetts-based company with headquarters in Marlborough, provides services across the entire state. Beyond Massachusetts, we have a strong presence throughout the U.S., Canada, and Europe. Our scalable technology and remote

deployment capabilities enable us to expand further within Massachusetts and beyond, ensuring reliable WiFi optimization for a wide range of organizations.

Question 6. Success Metrics

Wyebot measures the success of its AI-powered WiFi optimization services through both qualitative and quantitative metrics:

Quantitative Metrics:

Network Uptime & Reliability: Reduction in WiFi downtime and connectivity issues.

Troubleshooting Efficiency: Decrease in the time IT teams spend diagnosing and resolving WiFi issues.

User Satisfaction: Improved network performance, measured through customer feedback and support ticket reductions.

Customer Growth & Retention: Over 900 customers globally, with a growing footprint in both SLED and Enterprise markets.

Qualitative Metrics:

Improved Learning Environments: Schools report better digital learning experiences for students and teachers.

Operational Efficiency: IT teams experience reduced workload and proactive issue resolution.

Enhanced User Experience: Organizations report fewer complaints from employees, students, and guests regarding connectivity.

Examples of Impact:

Our customers saw a 90% faster resolution time in WiFi-related IT tickets after implementing Wyebot with 70% fewer WiFi problem tickets.

A healthcare organization improved critical device connectivity in patient care areas, enhancing operational efficiency.

Both Education and Enterprise customers reported 80% fewer remote site visits.

Question 7. Client Engagement

Wyebot has a dedicated Customer Success department and a comprehensive customer onboarding and enablement process, provided at no extra cost as part of our subscription.

We actively engage our clients in the planning and implementation of our services to ensure a smooth and effective deployment.

To support our customers, we offer:

Customer Portal & Wyebot Wiki: Access to product enablement guides, instructional videos, and a knowledge base.

Expert Support: Direct assistance from our team of experienced WiFi engineers.

Custom Enablement Sessions: Personalized training sessions led by our WiFi engineers to maximize the platform's effectiveness.

Ongoing Maintenance & Updates: Regular software upgrades and hardware replacements to ensure optimal performance.

This approach ensures our clients receive continuous support, maximizing the value of their investment in Wyebot.

Question 8. Partnerships:

Wyebot collaborates with key industry leaders to enhance our service delivery and provide unparalleled network intelligence. Our technical partnerships include:

Intel: In collaboration with Intel, Wyebot's DEX Agent enables customers and partners to leverage their existing Windows footprint for unique networking and system insights. These insights—ranging from network health and security to quality of service and end-user experience—help optimize applications and services, whether in the office or at home.

Cisco: Wyebot's Wireless Intelligence Platform™ (WIP) integrates with Cisco Catalyst Center and Meraki, providing organizations with comprehensive insights to simplify network optimization and enhance performance.

Zebra: Wyebot's WIP integration ensures seamless connectivity for Zebra's full suite of mobile computers, scanners, tablets, printers, and robots, supporting reliable performance in enterprise environments.

Question 9. Training and Support

Wyebot has a dedicated Customer Success department that ensures organizations can effectively implement and sustain our services. As part of our subscription, at no extra cost, we provide:

Comprehensive Training & Resources: Live training sessions, webinars, and access to online training materials, including videos and documentation.

Expert Support: Direct assistance from our team of experienced WiFi engineers to address any technical needs or challenges.

Question 10. Case Studies

Please find attached the following case studies, which highlight Wyebot's effectiveness and the quality of our services:

- North Attleborough Public Schools Case Study
- Florida High School Case Study
- Argosy Collegiate Charter School Case Study

These case studies showcase real-world outcomes, demonstrating how Wyebot's solutions improve network performance, enhance reliability, and support seamless connectivity in educational environments.

You may also be interested in these resources:

- [End Network Worries with Next-Level Automation: Wyebot and Cisco Join Forces](#)
- [How to Improve Your WiFi: Most Asked Questions](#)
- [Breaking Down a Common Misconception: How Much Speed Does Your Enterprise Network Truly Need?](#)
- [The Pros and Cons of an All WiFi Network \(and How To Avoid the Cons\)](#)

Question 11. Contact

Organizations interested in learning more or working with us can contact our sales team at:

- Email: info@wyebot.com
- Phone: 508-658-0380

Question 12. Additional Information

Wyebot is committed to advancing digital equity and inclusion by ensuring reliable, high-performing wireless connectivity for all users. Our AI-driven Wireless Intelligence Platform™ (WIP) and DEX Agent helps organizations proactively identify and resolve network issues, minimizing downtime and ensuring seamless access to critical digital resources.

By working with schools, businesses, healthcare providers, and other institutions, Wyebot helps create inclusive digital environments where users—regardless of location—can access the connectivity they need for education, work, and essential services. Our remote

deployment capabilities and partnerships with industry leaders such as Intel, Cisco, and Zebra allow us to support a broad range of customers, ensuring WiFi reliability in underserved areas and high-density environments.

As demand for equitable digital access continues to grow, Wyebot remains dedicated to providing innovative solutions that empower organizations to bridge the digital divide and enhance the overall user experience.

See Airtable database for more information/ attachments.