NEW AMERICA

OPEN TECHNOLOGY INSTITUTE

Greta Byrum and Georgia Bullen

OTI and EveryoneOn: Working Together to Evaluate the Impact of Broadband Inclusion Efforts

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About The Authors

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About New America

New America is dedicated to the renewal of American politics, prosperity, and purpose in the Digital Age. We carry out our mission as a nonprofit civic enterprise: an intellectual venture capital fund, think tank, technology laboratory, public forum, and media platform. Our hallmarks are big ideas, impartial analysis, pragmatic policy solutions, technological innovation, next generation politics, and creative engagement with broad audiences. Find out more at **newamerica.org/our-story.**

About the Open Technology Institute

The Open Technology Institute at New America is committed to freedom and social justice in the digital age. To achieve these goals, it intervenes in traditional policy debates, builds technology, and deploys tools with communities. OTI brings together a unique mix of technologists, policy experts, lawyers, community organizers, and urban planners to examine the impacts of technology and policy on people, commerce, and communities. Our current focus areas include surveillance, privacy and security, network neutrality, broadband access, and Internet governance. Find out more at **newamerica.org/oti**.

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INTRODUCTION

At least a quarter of American households do not have Internet service at home, and inequalities between those who have access and those who do not are stark. For example, data from the Current Population Survey administered by the US Census Bureau[1] shows that among the wealthiest households ($100,000 or more), 97% have computers and 96% have Internet access at home. Among low-income households ($25,000 or less), only 57% of households use computers, and only 49% use the Internet.

A series of programs and initiatives – from Comcast's Internet Essentials to city programs like Seattle's Digital Equity Initiative – have been created to address this gap. Most of these programs connect low-income Americans with low-cost offers; some also include digital literacy training and device distribution activities to address other major challenges to broadband adoption. Digital inclusion programs often work in partnership with libraries, school systems, and local organizations to reach intended beneficiaries. These local organizations have the connections and the knowledge about their communities to recruit and support low-income people accessing digital opportunities. And for people just coming online, trusted community anchor institutions and organizations offer a friendly and welcoming place to take the digital leap.

From 2014-2015, the Open Technology Institute partnered with the digital inclusion organization EveryoneOn to develop an assessment framework and a set of evaluation tools to understand the program's impact and success. EveryoneOn is a digital access platform created to target gaps in broadband adoption through partnerships with Internet Service Providers (ISPs), community organizations, and non-profits. It emerged from the Federal Communications Commission's (FCC) 2011 Connect2Compete (C2C) initiative, which was designed to help close the broadband adoption gap by leveraging in-kind commitments from cable companies, technology industry representatives, and nonprofits. In 2013, C2C partnered with the Ad Council to promote the importance of digital literacy skills and motivate individuals to access free resources and trainings offered by partners. The new campaign expanded the public-private partnership model to include more ISPs. With its expanded platform, EveryoneOn was officially designated as a 501(c)(3) organization in 2014. Its activities are designed "to help all Americans access technology through free digital literacy training, discounted high-speed Internet, and low-cost and refurbished computers."[2]

> **"Technology has transformed the way we do business, receive healthcare, and communicate with our loved ones, yet close to 1 in 5 Americans do not use the Internet. Disproportionately from low-income and minority communities, these populations remain isolated from our digital society."— EveryoneOn**

OTI worked with EveryoneOn to discover and curate the data that would reveal impact and progress towards realizing this mission. EveryoneOn collects data on subscriptions from its partners via an online portal; it also has an enormous network of local partners nationwide as well as strong partnerships with several major ISPs. In keeping with OTI's previous work on meaningful broadband adoption[3], we recommended that EveryoneOn document and track its entire spectrum of broadband adoption activities, and broaden its evaluation efforts for a more holistic understanding of which combination

of activities leads to the greatest impact. Whereas EveryoneOn and other programs have traditionally offered different combinations of services in different communities, the primary metric of success had been subscription numbers. OTI outlined an expansion of this impact assessment framework to include all of EveryoneOn and its community partners' digital inclusion activities. We also designed a set of evaluation instruments to be used by EveryoneOn and its partners in order to gather data on the expanded range of activities, with the intention of recognizing the combined impact of all of these interacting efforts and demonstrating them for policymakers and funders.

The concept of meaningful adoption in the digital inclusion context asks whether access to technology is actually being embedded within the community – are people supported as they learn to use and apply digital tools, or are they simply given a home Internet subscription and checked off the list of having met the target metric for broadband success? Thus, as EveryoneOn continues to develop and expand its partnerships with organizations that are deeply integrated in their local communities, to understand long-term impact we wanted to understand whether or not access and adoption are truly meaningful for beneficiaries. Meaningful adoption embraces a spectrum of adoption behaviors, including comfort with digital tools and services, support and training resources, and interaction with communities. When digital inclusion programs focus on providing low-cost access packages at the expense of other digital inclusion activities, it is harder to understand what combination of factors increases meaningful outcomes for beneficiaries – and in turn it is harder to design future efforts for maximum impact.

Addressing how to best incorporate meaningful adoption into digital inclusion planning and provide support to community members is a challenge to all those who work on broadband access and adoption issues. The toolkit that follows contains a generalized logic model, a meaningful metrics rubric, and a set of data collection instruments intended for organizations that are looking for ways to document and evaluation the implementation of a meaningful adoption framework. By evaluating their activities, organizations working toward digital equity can provide valuable insight into the dynamics of access and adoption to inform learnings and actions emerging from broader adoption efforts as well as gauging the success of their own operations. The toolkit's meaningful adoption instruments measure not only progress towards achieving broader subscription rates among traditionally underserved and demographically likely non-adopters, but also provide a more holistic picture of comfort with digital tools and the availability, effectiveness, and impact of support and training resources. These instruments can also be leveraged to understand the role of broader social support networks, and the bearing that these factors have on adoption outcomes.

We believe that by intentionally working to ensure that digital engagement activities are available in areas with concentrations of low-income populations, EveryoneOn and similar organizations can increase their impact and align their offerings with existing social support institutions in those areas. As OTI saw in our Broadband Technology Opportunities Program (BTOP) evaluations[4], engagement of a range of local enrollment partners, with different goals, missions, and activities, improved digital outcomes for underserved residents.

This toolkit is designed to provide a resource for any organization offering digital services, and is intended to ensure that digital inclusion program activities remain relevant as the digital access framework shifts – there is already evidence of shifts in consumer behavior and industry models from fixed to mobile broadband; and from unlimited data to data caps, surcharges, or throttling. Privacy is also quickly becoming a priority alongside connection speed, and free WiFi across districts or neighborhoods is increasingly available in lieu of home broadband subscription.[5] As broadband connectivity increasingly shapes access to opportunity as well as basic services, we hope that tools included below will help organizations dedicated to increasing digital equity document and leverage their work for the best possible outcomes and to share learnings with their peers, experts, and policymakers.

MEANINGFUL ADOPTION EVALUATION FRAMEWORK

Social support and peer networks play an important role in helping to make broadband access meaningful to those on the wrong side of the digital divide. Recent research on meaningful broadband adoption indicates that an ecosystem of social support around the process of adopting and using digital tools and services has broader impact for social, civic, and economic participation.[6] The proposed evaluation framework will assist organizations working toward creating digital equity to evaluate and foster key programmatic elements to support and sustain such support ecologies.

The framework assumes a central evaluation question and attendant sub-questions:

> Is Organization X successfully enabling meaningful adoption and use of digital tools and services?

Depending on Organization X's activities, sub-questions may include:

- Is connection to low-cost Internet service via Organization X enabling participants to meaningfully adopt and use digital tools and services?
- Is connection to digital literacy and computer trainings via Organization X enabling participants to meaningfully adopt and use digital tools and services?
- Is provision of devices via Organization X enabling participants to meaningfully adopt and use digital tools and services?
- Is provision of public computing services via Organization X enabling participants to meaningfully adopt and use digital tools and services?

To answer these questions, we must first understand how an organization's programmatic activities might in theory lead to increases in meaningful adoption and thus greater digital equity. The generalized logic model on the following page shows a typical flow from inputs through long-term goals for an organization providing a suite of digital resources and programs.

I. Measuring Progress Toward Meaningful Adoption Goals

To design programs and policies addressing the problem of uneven digital access, federal agencies and digital inclusion experts have traditionally used survey instruments, interviews, and questionnaires to gather a set of standard indicators related to non-adoption of digital and networked technologies. These efforts have included federal projects by the US Census Bureau's American Community Survey (ACS), the NTIA, and the Pew Research Center's Internet and American Life Project; state-level efforts such as the California Emerging Technologies Fund (CETF); and scholarly projects such as the Internet Use Survey at the University of Chicago.

INPUTS	ACTIVITIES	OUTPUTS (Connectivity)	OUTPUTS (Outcomes-based)	OUTCOMES (Short-term)	OUTCOMES (Long-term)
Funding *Infrastructure (Facilities; Broadband)* *Devices* *Curriculum* *Staff and Volunteer Time* *Partnerships (with ISPs; Agencies; Other organizations)*	*Connect constituents with low-cost services* *Connect constituents with training and help* *Provide devices for constituents* *Provide public computing services for constituents* *Connect digital resources with constituents' needs, activities, and networks* *Build community around digital learning*	*# people connected with service* *# of months duration of service* *# people connected with trainings* *# and type of digital skills attained by trainees* *# devices distributed* *# people/hours served at public computing centers* *# support requests served*	*# job applications, interviews, jobs attained* *# kids connected with devices & connections for homework and self-guided learning* *# people applying for benefits online* *# people accessing services online (banking, health care, job search)* *# people using devices for jobs or educational purposes on an ongoing basis* *# blog posts; articles; other civic participation* *# connections to remote family members or loved ones* *etc.*	*More low-income people connected to broadband services* *More low-income people have devices to connect and access services and resources* *New adopters see relevance of digital tools and services to their lives* *New adopters able to access IT support and tools* *New adopters feel supported and comfortable using digital tools* *Improved understanding of ability to pay emerges*	*Greater percentage of low-income people adopt digital tools and services meaningfully* *New adopters leverage digital resources to access opportunities* *Broader understanding of meaningful adoption and use created* *Broadband offers and service models tailored to fit ability to pay* *Digital divide shrinks*

The proposed evaluation framework will assist organizations working toward creating digital equity to evaluate and foster key programmatic elements to support and sustain such support ecologies.

Typically, such data collection instruments are designed to examine variables related to the choice of whether to subscribe to Internet services. Some also track demographic factors in order to examine correlations with patterns of use and adoption. Such studies have found income, education level, age, and race are predictive of levels of access. Other factors include previous service penetration, platform competition, broadband price, population density, and content.

However, a meaningful adoption approach to understanding digital access challenges the binary metric of broadband success (whether or not a household has a home subscription) and instead embraces a spectrum of adoption including comfort with digital tools and services, support and training resources, and interaction with communities, across the categories above. Thus, metrics designed to understand meaningful broadband adoption measure not only progress towards achieving broader subscription rates among traditionally underserved and demographically likely non-adopters, but also a more holistic picture of comfort with digital tools and the availability, effectiveness, and impact of support and training resources. Metrics can also be leveraged to understand the role of broader social support networks, and the bearing that these factors have on adoption outcomes. These metrics should not measure simply the uptake of digital tools among individuals, but also gauge outcomes and goals. Ideally, meaningful metrics are developed qualitatively and cooperatively through engagement with communities, and adapted to reflect goals and conditions articulated by those communities themselves.

The rubric on the following page suggests some sample metrics to apply in understanding progress toward broader meaningful adoption, though they are by no means complete, and should be adapted to each organizations' missions and constituency.

The logic model, rubric of meaningful metrics, and instruments included in this framework are customizable and can yield useful results in helping organizations understand the impact of their digital inclusion activities. We hope organizations working toward digital equity can provide valuable insight into the dynamics of access and adoption to inform learnings and actions emerging from the broader efforts and programs as well as a gauge of success of their own operations.

II. Meaningful Adoption Rubric

Cost/relevance

- Quality and type of offers/service (speed, data, privacy)
- Sample Metrics:
  - # of new subscriptions (with different ISP offers, signing up under different conditions, etc.)
  - Duration of subscriptions (# months active)
  - # participants accessing different services online (banking, health care, job search, education, benefits, social/family connection)
  - Price point at which participants feel able to pay

Degree of comfort

- Perception of and experience with ISP companies, community organizations, or other partners
- Skill/difficulty with hardware or software
- Comfort with employing digital tools for a range of uses
- Sample Metrics:
  - Qualitative (assess via analysis of survey, focus group, and interview data)

Availability of support

- Availability of training
- Presence of ongoing support resources
- Sample Metrics:
  - # people trained/hours of training
  - # support requests served
  - Data from training exit surveys

Modality

- Types of devices available or already owned
- Availability and choice of means of access and (e.g., fixed vs. mobile; home, work, or school; satellite or cable)
- How type of device and means of access inform kinds of online activity
- Sample Metrics:
  - # of devices distributed
  - # people/hours served at public computer centers
  - Qualitative (assess via analysis of survey, focus group, and interview data)

External/contextual factors

- Eligibility requirements
- Demographic factors and local conditions
- Sample Metrics:
  - Census and other demographic data
  - Comparative eligibility data from different providers

Impact/outcome metrics (change over time from baseline)

- Improved employment or education status
- Skills attainment
- Economic and civic participation
- Access to social support and connectivity
- Sample Metrics:
  - # jobs applied for and attained following training and/or uptake of services
  - # and types of digital skills attained by participants
  - # kids connected with devices & connections for homework and self-guided learning
  - # people using distributed devices for jobs or educational purposes on an ongoing basis
  - # connections/calls to remote family members or loved ones
  - # participants accessing government services via digital means
  - Evidence of participants contributing to economic or civic activity via digital means
  - Qualitative data on perception of opportunities, degree of comfort with digital tools, or willingness to participate in economic and civic opportunity
  - Evidence of a change in economic and social conditions that can be tied to broadband uptake, for example via statistical modeling

MEANINGFUL ADOPTION EVALUATION INSTRUMENTS

The following instruments are samples that can be adapted and customized to fit a meaningful adoption approach. They are designed to gather data as outlined in the rubric on the previous page.

These instruments are inspired, adapted, and customized from many sources, including OTI's BTOP evaluation and other broadband adoption work, ZeroDivide's BTOP evaluation work, the US Census Bureau's American Community Survey (ACS), the NTIA, and the Pew Research Center's Internet and American Life Project; state-level efforts such as the California Emerging Technologies Fund (CETF); and scholarly projects such as the Internet Use Survey at the University of Chicago.

Please refer to the **Meaningful Adoption Evaluation Framework** above for more information on how to apply the data gathered using the following instruments.

I. Focus Group Script

My name is _____. We're here to learn about what helps people feel comfortable using computers and the Internet in their daily lives, and what kinds of services, trainings, or offers would be helpful. Thank you for taking the time to be here and share your thoughts with us.

My role is to ask questions and listen. We'll go about 45 minutes or so. I'll ask questions of the group. I would like to hear from everyone so I may call on you if you haven't spoken very much, or may ask you to let others talk.

We will do our best to protect your privacy. We aren't interested in anyone's personal information, just your thoughts on these issues. Nothing personal leaves this room. Let's get started.

- Do you have an Internet subscription at home?
  - Why or why not?
- (For those who do not have service at home) Would you be more likely to sign up for service if it cost less? (Probes: if so, by how much? Would you pay more for better service? What's more important - data or speed?)
- Have you tried to sign up for home Internet but had trouble? (Probes: not eligible, ran into technical problems, it was just too difficult)
- Where do you go online mostly? (Probes: home, work, school, anywhere with WiFi)
- Would you come to a computer lab or use the library to get online even if you can or could get online at home? Why or why not?

- Can you do things you need to do online using a mobile device, like a phone or a tablet? Do you have a computer at home?
- Do you feel comfortable using the Internet? What concerns do you have about going online?
- Who helps you with computers and the Internet if you run into problems?
- Have you taken a computer training?
  - If so, did it change how you feel about using the Internet?
  - How will you/do you use the Internet? Did any training you took change the kinds of things you do online? (Probes: email, social media, job applications, online classes, looking for health information, connecting with friends or work contacts)
- How do you feel about the companies that sell Internet service? (Probes: what companies do you know about? Have you heard of EveryoneOn? If you have service at home, who sells it to you? how do you feel about them?)
- Are you aware of different low-cost Internet offers and services? [If YES] Do you know what the differences between each plan are and what they provide?
- Are you more likely to sign up for service through an organization like [training host org/enrollment partner/neighborhood organization], or directly with companies that sell Internet service? Why?

II. New Client Enrollment Survey

Make a record of which surveys are conducted on paper, especially with assistance, versus online. Many new Internet users have difficulty with drop-down menus, so we recommend multiple choice or other format where all answer options are visible.

1. Do you currently have an Internet subscription at home (or have you in the past), other than a cellphone?
   - ☐ Yes, I had Internet before or have it now
   - ☐ No, this is the first time (skip to question #4)

2. If you had an Internet subscription before, who was your previous provider?
   - ☐ Multiple Choice + one option for write-in response]

3. If you have Internet now (or had it before) why are you changing your service, or why did you end it?
   - ☐ Cost (too expensive)
   - ☐ Wasn't using it
   - ☐ Other:

(skip to question #5)

4. What is the MAIN REASON you didn't have an Internet connection at home? (Choose ONE answer that applies best)
   - ☐ Just didn't know how to use it
   - ☐ Didn't have a computer or other device
   - ☐ Cost of Internet plan (it was too expensive)
   - ☐ A waste of time (not interested; too difficult/ frustrating)
   - ☐ Worried about privacy or security (computer viruses, spam)
   - ☐ Wasn't eligible for special offers, or was rejected when applying
   - ☐ Other:

5. Where do you typically access the Internet the most? (Please select all that apply)
   - ☐ Home
   - ☐ Workplace
   - ☐ Family or friend's home
   - ☐ Local library
   - ☐ Mobile phone

- ☐ Free WiFi networks
- ☐ Cafe, restaurant, or other business (McDonalds, Starbucks, etc.)
- ☐ Other:

6. If you have children in school, where do they typically access the Internet for school purposes? (Please select all that apply)
- ☐ Home
- ☐ School
- ☐ Workplace
- ☐ Family or friend's home
- ☐ Local library
- ☐ Mobile phone
- ☐ Free WiFi networks
- ☐ Cafe, restaurant, or other business (McDonalds, Starbucks, etc.)
- ☐ Other:
- ☐ N/A (I don't have a child/children in school)

7. How did you learn about Organization X? (Choose ONE response):
- ☐ From a friend or relative
- ☐ At a library, school, or other organization
- ☐ From an advertisement
- ☐ Other:
- ☐ I haven't heard of Organization X

8. How did you hear about this Internet service offer? (Choose ONE response):
- ☐ From a friend or relative
- ☐ At a library, school, or other organization
- ☐ From Organization X's website or from calling Organization X
- ☐ From an advertisement
- ☐ Other:

9. What is the MAIN REASON you signed up for a new Internet connection? (Choose ONE response):
- ☐ To save money
- ☐ For kids to do homework
- ☐ Entertainment
- ☐ Finding a job
- ☐ Healthcare
- ☐ Accessing government services
- ☐ Connecting with friends/family
- ☐ Other:

10. What kind of device do you use most to connect to the Internet? (Check all that apply)
- ☐ Computer/laptop
- ☐ iPad/tablet
- ☐ Smartphone
- ☐ Game console
- ☐ Other:
- ☐ I don't own a device for connecting to the Internet

11. Who helps you with the Internet and computers?
- ☐ Spouse or friend
- ☐ Librarian, teacher, or tech support
- ☐ Your children
- ☐ No one - I don't need help
- ☐ I don't know where to go for help

12. Are you interested in taking a computer class or training?
- ☐ Yes
- ☐ No, because I've already taken one
- ☐ No, I'm just not interested or don't need it
- ☐ Don't know

13. When it comes to your Internet connection, rate the following in order of importance for you, with 1 as most important and 4 as least important:
- ☐ Fast speed
- ☐ Unlimited or plentiful data
- ☐ Security and privacy
- ☐ Cost

Optional Demographic Questionnaire:

Age Range:
- ☐ 0-18
- ☐ 18-29
- ☐ 30-49
- ☐ 50-64
- ☐ 64+

Are you Hispanic/Latino?
- ☐ Yes
- ☐ No

Race: (Please select all that apply)
- ☐ Black/African American
- ☐ American Indian/Alaskan Native

- □ Caucasian/White
- □ Asian
- □ Native Hawaiian/Other Pacific Islander

Gender Identity (optional):
- □ Female
- □ Male
- □ Other

Highest Level of Education Completed:
- □ Some High School
- □ High School Diploma
- □ College
- □ Graduate School

Household Income Level (per year):
- □ Under $20,000
- □ $20,000-29,999
- □ $30,000-39,999
- □ $40,000-49,999
- □ Above $50,000

Number of People in Household:
- □ 1
- □ 2
- □ 3
- □ 4
- □ 5+

III. Current Client Survey

1. How long have you had your current Internet subscription?
- □ 3 months or less
- □ 3-6 months
- □ 6 months to a year
- □ 1 year or more

2. Have you ever had trouble paying your Internet bills?
- □ Yes, it's always a struggle
- □ Yes, I've had trouble a few times
- □ No, it's not difficult to pay my Internet bill

3. Where do you typically access the Internet the most? (Please select all that apply)
- □ Home
- □ Workplace
- □ Family or friend's home
- □ Local library
- □ Mobile phone
- □ Free WiFi networks
- □ Cafe, restaurant, or other business (McDonalds, Starbucks, etc.)
- □ Other: _____

4. If you have children in school, where do they typically access the Internet for school purposes? (Please select all that apply)
- □ Home
- □ School
- □ Workplace
- □ Family or friend's home
- □ Local library
- □ Mobile phone
- □ Free WiFi networks
- □ Cafe, restaurant, or other business (McDonalds, Starbucks, etc.)
- □ Other: _____
- □ N/A (I don't have a child/children in school)

5. Since you got this Internet subscription, have you used it to: (Please check all that apply)
- □ Find and applied to job opportunities
- □ Get a new job
- □ Learn new skills
- □ Shop and save money

- ☐ Find valuable information I needed
- ☐ Connect more easily with loved ones
- ☐ Apply for government services or benefits online
- ☐ Find opportunities to engage in my community or with public officials
- ☐ None of these

6. What kind of device do you use most to connect to the Internet? (Please check all that apply)
- ☐ Computer/laptop
- ☐ iPad/tablet
- ☐ Smartphone
- ☐ Game console
- ☐ Other: _____
- ☐ I don't own a device for connecting to the Internet

7. Who helps you with the Internet and computers?
- ☐ Spouse or friend
- ☐ Librarian, teacher, or tech support
- ☐ Your children
- ☐ No one - I don't need help
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Optional Demographic Questionnaire:

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- ☐ American Indian/Alaskan Native
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- ☐ Asian
- ☐ Native Hawaiian/Other Pacific Islander

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- ☐ Male
- ☐ Other

Highest Level of Education Completed:
- ☐ Some High School
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- ☐ College
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- ☐ $30,000-39,999
- ☐ $40,000-49,999
- ☐ Above $50,000

Number of People in Household:
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5+

Press 3 - $30,000-39,999

IV. Training Exit Survey for Participants

Instructions: Thank you for filling out this brief survey! Your feedback will help us provide better trainings in the future. All of the information is anonymous. It is okay to skip any questions you don't want to answer.

1. What kind of training did you take? Please choose one.
- □ Basic computer/Internet skills
- □ Job search/readiness
- □ Multimedia class
- □ GED
- □ Microsoft Office skills
- □ Other (please describe:)

2. How did you learn about this training? Please choose one.
- □ Friend or family member
- □ From someone at an organization, church, or community center in your community
- □ Ad (bus, train, TV, radio, et)
- □ Flyer
- □ An event
- □ Other way (please describe:

3. Have you completed a computer training or class before this one?
- □ Yes
- □ No

4. Did you learn what you wanted from this training?
- □ Yes
- □ No
- □ Not sure

5. Did this training help you learn job skills?
- □ Yes
- □ No
- □ Not sure

6. Did this training help you find a job?
- □ Yes
- □ No
- □ I'm not looking for a job

7. Did this training help you connect to educational opportunities (like finding online classes, applying to college, or learning about financial aid)?
- ○ Yes
- ○ No
- ○ I'm not looking for those opportunities.

8. Where do you use the Internet? Check all that apply.
- □ At a coffeeshop or restaurant
- □ At home
- □ At this or another public computer center, or library
- □ At work or school
- □ Anywhere, using a smartphone
- □ I do not access the Internet

9. Did this training make you want an Internet connection at home?
- □ Yes
- □ No
- □ I already have Internet at home

10. If you do not have an Internet connection at home, how likely are you to sign up for one in the next six months?
- □ Very likely
- □ Somewhat likely
- □ Not likely at all
- □ I already have Internet at home

11. What kind of device do you generally use to get on the Internet?
- □ Computer
- □ Tablet
- □ Smartphone
- □ Gaming console
- □ Other (please describe:

12. Now that you have finished this training, will you come back to this center in the next six months?
- □ Yes
- □ No
- □ Not sure

13. Who helps you when you need help with computers or the Internet?
- □ Family or friends

- ☐ Someone at a computer center or library
- ☐ Nobody
- ☐ Other (please describe:)

14. Do you find using computers and the Internet more useful now than you did before the training?
- ☐ Yes
- ☐ No
- ☐ Don't know

15. What is your age? _____

V. Community Enrollment/Training Partner Sign-up Form (For Registration)

1. Basic Information
- Your Name *
- Email Address *
- Phone Number *
- What best describes your program?
  - ☐ At least 70% of clients come from low-income families
  - ☐ We are a program primarily serving persons with disabilities
  - ☐ I am a teacher, school employee, or representative of a Title I or Title I eligible school
  - ☐ We are a program primarily serving military families
  - ☐ We are a program primarily serving new immigrants
  - ☐ We are a program primarily serving senior citizens
  - ☐ Other (open-ended)

2. Organization Information
- Organization Name *
- EIN Number *
- Your Title
- Organization Mission
- What best describes your organization?
  - ☐ Nonprofit or volunteer organization
  - ☐ School district or educational institution
  - ☐ Device refurbisher
  - ☐ Housing authority
  - ☐ Other

3. Contact Information
- Program Website
- Address *

4. Other Information
- What is the size of your organization's constituency or how many people does your organization serve?
- Approximately what percentage of the people you serve are without Internet access in the home?
- What services does your organization provide? (Please select all that apply)

- ☐ Job training
- ☐ Job placement
- ☐ Educational programming
- ☐ Computer trainings
- ☐ Computer support or help
- ☐ None of these

- What kinds of resources or support in the area of broadband adoption do you think are most needed help your clients achieve their goals? (Please select one or two that apply MOST)
  - ☐ Training
  - ☐ Access to devices and equipment
  - ☐ Financial help with subscription
  - ☐ IT support/computer help
- Additional notes or comments?

VI. Community Enrollment/Training Partner Survey Form (For Evaluation)

1. Basic Information:
   - Your Name *
   - Your Title
   - Organization Name*
   - Email Address *
   - Phone Number *

2. How long has your organization been an enrollment partner with Organization X?

3. Approximately what percentage of the people you serve are without Internet access in the home?

4. Has this percentage changed since you began the partnership with Organization X?
   - ☐ Yes, by a lot
   - ☐ Yes, a little
   - ☐ No, not at all
   - ☐ Not sure

5. What services does your organization provide? (Please select all that apply)
   - ☐ Job training
   - ☐ Job placement
   - ☐ Educational programming
   - ☐ Computer trainings
   - ☐ Computer support or help
   - ☐ None of these

6. What kinds of resources or support in the area of broadband adoption do you think are most needed help your clients achieve their goals? (Please one or two that apply MOST)
   - ☐ Training
   - ☐ Access to devices and equipment
   - ☐ Financial help with subscription
   - ☐ IT support/computer help

11. Do your clients often seek computer or Internet help from program staff?
   - ☐ Yes
   - ☐ No
   - ☐ Don't know

12. How and where do you introduce your clients to Organization X's offers?

- ☐ As part of computer trainings
- ☐ At an event or events
- ☐ As need, or as part of everyday services you provide
- ☐ Other (please describe)

13. Do you feel your clients have benefited from your participation or partnership? How or why? Please give examples. (Open-ended question)

14. Does your partnership with Organization X help your organization meet its goals? How or why? Please give examples. (Open-ended question)

15. Any additional notes or comments?

VII. Community Enrollment/Training Partner Interview Script (For Deeper Evaluation)

1. Please describe your organization's mission and tell me how broadband adoption fits with it.

2. What is your role at the organization?

3. Does your organization offer job training and placement? Educational programming?

4. Who are your clients? Does your organization work with kids and families, or primarily with individuals?

5. Does your organization offer computer trainings or resources? If so, please describe them.

6. Do clients often seek computer or Internet help from program staff? Does your organization have sufficient capacity to provide that support?

7. How and where do you introduce your clients to Organization X's offers?

8. What benefits have you experienced as a result of partnering with Organization X? (Probes: shared resources, shared knowledge)

9. What challenges have come from partnering? (Probes: capacity, communication)

10. Does your partnership help your organization meet its goals?

11. Do you feel your clients have benefited from your participation or partnership? How or why? Please give examples.

12. What kinds of resources or support in the area of broadband adoption and training do you think would most help your clients achieve their goals? (Probes: financial support for subscription, training, device access)

Notes

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3 Gangadharan and Byrum (2012). "Defining and Measuring Meaningful Broadband Adoption." International Journal of Communication (6). **http://ijoc.org/index.php/ijoc/article/view/1836/812.**

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6 Rhinesmith, Colin (2015). "Digital Inclusion and Meaningful Broadband Initiatives." Benton Foundation. **https://www.benton.org/sites/default/files/broadbandinclusion.pdf.**