

**ANNUAL PERFORMANCE PROGRESS REPORT FOR SUSTAINABLE BROADBAND ADOPTION**

**General Information**

<b>1. Federal Agency and Organizational Element to Which Report is Submitted</b> Department of Commerce, National Telecommunications and Information Administration	<b>2. Award Identification Number</b> 36-43-B10512	<b>3. DUNS Number</b> 884226288
<b>4. Recipient Organization</b> NYC Dept. of Information Technology & Telecommunication New York City , 75 Park Place, New York, NY 10007-2549		
<b>5. Current Reporting Period End Date (MM/DD/YYYY)</b> 12-31-2012	<b>6. Is this the last Annual Report of the Award Period?</b> <p style="text-align: center;"> <input type="radio"/> Yes    <input checked="" type="radio"/> No                 </p>	
<b>7. Certification: I certify to the best of my knowledge and belief that this report is correct and complete for performance of activities for the purposes set forth in the award documents.</b>		
<b>7a. Typed or Printed Name and Title of Certifying Official</b>  Leonie Gordon	<b>7c. Telephone (area code, number and extension)</b>	
	<b>7d. Email Address</b>  legordon@doitt.nyc.gov	
<b>7b. Signature of Certifying Official</b> Submitted Electronically	<b>7e. Date Report Submitted (MM/DD/YYYY):</b> 02-22-2013	

**PROJECT INDICATORS**

**1. Does your Sustainable Broadband Adoption (SBA) project foster a particular broadband technology or technologies? If so, please describe this technology (or technologies) (600 words or less).**

This program does not foster any particular broadband technology or technologies, but rather promotes the adoption of broadband broadly.

Time Warner Cable and Cablevision offer 5-year broadband service discounts to eligible families through the NYC Connected Learning program. The details of these offers are as follows:

Time Warner Cable

Speed: 1.5 Mbps download / 512kbps upload

Monthly Price: Year 1 - \$0.00, Year 2 - \$9.99, Year 3 - \$14.99, Year 4 - \$19.99, Year 5 - \$19.99

Installation Fees: None

Termination Fees: None

Eligibility: Family must not currently have Internet service provided by Time Warner Cable. Family must not have arrears to Time Warner Cable exceeding \$300.

Cablevision

Speed: 15 Mbps download / 2 Mbps upload

Monthly Price: Year 1 - \$14.99, Year 2 - \$14.99, Year 3 - \$14.99, Year 4 - \$19.99, Year 5 - \$19.99

Installation Fees: None

Termination Fees: None

Eligibility: Family must not have had Internet service provided by Cablevision in the last 12 months. Family must not have arrears to Cablevision exceeding \$300.

**2a. Please list all of the broadband equipment and/or supplies you have purchased during the most recent calendar year using BTOP grant funds or other (matching) funds, including any customer premises equipment or end-user devices. If additional space is needed, please attach a list of equipment and/or supplies. Please also describe how the equipment and supplies have been deployed (100 words or less).**

Manufacturer	Item	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed
N/A	N/A	0	0	N/A
<b>Totals</b>		0	0	

Add Equipment

Remove Equipment

**2b. To the extent you distribute equipment/supplies to beneficiaries of your project, please describe the equipment/supplies you distribute, the quantities distributed, and the specific populations to whom the equipment/supplies are distributed (600 words or less).**

The City's partner, CFY, has provided two important deliverables to program families:

(1) Home Learning Centers: Each Home Learning Center is a broadband-ready desktop computer loaded with educational software, tools, instructions, and tutorials arranged within a user-friendly, bilingual application called the Home Learning Launchpad. Each Home Learning Center is labeled with the student's individually assigned CFY ID and the toll-free number of CFY's Help Desk.

(2) Digital Learning Kits: Each Digital Learning Kit (printed in both English and Spanish) contains Internet guidance, information about accessing CFY's online software to improve educational outcomes, and reminders about accessing CFY's 24x7 bilingual Help Desk.

Since the inception of the program, CFY has distributed Home Learning Centers and Digital Learning Kits to 22,410 New York City public middle school students and their families, with a total of 49,004 individuals reached directly during Family Learning Workshops. The City's program targets low-income City residents by ensuring that participating schools had student populations in which at least 75% of students were eligible for free or reduced lunch, and by emphasizing schools located in the City's highest poverty areas in each borough.

This year, MOUSE continued its series of "Unplugged Events" and completed its MOUSE Kit drop-offs at CL schools. In addition, MOUSE conducted trainings on helpdesk and leadership skills for students and coordinators. It completed the Serious Games workshop series which addressed social issues via game design and prototyping. In addition, MOUSE partnered with several organizations to host "Emoti-Con! The NYC Youth Digital Media and Technology Challenge at Parsons New School for Design," showcasing tech professionals, entrepreneurs and students participating in project competition on a rapid prototyping challenge.

Finally, program partner Teaching Matters distributed 110 Writing Matters curricular unit binders and Voices and Choices curricular units to all Connected Learning program schools it has served to date.

**3. For SBA access and training provided with BTOP grant funds, please provide the information below. Unless otherwise indicated in the**

**instructions, figures should be reported cumulatively from award inception to the end of the most recent calendar year. For each type of training (other than open access), please count only the participants who completed the course.**

Types of Access or Training	Number of People Targeted	Number of People Participating	Total Training Hours Offered
Open Lab Access	0	0	0
Multimedia	340	163	487
Office Skills	0	0	0
ESL	0	0	0
GED	0	0	0
College Preparatory Training	0	0	0
Basic Internet and Computer Use	57,310	49,004	185,854
Certified Training Programs	0	0	0
Other (please specify): Training for MOUSE Squad educators; Training for MOUSE Squad students; CFY Family Learning Workshops (3.5 - 4.0 hours); CFY In-School Student Training (1.0 hours); CFY Teaching Learning Workshops (1.5 hours)	27,721	27,242	30,450
<b>Total</b>	<b>85,371</b>	<b>76,409</b>	<b>216,791</b>

**4. Please describe key economic and social successes of your project during the past year, and why you believe the project is successful thus far (600 words or less).**

The NYC Connected Learning project has resulted in numerous new staff positions for the Prime Recipient, Subrecipients, and Vendors. In the City's 1512 report as of Q4 2012, we reported 0.51 and 23.95 Prime Recipient, First-Tier Subrecipient, and Vendor Full Time Equivalent jobs had been created or retained with Federal dollars, respectively. Also, a significant number of additional jobs were created or retained by both our Second-Tier Subrecipient, CFY and by Vendors.

In terms of the economic and social successes of the project for its target population of low-income sixth grade students and their families, the City and its partners feel that the program is making a strong impact on families and schools. Not only has family participation in the program's Family Learning Workshops been quite high, with 49,004 families (or 24,903 individual students and family members) receiving digital literacy training and Home Learning Center Computers to date, but the program has successfully garnered a total of approximately 2,009 new broadband subscribers and 9,313 families have adopted broadband.

A key component to the overall success of the program in 2012, is the extent to which parents are actively interested in using the internet to drive their children's education. Since program inception in New York City, more than 95% of participating parents/guardians consistently state in CFY's follow-up surveys that as a result of the Family Learning Workshops, they felt more interested in how the Internet can support the educational achievements of their children.

The City and its partners feel these investments alone will have a lasting impact on the social and economic lives of students and family members served, providing a set of vital tools for participation in the 21st century economy. The City moreover feels that providing a broad spectrum of services ranging from: distribution of computers for use in student homes through CFY; discounted broadband service through our partners Time Warner Cable and Cablevision; targeted professional development efforts for our teachers through partnership with AUSSIE, Teaching Matters and CFY; school-based technology support efforts through the CUNY Intern program; student professional training through MOUSE; and implementation of digital literacy and citizenship curricula developed by Common Sense Media has boost student engagement in schools as well as parental support.

NYC Connected Learning's holistic model, continues to enhance both short and long term academic success for the target population of public middle-school students. The successful outcomes achieved to date, have helped to leverage the multiple partnership model and positively transform students use of technology, online learning and parental involvement.

**5. Please estimate the level of broadband adoption in the community(ies) and/or area(s) your project serves, explain your methodology for**

<b>estimating the level of broadband adoption, and explain changes in the broadband adoption level, if any, since the project began.</b>	
<b>5a. Adoption Level (%):</b>	<b>Narrative description of level, methodology, and change from the level at project inception (600 words or less).</b>
50	<p>CFY's pre-survey of program families prior to program enrollment indicate that 50% of families have a computer and broadband subscription prior to program implementation. Of those families who are broadband subscribers prior to the program, a vast majority do not have an educationally focused computer.</p> <p>CFY's measurement methodology involves estimating "New Subscribers" by families who had not adopted broadband prior to program enrollment. (CFY also has an impact on "Net Subscribers" by helping families who had broadband prior to program enrollment stay broadband subscribers as a result of the program.)</p> <p>CFY generates a unique CFY ID for every student served. This CFY ID is used during the family registration and pre-survey process and is permanently affixed to the Home Learning Center described above.</p> <p>To measure New Subscribers, CFY conducts phone surveys in English and Spanish of non-subscribers at least three months after the respective Family Learning Workshops. Based on CFY's phone survey research to date, we estimate that approximately 86% of non-subscribers successfully subscribe to broadband after the Family Learning Workshop.</p> <p>The quantitative impact of our program on the community broadband adoption levels depends on how the community/project area is defined. For the families in NYC Connected Learning program, the New Subscribership impact alone means that broadband adoption increases from 50% to 93%.</p>
<b>6. Please describe the two most common barriers to broadband adoption that you have experienced this year in connection with your project. What steps did you take to address them (600 words or less)?</b>	
<p>In keeping with City's data more broadly, we have found that two barriers to broadband adoption are particularly commonly experienced by program families:</p> <p>1) Relevance: Families do not understand the relevance of broadband services to their lives.</p> <p>2) Affordability: Families are concerned about the affordability of broadband, especially as part of the total cost of utilizing broadband (including the cost of a computer, software, etc.)</p> <p>The City has taken several key steps to address these barriers:</p> <p>1) Relevance</p> <p>Many of the families that NYC Connected Learning serves are not sure whether it's worthwhile for them to sign up for broadband service. Our program broadly aims to demonstrate that broadband is valuable for its impact on student achievement and long-term academic and career success, and our model as a whole - with components that address not only students and families, but also schools and teachers, in the broad effort to encourage technology use in both teaching and learning - is designed to support that aim. Several individual program components and steps contribute in particularly direct ways to this effort to demonstrate the value or relevance of broadband, including most notably:</p> <p>a) Through both the Family Learning Workshop training, and work with partner schools, CFY aims to ensure that families understand the importance and ongoing value of broadband to ensure their child's academic and career success.</p> <p>b) CFY provides families with access to high-quality, vetted educational websites via their online curriculum, in addition to free subscriptions to educational online subscription software.</p> <p>c) CFY additionally trains parents on how to support the educational use of broadband in the home.</p> <p>d) Instructional Technology Coaching partners Teaching Matters and AUSSIE set up Google Doc environments to provide an online mechanism through which teachers can communicate with students, and parents can communicate with teachers, and access info about their child's education - ranging from actual student work to announcements/messages from school teachers with students</p> <p>2) Affordability</p> <p>Many of the families that NYC Connected Learning serves are concerned about the overall affordability of moving onto broadband. The City and its partners are taking two steps to address this issue:</p> <p>a) Ensuring low total costs of computer ownership by providing families with free computers, free access to high-cost subscription</p>	

software, and free 24x7 Help Desk support.

b) Offering the Time Warner Cable and Cablevision discount programs. Discount program operations include (i) family outreach and enrollment using CFY's online Family Enrollment module, (ii) broadband provider data access using CFY's online Broadband Provider Portal to enable eligibility review by the provider, and (iii) phone outreach by CFY staff and volunteers to families who have been deemed eligible for the discount program.

**7. To the extent that you have made any subcontracts or sub grants, please provide the number of subcontracts or sub grants that have been made to socially and economically disadvantaged small business (SDB) concerns as defined by section 8(a) of the Small Business Act, 15 U.S.C. 647, as modified by NTIA's adoption of an alternative small business size standard for use in BTOP. Please also provide the names of these SDB entities. (150 words or less)**

Program subrecipient CFY has one subcontract with a Small Disadvantaged Business (SDB). "Second Nature" is a SDB that provides local shipping of family and school computer equipment on behalf of CFY.

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

The City and its partners have a number of best practices / lessons to share:

1) Since the start of Year 3 of the Connected Learning program, partner CFY continues to make key improvements to its broadband discount program, in order to address obstacles faced in the family enrollment process, including:

- Automating the family enrollment module: In order to ensure that accurate family information (e.g., name & address) is communicated to the cable providers, CFY established an online web form to manage family registration for the discount program. The data is then stored in a database that is immediately visible to the cable providers. This new database also enables CFY to oversee whether the service providers are processing families in a timely fashion.

- Establishing a call bank to do family outreach and support through the enrollment process: Addressing a gap in the cable providers' capacity to communicate with our target population, CFY established a call bank of part-time staff and volunteers to communicate by phone to families, extended the hours of the phone calls to evenings and Saturdays, and implemented a multiple step call process in multiple languages to ensure that all efforts were being made to secure the discounted service for eligible families.

- Communicating alternative options to families: CFY is now communicating alternative low-cost internet services to families that are deemed ineligible for the discount.

CFY has also developed important best practices in order to support high family attendance at CFY Family Learning Workshops. Their approach is multi-pronged in order to orient educators, students, and families to the program and drive high attendance. Specific steps include:

- Detailed kick-off meeting with school project implementation team,
- Outreach documents and project management web tool for outreach collaboration with school implementation team,
- In-class student training to inform and interest students in the program, and

Finally, CFY has developed integrated data management around CFY's family services. By using a web-based data tool to track the following information by family identifier: a) contract, b) survey data, c) computer distribution data, d) Help Desk calls and e) discount broadband program enrollment, and f) broadband assessment calls.

2) The program's two Instructional Technology Coaching providers, AUSSIE and Teaching Matters both emphasize the importance of developing a school online community in supporting technology use in both school and home. Developing a school-home connection was successful when many of the items listed below were in finally put in place:

- Parents involvement in workshops as requested by principals
- Students have high speed internet access at home
- Schools own a domain
- A School web site: students and teachers can create and maintain their own web pages
- Email addresses are provided to staff, students and parents
- Use of Docs and calendar
- Access to pertinent online applications (i.e. Sketch-up, Picassa, Google Earth, Blogger, etc.)
- Student work (problem based learning activities) becomes a part of a Digital Portfolio

All partners have emphasized that professional development activities for teachers are an essential piece of moving teaching and learning online and into the home.

3) DoITT, in conjunction with DOE will continue to collect promising practices and lessons learned to highlight accomplishments through program completion.