

ANNUAL PERFORMANCE PROGRESS REPORT FOR SUSTAINABLE BROADBAND ADOPTION

General Information

1. Federal Agency and Organizational Element to Which Report is Submitted Department of Commerce, National Telecommunications and Information Administration	2. Award Identification Number 36-43-B10512	3. DUNS Number 884226288
4. Recipient Organization NYC Dept. of Information Technology & Telecommunication New York City , 75 Park Place, New York, NY 10007		
5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2010	6. Is this the last Annual Report of the Award Period? <p style="text-align: center;"> <input type="radio"/> Yes <input checked="" type="radio"/> No </p>	
7. Certification: I certify to the best of my knowledge and belief that this report is correct and complete for performance of activities for the purposes set forth in the award documents.		
7a. Typed or Printed Name and Title of Certifying Official Anne Kathryn Hohman	7c. Telephone (area code, number and extension) 212-513-6484	
	7d. Email Address ahohman@doitt.nyc.gov	
7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 02-22-2011	

PROJECT INDICATORS				
<p>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). NYC Connected Learning is designed to promote adoption of broadband technology generally, rather than any specific broadband technology. The City and its partner Computers for Youth have negotiated significant broadband discounts for participating families with two local providers, Time Warner Cable and Cablevision.</p>				
<p>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).</p>				
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
Totals		0	0	
<input type="button" value="Add Equipment"/>			<input type="button" value="Remove Equipment"/>	
<p>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, Computers for Youth (CFY), has prepared two important deliverables for program families:</p> <p>(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 individual Student ID and the toll-free number of CFY's Help Desk.</p> <p>(2) Take Home Kits: Each Take Home 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.</p> <p>During the first program year, CFY distributed these Home Learning Centers and Take Home Kits to 3,465 New York City public school sixth graders and their families, with a total of 7,625 individuals reached directly during Family Learning Workshops (including one required adult with each of the 3,465 students, and 765 additional family members in total). The 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. In order to take home their Home Learning Centers and Take Home Kits, students, at least one accompanying adult, and any additional household members attending were required to complete a four-hour training session at CFY's Family Learning Workshop. Students additionally participated in a one-hour in-school training session.</p>				
<p>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.</p>				
Types of Access or Training	Number of People Targeted	Number of People Participating	Total Training Hours Offered	
Open Lab Access	0	0	0	
Multimedia	0	0	0	
Office Skills	0	0	0	
ESL	0	0	0	
GED	0	0	0	
College Preparatory Training	0	0	0	
Basic Internet and Computer Use	8,111	7,625	34,245	
Certified Training Programs	0	0	0	
Other (please specify):	0	0	0	
Total	8,111	7,625	34,245	

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

There are successes in both the home program and school programs of NYC Connected Learning. For the home program, the program outcomes by the City's lead program partner, Computers for Youth, as it relates to computer distribution and family learning training have been excellent. The launch of NYC Connected Learning occurred on schedule in mid-October 2010. Additionally, program outcomes are stronger than in prior years:

- The overall family participation rate for the Connected Learning program to date is 82% as compared to approximately 70% in prior years.
- Bronx Early College Academy Family Learning Workshop had 100% family participation rate – the first time ever a school has achieved this milestone.
- 98% of participating families rated the workshop experience "excellent" (79%) or "good" (19%), and more than 87% of participating families stated that as a result of the workshop, they felt "a lot" more confident in helping their child learn.

Finally, both Time Warner Cable and Cablevision, the exclusive broadband partners for the program, have deeply discounted broadband service for all eligible NYC Connected Learning families.

A strong foundation has been laid through the program to help schools leverage technology in the home to foster learning and increase parental involvement. Instructional technology coaches, being provided by Teaching Matters and AUSSIE, are working in all participating NYC Connected Learning schools. Additionally, "home-school connection" teacher training plans have been completed for all schools. Together, both teacher training providers have worked with over 500 teachers to date.

In order to support educator and student technology use, NYC Connected Learning provides participating schools with both a college technology intern (delivered by City University of New York) and support in creating a middle school student-run technology help desk (delivered by MOUSE). To date, 99% of Connected Learning schools have assigned a MOUSE squad coordinators and 99% of Connected Learning schools have been assigned a CUNY intern.

Additionally, as schools move towards on-line learning, it is more important for schools to educate their students to be good "digital citizens." Towards that end, we have partnered with Common Sense Media to deliver a digital citizenship curriculum to a select number of NYC Connected Learning schools. Currently, a total of 23 schools (and over 90 educators) have committed to implementing Common Sense's Digital Citizenship curriculum, reaching over 3,000 students by June 2011.

Finally, the NYC Connected Learning program enjoys the strong support of participating schools. All participating schools provided the required financial contribution despite ongoing budget cuts at the school level.

The City and its partners will be evaluating and reporting on additional program impacts during subsequent quarters.

5. Please estimate the level of broadband adoption in the community(ies) and/or area(s) your project serves, explain your methodology for estimating the level of broadband adoption, and explain changes in the broadband adoption level, if any, since the project began.

5a. Adoption Level (%):	Narrative description of level, methodology, and change from the level at project inception (600 words or less).
45	Current broadband adoption level assumption is based on statistics gathered by program partner Computers for Youth in past program implementations. The number of new household subscribers garnered through the program has not yet been measured. The first assessment will take place in the 1st quarter of 2011.

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)?

The City and its partners are currently assessing this issue as part of our measurement of broadband adoption, and will report further information in the next report.

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)

One subcontract has been secured by program partner Computers for Youth, with Second Nature, a socially and economically small business concern.

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

Program partner Computers for Youth has launched MyHomeLearning.com as an integral part of its broadband engagement training for NYC families, and CFY's Family Trainers have found that this is a useful platform for (A) training families about the use of educational games and videos and (B) directing families to important local websites such as NYC DOE's ARIS Parent Link.

Program partner Teaching Matters Inc has found that schools moving to cloud computing for collaboration on student work, especially use of Google docs environments tend to be more successful in extending student learning beyond the school day.