

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) 12-31-2011	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	
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7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 01-30-2012	

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
Totals		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.

From program inception, CFY has distributed Home Learning Centers and Digital Learning Kits to 12,681 New York City public middle school students and their families, with a total of 27,775 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.

Additionally, each of the 72 enrolled NYC Connected Learning schools gets a MOUSE Squad Kit each year. The 2011-2012 Kit includes the following items:

- 15 branded 1-GB USB drives
- 15 MOUSE Squad student lanyards
- 2 MOUSE Squad Coordinator lanyards
- 17 nametag sleeves (for lanyards)
- 3 printer-ready nametag sheets
- 15 Iron-on MOUSE patches

- 4 "Need Tech Help?" posters (to advertise MOUSE Squad's services)
- 4 "Join MOUSE Squad" recruitment posters
- 1 two-sided poster: one side on getting started, one side for instructional use (troubleshooting guide)
- 1 hardware poster
- 21-piece computer toolkit

Kits are delivered in the name of the school's MOUSE Squad Coordinator and are to be used by the Coordinator and MOUSE Squad students to support the MOUSE Squad program and Help Desk Certification Curriculum.

This year, MOUSE also released a new curriculum for MOUSE Squads called Garage Robotics, focusing on physical computing and circuitry. Early adopters of this curriculum had the option to receive free robotics kits.

Finally, program partner Teaching Matters offered Writing Matters curricular unit binders and Voices and Choices curricular units to all 36 Connected Learning schools it has served to date. At least 25 of these schools have utilized these resources so far.

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	240	88	245
Office Skills	0	0	0
ESL	0	0	0
GED	0	0	0
College Preparatory Training	0	0	0
Basic Internet and Computer Use	33,464	27,775	111,100
Certified Training Programs	0	0	0
Other (please specify): Training for MOUSE Squad educators; Training for MOUSE Squad students; CFY In-School Student Training; CFY Teaching Learning Workshops	16,330	15,590	17,643
Total	50,034	43,453	128,988

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 Recipient, Subrecipients, and Vendors. In the City's third and fourth quarter, 2011 1512 reports, we reported 103.08 and 108.16 Recipient, First-Tier Subrecipient, and Vendor Full Time Equivalent jobs had been created or retained with Federal dollars, respectively. A significant number of additional jobs were created or retained by both our Second-Tier Subrecipient, CFY, and by Vendors paid in Match dollars.

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. Not only has family participation in the program's Family Learning Workshops been quite high, with 12,681 families (or 27,775 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 5,185 new broadband subscribers. 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 the broader set of "wrap around" services being provided through the program will strengthen and support these impacts. NYC Connected Learning's holistic model, offering free hardware and software, access to discounted broadband services, comprehensive digital literacy training, technical support, as well as key interventions in the school environment to support the

educational use of broadband, stands to not only support the digital "inclusion" of our students and families, but also boost student engagement in school, support parental engagement in student education and learning, and enhance both short and long term academic success. These particular outcomes stand to have a very significant social and economic impact for our students and families in their own right. And they also serve as an important value proposition for the sustained adoption of broadband in the long term. In the next quarter, we will have an outcomes report from our program evaluator, and will be able to provide more data on the educational impacts the program has had to date.

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).
50	Based on program partner CFY's pre-survey data of families, we currently estimate that 50% of families served are broadband subscribers prior to program implementation. This is higher than the 45% of families originally estimated.

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)?

In keeping with City's data more broadly, we have found that two barriers to broadband adoption are particularly commonly experienced by program families:

- 1) Relevance: Families do not understand the relevance of broadband services to their lives.
- 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.)

The City has taken several key steps to address these barriers:

1) Relevance

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:

- 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.
- 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.
- c) CFY additionally trains parents on how to support the educational use of broadband in the home.
- 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

2) Affordability

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:

- a) Ensuring low total costs of computer ownership by providing families with free computers, free access to high-cost subscription 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) Over the course of the program, partner CFY has made some 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 had originally considered conducting the family broadband assessment calls by using a 3rd party service. However, earlier this year we opted to instead conduct these calls by using a small staff of part-time callers managed directly from our in-house location. We believe that this was a wise decision because this approach has enabled us to develop and refine a high-quality assessment script while also being able to monitor the call quality and data integration on an ongoing basis.

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
- Teacher Learning Workshops to train teachers in how to leverage the program in order to deepen the school-home connection.

Finally, CFY has implemented a best practice method for ensuring help desk support for our NYC Connected Learning families. Every family receives a CFY ID # which enables the family to access help desk service at CFY's toll-free number, available on a 24x7 basis in both English and Spanish. Help desk agents follow problem-solving scripts developed by CFY and record call data in a web interface that is monitored by CFY staff. If an agent cannot resolve the issue by phone, the agent will schedule a swap-out by the family at the CFY offices.

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. Such environments allow schools and families, for example, to digitize curricula, consolidate online instructional resources, allow students to access school work anywhere they have access, and to provide families with a window into student school work, and access to the teaching and learning process.

Both partners also emphasize that professional development activities for teachers are an essential piece of moving teaching and learning online and into the home.

3) Program partner MOUSE recommends that implementation of a program like this one is most successful when schools are educated about the resources, and staff time required as early as possible. MOUSE also suggests providing a flexible program to schools, and supporting educators in finding iterations of a program that are a good fit for their school's resources, student culture, and needs.

MOUSE finds that the "mix-and-match style" of its MOUSE Squad program, which is conducive to different levels of involvement and different academic, technical, and social foci, has proven very advantageous in working with such a large group of schools with a wide variety of needs and resources. Finally, MOUSE notes that communication, and the emphasis on collaboration among the multiple program partners working within the school is a key to success.

RECIPIENT NAME: NYC Dept. of Information Technology & Telecommunication

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