

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-B10513	3. DUNS Number 037227498
4. Recipient Organization Computers for Youth Foundation, Inc. 520 - 8th Avenue, New York, NY 10018-6507		
5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2013	6. Is this the last Annual Report of the Award Period? <p style="text-align: center;"> <input checked="" type="radio"/> Yes <input 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 Mark Malaspina Chief Officer, OSP	7c. Telephone (area code, number and extension) (212) 563-7300 X124	
	7d. Email Address mmalaspina@cfy.org	
7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 12-12-2013	

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). The CFY/LAUSD Family Broadband Engagement Program does not foster a particular broadband technology, but rather promotes the use of home broadband by families (using broadband-ready low-cost, refurbished computer systems) to support their children's learning.</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	During this calendar year, we did not purchase any broadband equipment or supplies, including end-user devices. All purchases were conducted in prior years.
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).</p> <p>During the 2013 program period, CFY did not distribute broadband-ready Home Learning Centers to LAUSD students and their families, as this distribution took place during prior program years.</p> <p>In prior years, CFY prepared broadband-ready Home Learning Centers, each consisting of a broadband-ready desktop computer loaded with a full suite of 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>The Broadband-ready Home Learning Centers are only provided to families who complete the 4.0 hour Family Learning Workshop. "Family completion" requires at least the participation of both the middle school student and caregiver (parent/guardian) during the entire workshop, and many additional caregivers and siblings attend as well. In addition, the middle school student receives at least 1.0 hour of training in school prior to the Family Learning Workshop.</p> <p>The program targets low-income LAUSD families by setting eligibility for schools based on student populations in which at least 75% of students were eligible for free or reduced lunch. More than 86% of families do not have a bachelor's degree, and a large portion do not speak English as their home language.</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		0	0	0
Certified Training Programs		0	0	0
Other (please specify): Student and family training on using technology for learning		42,398	35,873	165,632

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Total	42,398	35,873	165,632

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).

During this year, CFY has provided additional workshops to families as well as intensive 24x7 bilingual Help Desk support families already served. (Please note that the families trained during this year are the same families served in prior years; therefore, the numbers of people targeted and participating are the same as prior years, while the training hours have increased.) CFY has also provided support to teachers in individualizing instruction.

This work has created significant benefits in terms of student learning:

"We've been very pleased with the service CFY has provided to LAUSD. An important part of that effort is their work in selecting the software to include on the computers and online. If students have access to vetted quality online resources at home, teachers have greater capability to individualize instruction and take advantage of more learning time."

- Dr. John E. Deasy, Los Angeles Unified School District Superintendent

Another very exciting impact of our BTOP program has been that children have been spending substantially less time watching TV -- a passive activity -- as they have moved to more active engagement online. Parents report on their children's TV watching prior to participating in our program, and then we call parents many months after program implementation to measure changes in child behavior. Among parents surveyed: (A) Children's average weekly TV watching dropped more than 37%, from 18 hours to 11 hours, and (B) Of the 80% of children who were watching 14 hours or more per week prior to the program, these children reduced their TV watching by more than 11 hours per week.

In addition, the economic impact of the program is significant. CFY has created or retained more than 20 jobs per quarter through the majority of this program. These have included both full- and part-time jobs at CFY. Additional employment impact has been created among vendors such as CFY's local shipper, which is a Small Disadvantaged Business.

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).
39	<p>CFY's survey of the program families prior to program enrollment indicate that 39% of families have a computer and broadband subscription prior to the program. Of those families who are broadband subscribers prior to the program, the vast majority of families 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 also 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 59% of non-subscribers successfully subscribe to broadband after the Family Learning Workshop.</p>

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)?

Two important barriers to broadband adoption experienced by program families are as follows:

- (1) Families do not understand the relevance of broadband services to their lives.
- (2) Families are concerned about the affordability of broadband, especially as part of the total cost of ownership (hardware, etc.)

Relevance

Many of the families that we serve are not sure whether it's worthwhile for them to sign up for broadband service. Through both the CFY training and the work with the partner schools, we aim to ensure that families understand the importance and ongoing value of broadband to ensure their child's academic and career success. CFY provides families with access to high-quality, vetted educational websites via CFY's online curriculum, as well as free subscriptions to educational online subscription software. CFY also trains parents

on how to support the educational use of broadband in the home.

Affordability

Many of the families that we serve are concerned about the overall affordability of moving onto broadband. CFY is taking three steps to address this:

- (A) we ensure low total costs of ownership by providing families with Home Learning Centers, free access to high-cost subscription software, and free 24x7 Help Desk support;
- (B) we provide families with price information about local affordable broadband options; and
- (C) we continue to seek form broadband discount partnerships with local broadband providers.

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)

CFY has entered into a subcontract with one SDB as defined by section 8(a) of the Small Business Act.

The name of this SDB is M.A.S. Moving and Associated Services, Inc. (M.A.S.). Under this subcontract, M.A.S. provides CFY with all local shipping services for the broadband-ready Home Learning Centers in the Los Angeles area.

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

CFY has developed some important best practices through this project, including:

1. Multi-pronged Family Outreach

CFY has developed and refined a set of outreach tools and practices in order to orient educators, students and families to the program and to ensure high levels of family attendance at the Family Learning Workshops. These steps include (A) kick-off meeting with school project implementation team, (B) CFY outreach documents and project management web tool for outreach collaboration with school implementation team, (C) in-class student training to encourage students to talk with their family about digital learning and the Family Learning Workshops, and (D) specially designed Teacher Learning Workshops to enable teachers to motivate students.

2. Innovative Family Learning Workshops

Unlike traditional digital literacy courses, CFY's trainings are specifically focused on how families and teachers can use educational software -- including online free software identified by CFY -- to help motivate children and enable them to succeed academically. By tying broadband to their child's success in school, CFY aims to make broadband highly relevant (a key adoption factor) in order to achieve sustained, long-term broadband adoption. By centering the training on the specific educational uses of broadband (rather than general digital literacy or Internet safety), CFY is able to motivate students, parents, teachers more effectively.

CFY Family Trainers lead the hands-on workshop sessions, and CFY onsite Customer Service Representatives and Volunteers provide families with additional coaching and guidance. Family Learning Workshops are conducted in both English and Spanish.

Specific topics include:

- Introduction (computer set-up, Windows basics, CFY Help Desk)
- Internet Guidance (Internet safety, digital citizenship)
- Learning Together (parents' role in learning with their children)
- Using your Home Learning Center (exploration of installed educational software, productivity software, and accessibility tools)
- Using Broadband to Learn Online (exploration of hundreds of free educational software titles curated at PowerMyLearning.org and instructions for accessing free subscriptions of additional software titles)
- Enrolling in Broadband (information about enrolling in local broadband service)

3. Integrated Data for Support Services

CFY has implemented an innovative approach for ensuring help desk support for the families served in the CFY/LAUSD Family Broadband Engagement program. 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.