ANNUAL PERFORMANCE PROGRESS REPORT FOR SUSTAINABLE BROADBAND ADOPTION

General Information

1. Federal Agency and Organizational Element to Which Report is Submitted	2. Award Identification Number	3. DUNS Number
Department of Commerce, National Telecommunications and Information Administration	36-43-B10513	037227498

4. Recipient Organization

Computers for Youth Foundation, Inc. 322 8th Ave., New York, NY 10001

5. Current Reporting Period End Date (MM/DD/YYYY)	6. Is this the last Annual Report of the Award Period?
12-31-2010	◯ **Yes** ◉ **No**

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	7c. Telephone (area code, number and extension)
Mark Malaspina	(212) 563-7300 X124
	7d. Email Address
Chief Officer, OSP	mmalaspina@cfy.org

7b. Signature of Certifying Official	7e. Date Report Submitted (MM/DD/YYYY):
Submitted Electronically	02-19-2011

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).

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.

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
CDI Computer Systems	Broadband-ready Home Learning Centers	190	2,400	The Home Learning Centers are provided to families at Saturday Family Learning Workshops held at local middle schools for use at the training sessions and then to take home. The number shown here is the total number purchased during the calendar year; the distribution figures are shown in question 2b.
CFY-produced on in-house copier	Take Home Kits	0	1,716	The Take Home Kits are provided to families at Saturday Family Learning Workshops as well.
Totals		190	4,116	

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).**

CFY has prepared two important deliverables for program families:

(1) Home Learning Centers: Each Home Learning Center is 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.

(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.

The Home Learning Centers and Take Home Kits 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.

During the first program year, CFY distributed Home Learning Centers and Take Home Kits to 1,717 LAUSD students and their families, with a total of 3,829 individuals participating directly in the Family Learning Workshops. In addition, CFY distributed 27 Home Learning Centers to partner schools in order to help teachers' using technology to make homework assignments and extend the learning into the home.

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.

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 <u>cumulatively</u> 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 <u>completed</u> 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	0	0	0
Office Skills	0	0	0

Types of Access or Training	Number of People Targeted	Number of People Participating	Total Training Hours Offered
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): Training on using technology for learning	4,688	3,829	17,033
Total	4,688	3,829	17,033

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 robust broadband training, broadband-ready Home Learning Centers, and 24x7 bilingual Help Desk support for the families of 1,717 students in 6 high-poverty schools in Los Angeles. Training has taken place in school and at 23 half-day Family Learning Workshops. CFY also has worked closely with schools to promote the program and to ensure that teachers take advantage of the program to extend learning from the school to the home.

The impact on families has been significant. The program has increased parents' confidence in their ability to help their children learn, with 86% of parents stating that they are "A Lot" more confident, and more than 98% of parents stating that they are more interested in how the Internet can support this child's education. Families have responded enthusiastically to the program, with more than 98% of families rating the workshops Excellent (82%) or Good (16%).

Schools have been eager to participate in the program, and CFY is already conducting the school outreach process for next year, as we look to expand the program further, using leaders from current schools as testimonials for program expansion.

In addition, the economic impact of the program is significant. CFY has created or retained 27.09 jobs (per ARRA methodology).

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).
36	CFY's survey of the program families served to date indicate that 35.5% of families have a computer with broadband access prior to the program. Of those families, however, the vast majority of families do not have an educationally focused computer. Moreover, only 61% of families with a computer on the Internet deem themselves "Very Likely" to continue subscribing to the Internet over the next twelve months. CFY's program is designed to (A) drive new broadband adoption and (B) retain broadband adopters by families otherwise likely to "churn" out of broadband. CFY's measurement methodology will involve the following steps: 1. CFY provides every student with a unique CFY ID that is used during the family registration and pre-survey process and is also permanently affixed to the Home Learning Center. This ID is the critical data field to allow broadband research. 2. CFY gathers basic information, including technology adoption status and phone numbers, for every family served. 3. CFY will be conducting phone surveys of families with data associated with the CFY ID; surveys will begin in Q1 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)?

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 are working intensively to 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).

1. School Participation

CFY has achieved an accelerated program launch in Los Angeles through an effective process of school outreach in coordination with the LA Unified School District leadership. This has resulted in more than 25 schools signing up for the program this year, which is a tremendous growth from only 1 LA school that has been served by CFY in the past.

2. Family Outreach

CFY conducts multi-pronged outreach in order to orient educators, students and families to the program and to ensure high levels of family attendance at the Family Learning Workshops. As a result, CFY is achieving more than 84% family attendance rates. Specific steps include (A) Detailed kick-off meeting with school project implementation team, (B) Outreach documents and project management web tool for outreach collaboration with school implementation team, (C) In-class student training, and (D) Teacher Learning Workshops.

3. Family Learning Workshop

CFY's Family Learning Workshop is designed to inform and motivate families to use their Home Learning Centers and online educational software in order to help their children succeed academically. By tying broadband to their child's success in school, the workshop aims to make broadband highly relevant (a key adoption factor) in order to achieve sustained, long-term broadband adoption.

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 MyHomeLearning.com and instructions for accessing free subscriptions of additional software titles)
• Enrolling in Broadband (information about enrolling in local broadband service)

4. Online Data Systems

Because of the unique requirements of CFY's LA and NYC Round 1 BTOP programs, CFY had to develop a new online customer data system that could handle the program scale as well as many specific BTOP program requirements around high priority issues such as

computer inventory management, family survey management, family contract management, and Help Desk/Call Center integration. As of our October 2010 launch in both cities, CFY's new data system was operational, and our LA and NYC program teams have been using it effectively as the core technology required for program implementation.