

ANNUAL PERFORMANCE PROGRESS REPORT FOR SUSTAINABLE BROADBAND ADOPTION

General Information

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| 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 10007-2549 | | |
| 5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2014 | 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 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): 09-15-2014 | |

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.

Since the inception of the program, CFY has distributed Home Learning Centers and Digital Learning Kits to 23,307 New York City public middle school students and their families, with a total of 50,981 individuals reached directly through 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.

In 2013, the NYC Department of Education collaborated with program partners in developing a "Sustainability Roadmap" binder for distribution at all 75 Connected Learning program schools. Topics included how post BTOP funded schools could obtain discounted pricing on professional development services to help teachers build technology competency skills; utilize Parent Coordinator roles to enhance parental engagement workshops; and promote positive educational outcomes for students through digital literacy training, cyberbullying safety and awareness. In addition, approximately 1,117 Home Learning Centers (HCLs) were distributed across 33 schools for use in classroom and lab settings to support ongoing instructional trainings for teachers and students within the school environment.

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 | 59,692 | 50,981 | 192,774 |
| 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) | 28,968 | 28,434 | 31,725 |
| Total | 89,000 | 79,578 | 224,986 |

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 grant initiative enabled Prime recipient, subrecipients and vendors to recruit and hire staff to implement and promote broadband adoption in New York City public middle schools. This has resulted in the enrollment of 2,210 families in discounted broadband service, the addition of 9,684 families as new subscribers, and the serving of nearly 80,000 individuals program wide across the five boroughs. Although a significant number of jobs have been reduced based on overall grant budget spend down rate and reduction of implementation activities, in Q4 2013, the City reported that 0.83 jobs had been created or retained with Federal funds.

Central to the overall success in 2013, was the continuous collaboration between subrecipient partners and vendors in an effort to engage school program participants in technology usage to drive positive educational outcomes. Since its inception in New York City, more than 95% of Connected Learning participating parents/guardians consistently state in CFY's follow-up surveys that as a result of the FLWs, they felt more interested in how the Internet helps to support the educational achievements of their children.

The City and its partners believe these investments alone will have a lasting impact on the social and economic lives of students and family members served, by providing a set of vital tools for participation in the 21st century economy. Through a spectrum of services ranging from: 1) Distribution of computers through CFY for use in homes; 2) Access to discounted broadband service through our partners Time Warner Cable and Cablevision; 3) Targeted professional development efforts for our teachers provided by partners AUSSIE, Teaching Matters and CFY; 4) Providing school-based technology support efforts through the CUNY Intern program; 5) Student technical training through MOUSE; and 6) Implementation of digital literacy and citizenship curricula developed by Common Sense Media, the Connected Learning program has helped to boost overall student engagement in schools as well as parental involvement.

NYC Connected Learning's holistic model, will continue to enhance both short and long-term academic successes for the target population of public middle school students served. In addition, outcomes achieved to date points to the effectiveness of a multiple partnership model in leveraging technology access and adoption in order to transform students' learning and parental engagement.

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.

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| <p>5a. Adoption Level (%):</p> | <p>Narrative description of level, methodology, and change from the level at project inception (600 words or less).</p> |
| <p>50</p> | <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> |
| <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)?</p> <p>Adoption level is defined by the measurement of broadband enrollments prior to participation in Connected Learning program. It was estimated that the percentage of families with broadband prior to program enrollment would not be above 45%. However, over the years of program implementation, the actual percentage of families with broadband prior to program enrollment was greater than expected. As a result, it was cumulatively measured that 50% of families already had broadband prior to enrollment.</p> <p>As previously noted, the decrease in adoption level is based on participating families ongoing experience with barriers relating to:1) Relevancy-- Families did not understand the relevance of broadband services in their lives, and 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 of New York had attempted to address these barriers to further support students and families in understanding the valuable effects of enrolling in broadband services.</p> <p>In working collaboratively with Connected Learning program partners, the CITY tried to ensure FLWs along with discounted broadband services addressed barriers caused by relevancy and affordability. For example, to address relevancy partners CFY, Teaching Matters and AUSSIE ensured that FLW (family learning workshops):</p> <ul style="list-style-type: none"> a) Aimed to assist families with understanding the importance and ongoing value of broadband to ensure their child's academic and career success. b) Provided families with access to high-quality, vetted educational websites via their on-line curriculum, in addition to free subscriptions to educational on-line subscription software. c) Trained parents on how to assist students and support educational use of broadband in the home. d) Instructional Technology Coaching partners set up Google Doc environments that provided on-line mechanism through which teachers could communicate with students, and parents with teachers to obtain information about their child's assignments and school announcements. <p>To address issues of affordability, the City and its partners did the following:</p> <ul style="list-style-type: none"> a) Ensured the costs of computer ownership was low for families by providing free computers, free access to high-cost subscription software, and free 24x7 Help Desk support. b) Offered discounted broadband services through Time Warner Cable and Cablevision. In addition, the services had to 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. | |
| <p>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)</p> <p>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.</p> | |

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

The Connected Learning program has provided the City of New York with the opportunity to broadly promote broadband service access and adoption in some of its poorest communities. Over the years, BTOP partnership implementation activity efforts have led to a number of best practices and lessons that have helped to improve and address obstacles faced by program participants. Below is a list of best practices / lessons:

1) The City's partnership with CFY highlights key improvements made with broadband discount program service 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 on-line 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 have emphasized the importance of developing a school on-line 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 effectively 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 on-line 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 on-line and into the home.

3) The inclusion of program management oversight by DoITT has helped to streamline Connected Learning grant program administration (i.e. contracting, budgetary management, program implementation workflow activity processes, etc.) across the multiple partnership model utilized.