

QUARTERLY 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) 03-31-2012	6. Is this the last Report of the Award Period? <input type="radio"/> Yes <input checked="" type="radio"/> 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 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): 05-17-2012	

Project Indicators (This Quarter)

1. Please describe significant project accomplishments completed during this quarter (600 words or less).

New York City Connected Learning (NYC-CL) continued the second school year of activities in Quarter 1, 2012 and successfully met the 67% target spend rate at the end of February 2012. This allowed the program team to focus on the Year 3 program and operations plans. During the month of March, the NYC Connected Learning team marshaled qualitative program feedback from school leaders via school visits and quantitative data from the program partners.

The above qualitative and quantitative data was used as key inputs to materials for the NYC Connected Learning Symposium on April 3rd, 2012. The purpose of the Symposium was to hear from fellow NYC Connected Learning Principals about key accomplishments and successes; to discuss what has been working well and what could be improved with NYC Connected Learning in their respective schools; and to candidly discuss the work performed by the program partners for the past two years. The output from the Symposium will provide the program team with critical input to plan and structure the work for Year 3. Following our established process, this input and a proposed Year 3 plan will be shared with the Department of Commerce for input prior to being finalized and implemented.

Significant school service accomplishments this quarter include:

- CFY provided Family Learning Workshops to 3,962 students and their families (8,604 individuals total) from 24 schools and conducted all of the associated school outreach including student and teacher training. CFY also provided Teacher Learning Workshops to 203 teachers.
- Since the program inception, 4,251 days of Professional Development days via TMI and AUSSIE have been delivered to Connected Learning schools. Over the quarter:
 - o Teaching Matters' specific work focused on building on Google apps environments to allow students to work in the cloud and access work from home, building on student writing time using Teaching Matters Writing Matters online classroom and helping schools connect Common Core performance tasks to student independent work habits using digital tools.
 - o AUSSIE ITCs have been finalizing the establishment of a school website and have trained staff and students on the use of Google Apps to achieve whole grade-level communication and collaboration around core instruction. This has furthered the school's communication between staff and students and the initiative is supporting the school/home connection via home Broadband that the students have signed up for or the access they already had. ITCs also continued to model best practices in the planning and implementation of technology projects into the core curriculum, often with online learning extensions.
- CUNY worked with the DOE to establish a system between DOE and CUNY that would enable better communication and sharing of information when issues arise with an intern. CUNY also filled a vacant program associate position, which has improved program administration and CUNY's ability to quickly find replacement interns.
- MOUSE completed ALL kit drop offs to connected learning schools in January, an exciting milestone that we hit much earlier than the previous year. In February, MOUSE held a one day Team Training to provide knowledge in MOUSE squad helpdesk and leadership skills for students and coordinators. At the end of March MOUSE launched our Serious Games curriculum on Mousesquad.org, which is available to all Connected Learning schools.

2. Please provide the percent complete for the following key milestones in your project. Write "0" in the Percent Complete column and "N/A" in the Narrative column if your project does not include this activity. If you provided additional milestones in your baseline report, please insert them at the bottom of the table. Figures should be reported cumulatively from award inception to the end of the most recent reporting quarter. Please provide a narrative description if the percent complete is different from the target provided in your baseline plan (300 words or less).

	Milestone	Percent Complete	Narrative (describe reasons for any variance from baseline plan or any other relevant information)
2.a.	Overall Project	76	Expenditures exceed projection in Baseline Plan by 11%.
2.b.	Equipment / Supply Purchases	-	Progress reported in Question 4 below
2.c.	Awareness Campaigns	-	Progress reported in Question 4 below
2.d.	Outreach Activities	-	Progress reported in Question 4 below
2.e.	Training Programs	-	Progress reported in Question 4 below

	Milestone	Percent Complete	Narrative (describe reasons for any variance from baseline plan or any other relevant information)
2.f.	Other (please specify):	-	Progress reported in Question 4 below

3. Please describe any challenges or issues faced during this past quarter in achieving planned progress against the project milestones listed above. In particular, please identify any areas or issues where technical assistance from the BTOP program may be useful (600 words or less).

No challenges this quarter, we have exceeded project milestones listed above.

4a. In the chart below, please provide the requested information on your BTOP grant-funded SBA activities. Please also provide a short description of the activity (600 words or less). Figures should be reported cumulatively from award inception to the end of the most recent reporting quarter. Please ensure that the numbers of new household subscribers and business or community anchor institution (CAI) subscribers reflected in the "Total" row represent the unduplicated number of new subscribers that can be attributed to your SBA project as a whole.

Name of the SBA Activity	Location of SBA Activity	Description of Activity (600 words or less)	Size of Target Audience	Actual Number of Participants	New Subscribers: Households	New Subscribers: Businesses and/or CAIs
Family Learning Workshop Training	New York City, NY (all boroughs)	<p>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.</p> <p>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.</p> <p>Specific topics include:</p> <ul style="list-style-type: none"> • 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 curated at MyHomeLearning.com and instructions for accessing free subscriptions of additional software titles) • Enrolling in Discounted Broadband Programs (information and application to enable families to enroll in Time Warner Cable and Cablevision discount programs) 	43,431	35,717	6,976	0
School Outreach: Students	New York City, NY (All Boroughs) - Schools	<p>CFY conducts multipronged outreach in order to orient educators, students and families to the program.</p> <ul style="list-style-type: none"> • Kick-off meeting <p>CFY holds a Kick-off meeting with the school's designated project implementation team covering:</p> <ul style="list-style-type: none"> o Overview of project implementation plan o Overview of outreach plan o Schedule additional meetings & CFY outreach days <ul style="list-style-type: none"> • Outreach Tools <p>CFY program team prepares outreach documents and project management web tool for outreach collaboration with school implementation team, including:</p> <ul style="list-style-type: none"> o Invitation Packets (Bi-lingual, English & Spanish) o Reminder Notices (Bi-lingual, English & Spanish) o Web based project plan and timeline <ul style="list-style-type: none"> • Reaching Students and Families <ul style="list-style-type: none"> o In-class student training: CFY team meets with each 6th grade class at least twice prior to the Family Learning Workshop to train students about the program and encourage them to attend the Family Learning Workshops with their families. o Calling Families: CFY team trains a team of school staff to call each family to explain the opportunity and encourage attendance. In addition, CFY facilitates a volunteer staffed call-bank to provide additional support to the schools in calling families. o Targeted Outreach: CFY staff identifies students and families that have 	20,051	19,049	0	0

Name of the SBA Activity	Location of SBA Activity	Description of Activity (600 words or less)	Size of Target Audience	Actual Number of Participants	New Subscribers: Households	New Subscribers: Businesses and/or CAIs
		not responded or have not been reached in order to focus targeted outreach to these families. o Teacher Orientation: CFY staff leads a brief orientation with teachers to review the program and encourage teacher support in the outreach effort.				
School Outreach: Teachers	New York City, NY (All Boroughs) - Schools and Online	CFY staff conducts an Introductory Teacher Workshop for all 6th grade teachers at our partner schools. This is a 1.5 hour hands-on workshop where teachers get in-depth training on CFY's online and offline resources, with guidance on using technology to connect school to home and motivate broadband use by families.	703	709	0	0
School Outreach: School Staff	New York City, NY (All Boroughs) - Schools and Online	MOUSE provides curriculum, training and online tools to train squad coordinators on tech squad operations, facilitation and youth development tactics to further engage student cohorts in technology and media learning on- and off-line.	474	670	0	0
School Outreach: Students	New York City, NY (All Boroughs) - Schools and Online	MOUSE provides training in MOUSE Squad operations, tech support tactics, computer maintenance and repair, teambuilding, and related technical topics for students on- and off-line.	1,046	1,101	0	0
Total:			65,705	57,246	6,976	0

4b. Please describe your method for determining the number of households, businesses, and/or (CAIs) subscribing to broadband as a result of your SBA programs (600 words or less).

PLEASE NOTE: Per guidance from the Department of Commerce, the number of new household subscribers listed above in the first SBA activity represents the total number of new household subscribers garnered through all SBA activities together. Likewise, each subsequent SBA activity shows "0" new household subscribers *only to avoid counting the total number of new subscribers more than once.* Please additionally note, that, per guidance from the Department of Commerce, each activity listed in the SBA Activities chart above shows the unique number of individuals targeted and participating in that activity, such that an individual that is targeted by or participates in more than one SBA Activity is counted separately in each. This strategy means that the total amounts for these columns represent SBA Activity "touchpoints" rather than unique individuals.

Notes regarding the calculation used to determine "target audience" figures for the two CFY SBA Activities above:
FLWs Target Audience is determined by taking the number of Actual Participants divided by the percentage rate of families attended, based upon total 6th grade enrollment numbers as per central DOE data. (e.g. 6207 / 83% = 7478). In CFY's School Outreach figures, students represents the actual # of students that were provided outreach activities. This assumption is that 5% of students are absent on any given day and so this number is determined by taking 95% of 6th grade student enrollment across all the schools being served.

Our measurement methodology has not changed. It involves estimating both (A) "New Adoption" by families who had not adopted broadband upon program initiation and (B) "Net Adoption" by families who had broadband adoption upon program initiation and were retained on broadband as a result of the program.

CFY generates a unique CFY ID for every student served. This ID is used during the family registration process and is also permanently affixed to the Home Learning Center. The CFY ID is the critical data field to allow broadband research. At the Family Learning Workshop, CFY gathers basic information for every CFY ID, including technology adoption status and phone numbers. Every family is characterized into one of six groups based on their pre-workshop technology adoption status (groups 1-4 = not broadband adopters; group 5-6 = broadband adopters) which break down as follows:

- Group 1 -- no computer / no broadband
- Group 2 -- yes computer (but not educationally focused) / no broadband
- Group 3 -- yes educationally focused computer / no broadband
- Group 4 -- no computer / yes broadband
- Group 5 -- yes computer (but not educationally focused) / yes broadband
- Group 6 -- yes educationally focused computer / yes broadband

To estimate New Adoption, CFY conducts phone surveys (at least three months after the Family Learning Workshops) of families who were not broadband adopters at the time of the workshop, using staff and volunteers with different language skills to reach our multi-lingual families CFY aims for a sample size within each group that enables extrapolation by group with at least 90% confidence within at least 5% margin of error. The phone survey data is then extrapolated for each group in order to estimate the number of families who have become New Adopters.

To estimate Net Adoption, CFY conducts phone surveys (approximately one year after the Family Learning Workshops) of families who were broadband adopters at the time of the workshop. This data, compared to typical broadband retention rates of low-income families, is used to determine the number of families who have become Net Adopters. The same sample size methodology (described for New Adoption estimate) will be used for measuring Net Adoption. CFY is investigating how we will measure the baseline for "Net Adoption" and is contacting people in research organizations that have done broadband surveys in the past to learn if we can find a baseline level of churn for low-income populations against which we can compare the results for our families. In the case of both New and Net Adoption, the survey data reflects total adoption among the groups surveyed, including both market-rate and discount-rate adoption.

4c. Please provide a narrative explanation if the total number of new subscribers is different from the targets provided in your baseline plan (600 words or less).

Cumulatively, the City estimates that 6,976 families have adopted broadband, compared to the target of 6,206 families provided in our baseline plan. 1,410 families have secured discounted broadband through our partnership with Time Warner Cable and Cablevision.

4d. Please provide the number of households and the number of businesses and CAIs receiving discounted broadband service as result of BTOP funds.

Households: 1,410	Businesses and CAIs : 0
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Project Indicators (Next Quarter)

1. Please describe significant project accomplishments planned for completion during the next quarter (600 words or less).

CFY plans to provide Family Learning Workshops to 1,600 students and their families from 12 schools and conduct all of the associated school outreach including student and teacher training. CFY will collect feedback on the pilot Family Learning Workshop script (described above) in seven additional schools in the next quarter. CFY will continue to provide Teacher Learning Workshops to help empower teachers to extend learning beyond the classroom.

CFY will continue to implement 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, and (iii) phone outreach by CFY staff and volunteers to approved families.

AUSSIE will support administrators and teachers as they make use of CFY software and Web 2.0 resources to reinforce core subject areas skills and critical thinking skills. AUSSIE will ensure CL projects are in alignment with CCLS. AUSSIE is planning for this year's Innovation Celebration Website/Event will begin to showcase the work being done in our schools.

Teaching Matters is on target to complete their assignments in the final quarter. They expect to have a full set of end of year reports for the DOE team by June 20th. In addition, they will run three NYC student performance events where significant Connected Learning school participation is anticipated:

- Constitution Town Hall- June 4th
- Poetry Spoken Word Slam- June 6th
- Civil Rights Forum- June 12th

MOUSE will continue to conduct special outreach to Connected Learning schools to engage and support them and encourage attendance at Trainings and Events. They will be reaching out to schools that have completed special projects and other MOUSE events to involve them in our Emoticon Annual Youth Technology and Digital Media Showcase.

CUNY will work to replace four interns that resigned in this quarter. CUNY will find interns for four schools that are awaiting a replacement intern and will administer an end of year survey to interns and principals. CUNY will convene a small group of high-performing interns to try to learn from and document best practices.

The DOE will continue planning for the third year of the program for our schools, which would begin on July 1, 2012. As mentioned, following our established process, a proposed Year 3 plan will be shared with the Department of Commerce for input prior to being finalized and implemented.

2. Please provide the percent complete anticipated for the following key milestones in your project as of the end of the next quarter. Write "0" in the second column if your project does not include this activity. If you provided additional milestones in your baseline report, please insert them at the bottom of the table. Figures should be reported cumulatively from award inception to the end of the next reporting quarter. Please provide a narrative description if the planned percent complete is different from the target provided in your baseline plan (300 words or less).

	Milestone	Percent Complete	Narrative (describe reasons for any variance from baseline plan or any other relevant information)

DATE: 05/17/2012

2.a.	Overall Project	83	Projected expenditure exceeds projection made in Baseline Plan by 7%.
2.b.	Equipment Purchases	-	Milestone Data Not Required
2.c.	Awareness Campaigns	-	Milestone Data Not Required
2.d.	Outreach Activities	-	Milestone Data Not Required
2.e.	Training Programs	-	Milestone Data Not Required
2.f.	Other (please specify):	-	Milestone Data Not Required

3. Please describe any challenges or issues anticipated during the next quarter that may impact planned progress against the project milestones listed above. In particular, please identify any areas or issues where technical assistance from the BTOP program may be useful (600 words or less).

No challenges or issues anticipated at this time.

