

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
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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) 09-30-2011	6. Is this the last Report of the Award Period? <input type="radio"/> Yes <input checked="" type="radio"/> No
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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): 11-28-2011
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Project Indicators (This Quarter)

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

During July and August, the New York City Department of Education (NYC DOE) convened its partners for a series of planning meetings to reflect on the successes and challenges of New York City Connected Learning (NYC-CL) Year I. Time was spent examining each partner's services and doing a close review of the progress and needs of each of the 72 participating schools. The NYC DOE spent time with partners discussing varied programmatic approaches and each vendor revamped their work plans, incorporating changes to further improve service delivery. All partners hired and trained new staff and updated programmatic processes and materials.

Year I was extended during these summer months with 28 schools receiving CUNY intern support, teacher professional development and our continued outreach to encourage broadband adoption.

In early September, New York City schools opened and NYC-CL Year II officially launched. There was some shifting of schools with some unable to make the required match contribution. As a result, 3 of the original 72 schools dropped and the NYC DOE subsequently added 2 new schools. By end of September, the DOE had successfully collected 95% of the schools' match.

Significant school service accomplishments this quarter include:

CFY delivered Family Learning Workshops (FLWs) at 2 schools, providing training and Home Learning Centers (HLCs) to 139 families or 331 students and family members. At these FLWs, 26 volunteers provided 102 hours of support.

Instructional Technology Coaches (ITCs) from Teaching Matters and AUSSIE spent the summer months finalizing school professional development plans and sharing best practices across their coaches (consultants). Best practices included an expanded set of templates using Google Apps for home-school connection activities, projects that are aligned to the CCSS (Common Core State Standards) and ISTE (International Standards for Technology in Education), and digital citizenship and Internet safety. Collectively the vendors provided 2,037 hours of training to teachers and expanded services for parents providing training to 41 parents.

City University of New York (CUNY) interns provided summer technical support to 28 of the participating schools and hired 16 interns to replace those that could not return for a second year of service. (In 6 cases, interns took full-time jobs with their school or with the DOE.) This quarter, CUNY Interns provided 5,852 hours of technical support to our schools.

MOUSE continued supporting squad coordinators holding 7 training webinars to support the establishment and ongoing execution of MOUSE squads at our NYC-CL schools.

The NYC DOE additionally re-forecasted its' projected spend through February 2012, as requested by the NTIA and hired its third Program Manager. The DOE was also able to work with our legal department so that CFY can be paid for the purchase of their computers upon their purchase and prior to delivering them to the families. CFY will continue to collect and have available the proof of delivery to families, as evidenced by signed family contracts, and family warranties will continue to begin on delivery, but this key change enables the DOE to approve the reimbursement of funds to them upon the initial purchase, which will ultimately contribute to our spend rate.

Finally, the City has continued discussions on sustainability with its partners, and with Commerce. It has also broadly continued to implement and improve its administrative structures and processes.

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	29	Progress lags approximately 7% behind projected expenditures for quarter. Please see description of administrative challenges that have delayed some payments, below.
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

	Milestone	Percent Complete	Narrative (describe reasons for any variance from baseline plan or any other relevant information)
2.e.	Training Programs	-	Progress reported in Question 4 below
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).

As a result of the change in fiscal years - from New York City's FY11 (7/1/10-6/30/11) and to our FY12 (7/1/11-6/30/12) - and the transfer of funds between DOE divisions, there was a delay in vendor payments to CFY and AUSSIE. MOUSE's FY 11 payments have been delayed due to their late budget modification request process and the above funds transfer issue. CUNY's funds were also tied up in inter-agency funds transfer issues. All these issues have since been resolved and the DOE is moving forward with payments to all CL partners.

CUNY had 6 interns unexpectedly resign within the first 2 weeks of school and are actively recruiting to replace these before end of October 2011.

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	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) 	23,375	19,401	3,781	0
School Outreach: Students	New York City, NY (All Boroughs)	<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 	10,739	10,202	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
		about the program and encourage them to attend the Family Learning Workshops with their families. o Targeted Outreach: CFY staff identifies students and families that have 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: Students	New York City, NY (All Boroughs)	MOUSE engages students both online and in-person, providing training in squad operations, tech support, youth leadership and teambuilding.	360	219	0	0
School Outreach: Students	New York City, NY (All Boroughs)	Teaching Matters & AUSSIE provide coaching in the classroom to help teachers integrate online tools and websites into the curriculum, providing direct training and outreach to students through this process.	12,262	12,262	0	0
School Outreach: Teachers	New York City, NY (All Boroughs)	Teaching Matters & AUSSIE provide training to help teachers utilize on-line educational tools to extend learning into the home.	1,339	1,339	0	0
School Outreach: Teachers	New York City, NY (All Boroughs)	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.	500	267	0	0
School Outreach: School Staff	New York City, NY (All Boroughs)	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.	360	119	0	0
School Outreach: Students	New York City, NY (All Boroughs)	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.	500	249	0	0
School Outreach: Parents	New York City, NY (All Boroughs)	Teaching Matters & AUSSIE work with school parent coordinators, attending parent meetings and providing workshops to inform parents about the program, the discount, the value of online tools and awareness of online safety.	72	72	0	0
School Outreach: Principals	New York City, NY (All Boroughs)	Teaching Matters & AUSSIE work with principals to devise an instructional strategy as well as a strategy specific to broadband adoption for their school communities.	72	72	0	0
Total:			49,579	44,202	3,781	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.

Best practice suggestion: CFY had originally considered conducting the family broadband assessment calls by using a 3rd party service. However, they decided instead to conduct these calls by using a small staff of part-time callers managed directly from the CFY NYC office. The approach has enabled CFY 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.

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).

The total number of new subscribers garnered to date is only 3% behind the projection made in our Baseline Report. Reasons for the difference between actual and target subscribers are as follows:

- (A) the number of total families served in Year 1 was lower than originally planned (8,774 rather than 9,280);
- (B) pre-workshop adoption rates were higher than originally estimated (47% vs. 45%); and
- (C) net adoption numbers are not yet included because net adoption surveys will be initiated in quarter 4, 2011.

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

Households: 696	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).

Next quarter, NYC-CL plans to serve more than 3,600 families through the FLWs and continue doing outreach to encourage home broadband adoption. This will include beginning outreach to current 8th grade families, given the recent sign-off from the cable providers to expand the discount offering to the rest of the middle school families. (Given that the home computer program targets 6th graders, this year's 8th graders did not have an opportunity to receive HLCs.)

Our professional development vendors will emphasize training and coaching of 7th grade teachers, whose students received HLCs through the program in Year I. The teacher training includes student projects using Web 2.0 tools, exploring CFY's powermylearning.com website, and the use of other leading online educational sites (e.g. khanacademy.org). Teaching Matters and AUSSIE will also expand their outreach and training to parent groups and coordinators to further encourage the home-school connection and online learning and explore scale-able ideas for home engagement through digital learning. MOUSE will continue with their scheduled calendar of webinar training events and outreach to ensure that our schools have the on-site assistance they need to keep squad coordinators engaged and supported.

The DOE will focus on supporting partners to execute the programmatic and operational adjustments we've made to ensure we can reach the 67% spend rate by end of February 2012.

- The programmatic changes include the professional development vendors delivering more days of teacher training, expanded parent

engagement efforts and training events and increasing the hours of service that CUNY Interns provide each week.

- On operations, the DOE will continue processing FY11 invoices and pay out partners for FY11 work in total by November 30, 2011. The DOE has also instituted a monthly date by which partners needs to submit their previous month's invoice and are working to have all invoices reviewed, approved and paid within 30 days of receipt.

Additionally, the partners and the DOE continue with hiring efforts to fill open positions. The DOE anticipates making 2 additional hires in this quarter.

Finally, the City and its partners will continue to implement program administrative processes, including financial and performance tracking and reporting procedures, budget and programmatic, revisions, and sub recipient and vendor monitoring. DoITT will bring one new Intern on to assist with program administration.

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)
2.a.	Overall Project	45	Percentage exceeds projection made in Baseline Report by 1%. As described above, the City has taken steps to significantly hasten expenditure rate in the last quarter.
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).

Variations in CUNY Intern, and DoITT administrative work rates may impact projected expenditures slightly.

Sustainable Broadband Adoption Budget Execution Details

Activity Based Expenditures (Sustainable Broadband Adoption)

1. Please provide details below on your total budget, cumulative actual expenditures (for the period ending the current quarter), and cumulative anticipated expenditures (for the period ending next quarter) for each line item, including detailed disbursements of both matching funds and federal funds from project inception through end of this quarter (actual) or next quarter (anticipated). Actual and anticipated figures should be reported cumulatively from award inception to the end of the applicable reporting quarter.

Budget for Entire Project				Actuals from Project Inception through End of Current Reporting Period			Anticipated Actuals from Project Inception through End of Next Reporting Period		
Cost Classification	Total Cost (plan)	Matching Funds (plan)	Federal Funds (plan)	Total Cost	Matching Funds	Federal Funds	Total Costs	Matching Funds	Federal Funds
a. Personnel	\$161,412	\$161,412	\$0	\$103,073	\$103,073	\$0	\$106,790	\$106,790	\$0
b. Fringe Benefits	\$82,320	\$82,320	\$0	\$34,405	\$34,405	\$0	\$36,115	\$36,115	\$0
c. Travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
d. Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
e. Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
f. Contractual	\$285,120	\$0	\$285,120	\$195,737	\$0	\$195,737	\$287,411	\$0	\$287,411
g. Construction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
h. Other	\$27,498,339	\$5,620,634	\$21,877,705	\$7,824,745	\$2,220,552	\$5,604,193	\$12,170,409	\$2,499,494	\$9,670,915
i. Total Direct Charges (sum of a through h)	\$28,027,191	\$5,864,366	\$22,162,825	\$8,157,960	\$2,358,030	\$5,799,930	\$12,600,725	\$2,642,399	\$9,958,326
j. Indirect Charges	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
k. TOTALS (sum of i and j)	\$28,027,191	\$5,864,366	\$22,162,825	\$8,157,960	\$2,358,030	\$5,799,930	\$12,600,725	\$2,642,399	\$9,958,326

2. Program Income: Please provide the program income you listed in your application budget and actuals to date through the end of the reporting period.

a. Application Budget Program Income: \$0	b. Program Income to Date: \$0
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