

**ANNUAL PERFORMANCE PROGRESS REPORT FOR SUSTAINABLE BROADBAND ADOPTION**

**General Information**

<b>1. Federal Agency and Organizational Element to Which Report is Submitted</b> Department of Commerce, National Telecommunications and Information Administration	<b>2. Award Identification Number</b> 11-43-B10536	<b>3. DUNS Number</b> 022555952
<b>4. Recipient Organization</b> District Of Columbia Government 441 4th Street NW, Suite 707 N, Washington, DC 20001-2714		
<b>5. Current Reporting Period End Date (MM/DD/YYYY)</b> 12-31-2011	<b>6. Is this the last Annual Report of the Award Period?</b> <p style="text-align: center;"> <input type="radio"/> Yes    <input checked="" type="radio"/> No                 </p>	
<b>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.</b>		
<b>7a. Typed or Printed Name and Title of Certifying Official</b>  Joseph Carella  BTOP Program Consultant	<b>7c. Telephone (area code, number and extension)</b> 2027153743	
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<b>7b. Signature of Certifying Official</b> Submitted Electronically	<b>7e. Date Report Submitted (MM/DD/YYYY):</b> 02-09-2012	

**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).**

For Office of the Chief Technology Officer's (OCTO's) Sustainable Broadband Adoption (SBA) grant, "DC Broadband Education, Training and Adoption" (DC-BETA), there are no specific broadband technologies advocated. The programs offered by the two primary sub-recipients, Community College of the District of Columbia (UDC-CC) and District of Columbia Public Library (DCPL) are offering skills development programs for internet use; for seeking and obtaining jobs; and for use of computer tools, such as Microsoft Office. There are no specific broadband technologies advocated. (At UDC-CC, there are specific technology training courses, but those are for specific job training, and not related to broadband technologies.)

For DCPL, students who successfully complete certain training courses received free IBM-compatible desktops, free Cricket modems and one-year subscriptions to Cricket wireless.

The CCDC program is focused on two main objectives. First, providing internet training and skills development to Career and Technical Education (CTE) students at the Community College. Second, on encouraging adoption through the use of the Internet Essentials (IE) program offered by Comcast, which gives participants high speed Internet in the home for \$9.95 per month for as long as the participant has a school aged free lunch recipient child in the home. The IE program also includes a \$150 voucher toward a Comcast-provided netbook. Once the pilot phase is completed, the program will be broadened to include DC residents who do not have children, expected during the April-June 2012 quarter.

**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
Various	Refurbished desktop computers	75	568	District of Columbia Public Library (DCPL) uses a training provider, Byte Back, to deliver program content. Byte Back gives vouchers to students who pass each course. Students redeem the voucher at First Time Computers, receiving a refurbished desktop system of their choice, selected from available inventory.
Cricket	Modems	349	534	Byte Back, District of Columbia Public Library's (DCPL's) training provider, supplies a list of low-income students who pass each course to DCPL. DCPL project manager forwards the list to Cricket, which in turn returns a modem for each student back to DCPL project manager. DCPL project manager sends the modems to the appropriate neighborhood library branch, where library staff distribute the modems to students. (Cost includes one year of Internet service.)
HP	Laptop	420	57	At Community College of the District of Columbia, the first 57 laptops were distributed in August 2011 to Temporary Assistance to Need Families (TANF) participants who completed all Career and Technical Education training.
<b>Totals</b>		844	1,159	

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).**

In 2011, District of Columbia Public Library (DCPL) distributed 568 refurbished computers and 534 modems. Equipment was distributed to graduates of classes offered; any student receiving a modem must be qualified as low-income. In addition, DCPL distributed equipment to 108 Spanish-speaking residents in 2011.

Community College of the District of Columbia (UDC-CC) distributed 57 new HP laptops to recipients of Temporary Assistance to Needy Families (TANF) who completed all Career and Technical Education (CTE) training.

**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	0	0	0
Office Skills	330	177	8,496
ESL	0	0	0
GED	0	0	0
College Preparatory Training	5,545	1,922	86,490
Basic Internet and Computer Use	765	609	14,616
Certified Training Programs	4,389	2,185	98,325
Other (please specify): N/A	0	0	0
<b>Total</b>	<b>11,029</b>	<b>4,893</b>	<b>207,927</b>

**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).**

At District of Columbia Public Library (DCPL), we have trained 609 people on the basics of PC use. Many of these students had very limited exposure to computers, and they come from the poorest sections of DC. Students have become familiar with the equipment, and learned how to use the mouse and keyboard and other basic computer literacy skills.

DCPL has trained 105 students in Microsoft Office, and an additional 72 teens in Microsoft Office. Students who train in Microsoft Office have the skills to secure better jobs and the ability to perform office jobs more effectively.

Community College of the District of Columbia (UDC-CC) has trained over 4000 students since grant inception to provide Career and Technical Education (CTE) training that has led, and will continue to lead, to jobs. Jobs provide the financial resources to ensure adoption is sustained. As a result, UDC-CC has helped 489 economically-disadvantaged students, all of which are DC residents, to adopt broadband without subsidy. Once the Comcast Internet Essentials program is past the launch phase and fully operational, grant funds can be leveraged to provide greater numbers of individuals with broadband subsidies, further increasing adoption and usage.

Between the training activities at both DCPL and UDC-CC, the jobs found as a result of more skilled individuals, and the hundreds of new adopters of broadband, the District of Columbia is seeing real and tangible benefits from the Sustainable Broadband Adoption grant.

As DCPL and UDC-CC continue their programs through 2012, and the Comcast Internet Essentials program is launched in full force, the District will continue to see improvements in broadband adoption and increases in internet skills in the general population.

**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).
40	<p>Office of the Chief Technology Officer (OCTO) continues to report 40% as the overall adoption metric, as the most recent data available is from 2010. This adoption data was included in the original Sustainable Broadband Adoption (SBA) grant application.</p> <p>Under OCTO's leadership, the two sub-recipients, Community College of the District of Columbia (UDC-CC) and District of Columbia Public Library (DCPL) are preparing to measure the effects of the training programs on adoption since the SBA programs began.</p> <p>As part of its training programs, Community College of the District of Columbia (UDC-CC) has implemented a survey developed as part of the Pew Research Center's Internet and American Life project. The survey is given to all trainees before training begins, and then again at three- and six-month periods after training is complete. This data assesses the internet skills of the individuals, and therefore an estimate of the effectiveness of training can be developed. In addition, once subsidies for internet adoption, as part of the Comcast Internet Essentials program, UDC-CC will track sustained adoption and</p>

<p><b>5a. Adoption Level (%):</b></p>	<p><b>Narrative description of level, methodology, and change from the level at project inception (600 words or less).</b></p>
	<p>usage. Finally, during the first half of 2012, UDC-CC will be performing a systemic analysis on the collected data from the Pew Surveys, to develop an overall assessment of the effectiveness of training, which may be helpful as a predictor of adoption, based on the training programs.</p> <p>District of Columbia Public Library (DCPL) has also been recording the results of the training programs, and an analysis of the collected data will be performed during the first half to assess the effectiveness of training on adoption.</p>
<p><b>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)?</b></p>	
<p>Office of the Chief Technology Officer (OCTO) believes there are three primary barriers to broadband adoption, as part of this Sustainable Broadband Adoption (SBA) grant.</p> <p>District of Columbia Public Library (DCPL) reports two main barriers: awareness of the technology, and training, to take advantage of the technology. DCPL is working to increase awareness of its training programs, to educate possible recipients of training and increase enrollments. Once enrolled, DCPL's training programs are focused on helping individuals gain the skills needed to use broadband Internet.</p> <p>Community College of the District of Columbia (UDC-CC) feels its greatest barrier to adoption is the inability to rapidly deploy the Comcast Internet Essentials program. Until two new capabilities are implemented and deployed, for bulk billing and for expedited sign up, the number of adopters is very limited. These capabilities were deployed on December 21, 2011. With the ability to now deploy discounted broadband to families with children in the free lunch program, and the intention to leverage grant funds to subsidize broadband costs, the question of broadband affordability will be significantly reduced, and adoption will increase.</p>	
<p><b>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)</b></p>	
<p>Community College of the District of Columbia (UDC-CC) has entered into only one SDB contract with an 8(a) provider, 4 Techmedia.</p> <p>No other 8(a) arrangements have been made.</p>	
<p><b>8. Please describe any best practices / lessons learned that can be shared with other similar BTOP projects (900 words or less).</b></p>	
<p>Community College of the District of Columbia (UDC-CC) believes that the use of Career and Technical Education (CTE) training to enhance employability, combined with agreements with service providers like Comcast for their Internet Essentials to make internet services more affordable, are the two critical components necessary to achieve large scale adoption in economically disadvantaged communities.</p> <p>Office of the Chief Technology Officer (OCTO) believes that pre-training class surveys, which permit groupings of individuals with similar skills, to more effectively provide training, is another good lesson. Groupings of individuals with similar levels of skills, or possibly with some demographic traits in common, makes for more effective training courses. Among these traits might be age, where research demonstrates that younger individuals may be more receptive to training, and may require less time in classes, than individuals of a certain age.</p>	