

ANNUAL 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 12-43-B10501	3. DUNS Number 105964068
4. Recipient Organization School Board of Miami-Dade County 1450 N.E. 2 Avenue, #931, Miami, FL 33132		
5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2011	6. Is this the last Annual Report of the Award Period? <p style="text-align: center;"> <input type="radio"/> Yes <input checked="" 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 Iraida R Mendez-Cartaya Assistant Superintendent	7c. Telephone (area code, number and extension) (305) 995-1497	
	7d. Email Address imendez@dadeschools.net	
7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 02-24-2012	

PROJECT INDICATORS				
<p>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).</p> <p>This SBA project fosters Broadband DSL service. Eligible students and their families will receive 12 months of free DSL service from AT&T. The technology utilized by the project is: DSL 1.544 MBps x 256 KBps Fast Access Ultra</p> <p>This SBA project also fosters mobile broadband. Households in which AT&T determines cannot be connected via hard line (modem) connections, are connected via wireless Air Cards.</p>				
<p>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).</p>				
Manufacturer	Item	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed
Various (refurbished)	refurbished desktop computer	212	509	The hardware (computers) were deployed at training/distribution events at training/distribution events held at the student's school location - 39 events in Year 1 and 12 in Year 2. Once parents received their Introduction to Technology training course and paid \$25 directly to the vendor they were able to receive the computers.
Various (refurbished)	refurbished netbook computer	225	2,577	The hardware (computers) were deployed at training/distribution events at training/distribution events held at the student's school location 51 distribution events in 2011 - 39 events in Year 1 and 12 in Year 2. Once parents received their Introduction to Technology training course and paid \$25 directly to the vendor they were able to receive the computers.
Totals		437	3,086	
		<input type="button" value="Add Equipment"/>		<input type="button" value="Remove Equipment"/>
<p>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).</p> <p>In 2011, the program distributed 3,086 computers (2,085 computers in Year1 and 1,001 computers in Year 2) to eligible students and their families. These families are some of the highest-need population as they qualify for Free/Reduced Lunch (government-assisted school lunch program) and currently do not have Internet subscription at home. These families received refurbished desktops or netbooks that met hardware requirements to get students and their parents on the Internet and access the M-DPCS Parent Portal and the Student Portal, which provides them with parent resources and tutoring tools for students. This program provides one computer and one DSL Internet connection per household.</p>				
<p>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.</p>				
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	
ESL	0	0	0	
GED	0	0	0	
College Preparatory Training	0	0	0	
Basic Internet and Computer Use	3,575	3,086	3,086	
Certified Training Programs	0	0	0	
Other (please specify): N/A	0	0	0	

Types of Access or Training	Number of People Targeted	Number of People Participating	Total Training Hours Offered
Total	3,575	3,086	3,086

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 program has experienced economic and social successes thus far. The nationwide Recession has struck Miami particularly hard. More than 83% of the District student's are on Free/Reduced Lunch - this is the highest percentage since the District has been keeping records. The schools targeted in this program are all above the District average and several are close to 100%. This indicates that the economic crisis has hit Miami-Dade County families particularly hard. By providing 12 months of free Internet service this program has alleviated economic hardship for households by removing the burden of paying for yet another bill.

District-wide parental engagement continues to be a challenge. However, the program has achieved 83% attendance at the training/distribution events. The targeted population attend some the school system's lowest performing schools with high levels of poverty and many students who struggle academically.

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).
77	<p>Exact statics are unavailable as all ISP companies consider this information proprietary. Therefore, we used program information to estimate adoption levels throughout communities. We considered the number of households that were eligible to receive 12 months of free Internet service and compared that to the he number of connections provided by AT&T and included the number of households that already had Internet service prior to the program.</p> <p>However, many more households refused service and/or did not allow AT&T onsite to provide connections. This was surprising and the exact reason(s) remains unknown. We assume this could have something to do with a "too good to be true" mentality or possibly not wanting their name and/or address associated with any sort of government institution (like a school) possibly due to immigration status.</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)?

- 1.) The vendor initially selected in 2010 was unable to provide broadband service to households and the District chose to select the second eligible vendor that responded to the bid. In early 2010 it took a few months to get the newly selected vendor integrated into the program. The new ISP vendor is a large company and has extensive legal and other review lead times that add to the time it takes to connect families to broadband service. However, now that several months have passed, the new vendor is fully engaged in the program and connecting households in a timely manner.
- 2) Surprisingly we discovered that a higher number than expected Free/Lunch Reduced families already had Internet. Therefore, it was hard for us to provide as many broadband connections as initially anticipated. Although the majority of households do not already have broadband service at home and are receiving free subsidized service through this grant, the remaining households are considered "users" rather than "subscribers".

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)

Not applicable.

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

We have found that a single tool can transform students' learning. These computers provide a consistent learning environment for students as they use computers to learn in school during the day, and with the support of this program, they can now use computers to continue their learning at home as well. We have found that despite language and cultural barriers, students are teaching their parents and other family members how to use the computer. This program has allowed parents to have access to the M-DCPS Portal where parents can have access to students grades, attendance, and email access to teachers and administrators.

Challenges to target households do not end with technology. Many are interested in learning more about other services that the District provides such as tutoring, counseling services, and after school care. By partnering with organizations such as The Parent Academy parents have access to one stop shopping that can provide solutions to many of these challenges.

A lesson that we are continually learning is that availability of computers/hardware has been key. Due to the lack of availability in this economy combined with the ever evolving technology industry (particularly the increased popularity of the tablet/iPad market) our vendors have seen that netbook manufacturing is declining. Flexibility is key as technology is ever changing. The program has evolved from distributing refurbished desktops to distributing refurbished netbooks to likely distributing new netbooks in 2012. By adapting to the changes in available technology out in the market, we have been able to continue the program and provide more recent technology to our students.