

**Broadband Technology Opportunities Program  
Public Computer Centers Program – Sustainable Adoption Program**

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| <b>Submitted Date:</b> 8/19/2009 3:31:57 AM  |  | <b>Easygrants ID:</b> 858  |
| <b>Funding Opportunity:</b> Public Computer Centers and Sustainable Broadband Adoption |  | <b>Applicant Organization:</b> School Board of Miami-Dade County |
| <b>Task:</b> Submit Application - Non-Infrastructure Programs                          |  | <b>Applicant Name:</b> Ms. Iraida R. Mendez-Cartaya              |

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## A. General Application Information

| 1. Applicant Information                               |                                   |
|--|-----------------------------------|
| 1-A. Name, Address, and Federal ID for Applicant       |                                   |
| i. Legal Name:   | School Board of Miami-Dade County |
| ii. Employer/Taxpayer Identification Number (EIN/TIN): | 596000572                         |
| Street 1:  | 1450 N.E. 2 Avenue                |
| Street 2:  | #931                              |
| City:  | Miami                             |
| County:  | Miami-Dade                        |
| State:   | FL                                |
| Country  | United States                     |
| Zip/Postal Code:                                       | 33132                             |

| 1-B. Name and Contact Information of Person to be Contacted on Matters Involving this Application: |                          |
|--|--------------------------|
| Prefix:  | Ms.                      |
| First Name:  | Iraida                   |
| Middle Name:   | R.                       |
| Last Name:   | Mendez-Cartaya           |
| Suffix:  |                          |
| Telephone Number:  | 305-995-1497             |
| Fax Number:  |                          |
| Email:   | imendez@dadeschools.net  |
| Title:   | Assistant Superintendent |

| 1-C. Other Required Identification Numbers |
|--|
|--|

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|   |   |
|---|---|
| <b>i. Organizational DUNS:</b>                            | 10-596-4068   |
| <b>ii. CCR # (CAGE):</b>                                  | #3QBU#3   |
| <b>iii. Funding Opportunity Number:</b>                   | 2   |
| <b>iv. Catalog of Federal Domestic Assistance Number:</b> | <b>BTOP CFDA Number:</b> 11.557<br><b>BTOP CFDA Title:</b> Broadband Technology Opportunities Program |

**1-D. Organization Classification**

Local, State, or Other Government Entity

**1-E. Applicant Federal Debt Delinquency Explanation**

Is the Applicant Delinquent On Any Federal Debt?  
No

**Federal debt delinquency Explanation:**  
Not applicable

**1-F. Congressional Districts of:**

**Applicant:** Florida - 17

**Program/Project**

Florida - 18

Florida - 21

Florida - 25

Florida - 17

**2. Project Title and Project Description**

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**2-A. Project Title :** Miami-Dade County Public Schools -Get Connected -Go Global-Sustainable Broadband Adoption Program

**2-B. Project Description:** M-DCPS "Get Connected – Go Global" Sustainable Broadband Adoption brings educational equity to vulnerable students/families. By providing technology tools and access to the internet, we empower these families to improve their quality of life as they bridge the digital divide. Marketing efforts will create awareness about educational benefits to "being connected" and the value of staying connected.

**3. Project Type**

Classify the particular project type for which you are seeking federal funding.

**Project Type:** Sustainable Broadband Adoption

**Project ID:** 2

**4. Application ID for Multiple Submissions for Identified Service Areas**

Not applicable

**5. Estimated Funding (\$):**

| Estimated Funding (\$): |           |
|-------------------------|-----------|
| Federal                 | 3,473,506 |
| Applicant               |           |
| State                   |           |
| Local                   |           |
| Other                   | 745,250   |
| Program Income          |           |
| Total                   | 4,218,756 |

**B. Eligibility Factors**



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**6. Eligibility Factors.**

|  |
|--|
| The application must be completed fully, and all required supplemental documentation must be attached.   |
| Applicants must commit to substantially completing their Project (as defined in the NOFA) within two years of the award date, and completing the Project within three years of the award date. |
| Applicants must credibly demonstrate that their Project advances at least one of the five statutory purposes for BTOP.   |
| Applicants must demonstrate that but for Federal funding they would not have been able to complete their project during the grant period.  |
| The budget for the project must be reasonable and all costs must be eligible.  |

**6-d.** Applicant is providing matching funds of at least 20 percent towards to the total eligible project costs or is requesting a waiver of the matching requirements.

Yes

**Matching Fund Waiver Request Explanation**  
not applicable

**C. Executive Summary**

**7. Executive Summary of Overall Proposal:**

In Miami Dade County, two out of every three children ages five to seventeen are living in poverty. Research shows that students living in persistent poverty are more likely to demonstrate low academic performance and suffer from conditions that impede their learning,

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including lack of access to the educational resources provided by computers and access to broadband internet services. If we are to improve academic performance and reduce poverty in this community, we must increase our efforts to conquer the digital divide; particularly among our most vulnerable student/families. We must increase awareness of broadband technology and its' benefits. We need to demonstrate affordable options and educate on how to incorporate and sustain the use of broadband technology.

Miami-Dade County has a population of 2,464,292 people spread across 2,000+ sq. miles. Miami-Dade County Public Schools (M-DCPS) our nation's fourth largest school district, serves over 336,000 students and 36,000 employees in 400 facilities throughout the county. Our student population is one of the poorest nationally, with one out of three living at/below poverty level. The South Florida Workforce reported the June 2009 unemployment rate for the county at 11.3%, with 145,039 residents out of work. The current economic downturn has resulted in the loss of over 28,000 jobs, mostly "blue-collar" low-income wage jobs, affecting the most vulnerable populations. The only industries to gain (+900) jobs were the education and health fields; both requiring advanced education plus Information and Communications Technology (ICT) skills, to include computer usage and broadband connectivity; skills which continue to elude our most vulnerable students due economic need.

M-DCPS wants to address the need for Sustainable Broadband Adoption through our project: "Get Connected – Go Global". Through this project, we aim to close the gap within the "knowledge divide" – as the lack of technology creates a lack of useful information and knowledge. It's not so much about access to, but rather the benefits derived from access. This project will advance BTOP statutory purpose No. 3 - Provide broadband education, awareness, training, access, equipment and support to the vulnerable populations; particularly our disadvantaged students and families, thus improving their quality of life.

With these funds we will provide: broadband awareness to over 336,000 students and their families countywide; provide 6,000 students/families with computers; provide 10,000 families with "free"/"reduced" price broadband internet service along with technology skills training for the targeted sub-group of 30,000 Free/Reduced Lunch students/families from the 35 Intervene/ Correct II district schools in need of improvement.

The development of M-DCPS student/parent/ teacher and community portals is one of the most innovative, useful and productive educational tools available. Students/Parents and Teachers can access 24/7. This project will also connect families to the innovative Beyond the Bell Virtual Learning initiative. These "on-line" learning paths are designed to help with a student's unique needs, while providing skills practice and enrichment for students 3-11. By giving these families after-hours access to the applications, the district maximizes its

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investments and increases opportunities for at-risk student improvement. The project also demonstrates innovation by maximizing current resources and relationships to get families connected immediately.

M-DCPS is focusing on providing direct services for the 30,000+ students from among the 35 low performing schools, located throughout heavily populated Overtown and Liberty City within City of Miami; mid-northern quadrant of the county; and through the southeastern end of Unincorporated Dade to include City of Homestead. Both quadrants register 20% to 30% broadband connectivity usage with a few blocks showing a 30%-40% usage. Both Quadrants register a majority of below poverty level, minority households – with 66% Black, 28% Hispanics and 2% Other average demographic breakdown, with median household incomes of \$11,500 to \$20,000 for the Mid-town, City of Miami northern quadrant. The southeastern quadrant registers a demographic breakdown of 56% Black, 32% Hispanic and 5% Other with the City of Homestead registering 22% Black, 52% Hispanic and 4% Other. Median Household Income varies from \$17,000 to \$30,000 in the southeast. The entire school district population of 336,000 students and the whole Miami-Dade county population of 2,464,292 people will receive Broadband Awareness through our countywide marketing campaign.

M-DCPS ITS department; who will supervise this project, provides information systems and network infrastructure for over 400 facilities and schools, 120,000-networked devices, 45,000 employees, and over 350,000 students. The Department has over 300 employees and an annual \$40 million technology budget. The fact that school district built and operated one of the most comprehensive microwave systems in the country for 20 years is documentation and proof of the technical viability and ability to manage a complex technological project that can accommodate the needs of our “Get Connected – Go Global” campaign. Currently, M-DCPS manages, monitors and reports on over 254 federal, state, local and foundation Programs.

Employment Opportunities to be Created- Full-Time Program Coordinator, 35 School Liaisons (supplemental income), Parent Academy Trainers – hourly personnel, Information Technology Trainers – hourly personnel  
M-DCPS is requesting \$ 3,473,506 for the three year program. See Budget and Budget Narrative

## **D. Project Purpose**

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**Project Purpose: Recovery Act & BTOP Objectives**

**8. Project Purpose**

In Miami Dade County, two out of every three children ages five to seventeen are living in poverty. Research shows that students living in persistent poverty are more likely to demonstrate low academic performance and to suffer from the many conditions that impede their learning, including lack of access to the educational resources provided by computers and access to broadband internet services. If we are to improve academic performance and reduce poverty throughout Miami-Dade County, we must effectively increase our efforts to conquer the digital divide; particularly among our most vulnerable student/families. We must increase awareness of broadband technology and its' benefits. We need to demonstrate affordable options and to educate on how to best incorporate and sustain the use of broadband technology. Only then will they be empowered to break the generational chains of poverty.

Currently, 2,464,292 people call Miami-Dade County home and the population is expected to grow to 2,512,300 by 2010, mostly due to foreign immigration. Hispanics are the dominant ethnic group representing 62.1% of the County's population, with Non-Hispanic Blacks accounting for 18.4 % and Non-Hispanic Whites as 19.5 %; resulting in an unusually high minority population of 80.5% for the County. The median household income countywide is \$43,495 vs. the state's at \$47,804 and the national rate at \$50,233. An Overview of the Socio-Economic Condition of Miami-Dade County published in 2007 reports that for Persons 25 years old and over: 12.1% of the population had less than a 9th grade education; 11.5% registered 9th to 12th grade with no diploma; and 27% had a High School Diploma or Equivalency.

Miami-Dade County Public Schools (M-DCPS) the fourth largest public school system in the nation serves over 336,000 K-12 students. Our students comprise one of the most ethnically and racially diverse populations in the U.S., with one out of four students as foreign-born, representing 156 countries and speaking 116 languages other than English. This student population is also one of the poorest nationally, with one out of three students living at/below poverty level.

Poverty inhibits a family's ability to achieve social control and consequently, increases the likelihood of adolescent delinquency which translates into difficulties during adulthood. In the long run, childhood poverty poses economic costs to the community through reduced productivity, the cost of crime, and increased health costs (Timothy Smeeding, 2006). As of June 2009, the South Florida Workforce reports the unemployment rate for the county at

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11.3%, with 145,039 residents out of work. The current economic downturn has resulted in the loss of over 28,000 jobs, mostly in “blue-collar” low-income wage jobs, affecting the most vulnerable populations. The only industries to gain (+900) jobs were the education and health fields; of which both require advanced education plus Information and Communications Technology (ICT) skills, to include computer usage and broadband connectivity. The skills necessary to compete in today’s job market continue to elude the most vulnerable populations of our community.

**Digital Divide–** The term refers to the gap between people with effective access to digital and information technology and those with very limited or no access at all. It is the inequitable distribution of access to the most vulnerable populations, to much needed information and communication technology; plus the unequal acquisition of the relative skills needed to survive in today’s technological society. The term is closely related to the “knowledge divide” – as the lack of technology causes lack of useful information and knowledge. It is not so much about access to, but about the benefits derived from access.

**M-DCPS Get Connected– Go Global** project aims to advance BTOP statutory purpose No. 3 - Provide broadband education, awareness, training, access, equipment and support to the vulnerable populations particularly our disadvantaged students and families; thus improving their quality of life overall. With this funding we hope to provide broadband awareness to over 336,000 students and their families countywide, and computers, internet access, and training for targeted sub-group from 30,000 Free/Reduced Lunch students and their families; with the goal of increasing usage of the resources found on the Student and Parent Portals. In August of 2009, the district began its Beyond the Bell Virtual Learning project, geared to extend students/parents access to the district-licensed, online learning paths available on our website, outside of school hours. Based on assessments, each student’s learning path is designed to help remediate deficiencies and/or to provide skills, practice and enrichments for students grades 3-11. Parents will also have access to training opportunities. School technology use will help to extend equity and access in high-need communities, and is providing today’s generation with a foundation of technology-based skills that fits within the larger picture of global competitiveness (ISTE Policy Brief, 2008).

In partnership with PerScholas (computer provider); AT&T, Atlantic Broadband, Clearwire and Comcast (broadband providers); local government partners; WLRN-Channel 17 and The Parent Academy (as trainers/educators), under the direction of M-DCPS; we hope to not only initiate sustainable broadband adoption, but also address BTOP statutory purpose No. 5 Stimulate demand for broadband. This type(s) of program can be replicated by school districts. The M-DCPS Get Connected–Go Global model proposes to leverage resources, include

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broadband providers, and address challenges impeding adoption in communities across the nation.

(Source: Assessment, Research and Data Analysis – High School, Adult School & GED: School Operations, - October 2008. M-DCPS Statistical Highlights 2008-2009.)

**9. Recovery Act and Other Governmental Collaboration.**

The following grants provide funding to implement the Beyond the Bell Initiative at all M-DCPS sites:

The Title I ARRA dollars (1.2 million) are being used to purchase Beyond the Bell Software for the School District. M-DCPS proposed Get Connected-Get Global- Sustainable Adoption program leverages this effort by building upon a current relevant initiative and brings resources to the students that need it the most, so that they too can have the potential for success.

American Recovery and Reinvestment Act (ARRA) of 2009 Title II, Part D, Enhancing Education through Technology (EETT) program \$2,808,591 grant award from the Florida Department of Education (FLDOE) will be used for software licensing and district wide technology professional development linked to the Beyond the Bell Initiative.

This will ensure that participating families will have the cornerstone of the M-DCPS Get-Connected -Go Global Program's student participation strategy available through the duration of the grant. The Beyond the Bell Initiative provides relevance for students to participate and for families to support engagement. The collaboration between the funding sources provides greater project efficiencies because students cannot participate unless they have access to a computer and the internet; the Beyond the Bell software provides a required home learning activity for students to become motivated to engage in the Get Connected – Go Global Program.

**10. Enhanced Services for Health Care Delivery, Education, and Children**

This project will enhance the delivery of education to students in our community by: improving the provision of individualized educational strategies to the student population in 35 at-risk schools. The district offers a tiered support including core intervention strategies. With computers and broadband access, this vulnerable student population can now access school technology through our Beyond the Bell initiative, which extends equity and access in high-



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needs schools.

The Beyond the Bell (BTB) Virtual Learning allows all students/parents to avail themselves of “on-line” learning paths 24/7 through the Student /Parent Portals. Customized to each student’s learning needs, the learning paths are individualized to help with deficiencies, provide skills practice and enrichment for students 3-11. It includes access to on-line activities curriculum applications. By providing students with after-hours access to the applications, the district maximizes its investments by increasing opportunities for students to use applications beyond school hours. Program also provides teachers with professional development on how to best integrate broadband technology within classroom instruction, plus provides instructional support from BTB Liaisons to ensure these tools are properly integrated. This technology will allow teachers to track individual student data from BTB and allow stronger communication with the home about student progress/need; both critical for the underachieving student. Student portal provides access to: classroom assignments, instructional resources, viewing schedules/grades, E-textbooks, teacher /student collaboration site, school announcements and events, and single sign-on e-mail.

Parent portal provides access to: attendance, classroom assignments/grades, on-line e-mail access and communication with teachers/staff in lieu of face-to-face meetings, cafeteria/lunch payment options, student schedules, school bus information, free/reduced-price meal application process, and a search-engine access to ask questions.

This project also enhances targeted children’s quality of life by providing an incentive for them and their families to complete and submit their applications for Free/Reduced Lunch at school (eligibility requirement in order to receive computer and free broadband), thus providing them with nutritional meals. Parents will learn how to best protect their children from the dangers found on-line. Parents will also be introduced to parental skills building training available through The Parent Academy’s 5-strand curriculum: Arts & Culture; Health and Wellness; Help Your Child Learn;; Parenting Skills; and Personal Growth .

This project will enhance broadband service for the delivery of health care by providing linkages to Health Connect in Our Schools, Student Comprehensive Health Services, Florida Department of Health and Florida Kid Care. These links provide families a gateway to improved health care options and education.

#### **11. Small and Disadvantaged Business Involvement**

M-DCPS The Parent Academy (TPA) will spearhead this endeavor to develop relationships with socially and economically disadvantaged businesses within our community. In partnership with ACCION USA, or Minority Business and the City of Miami’s Access

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Miami Program, TPA will develop a curriculum with input from parents that own their own small and disadvantaged minority businesses. The curriculum will focus on capacity building, and will include: business development, mentoring, financial assistance, business counseling, management and technical assistance (including use of technology), plus information and assistance with the procurement processes for local government entities, including the school district. Developing a web presence will allow them to compete with businesses that already have this capability. TPA currently has two trainings in its Personal Growth Curriculum strand: 1) Technology and 2) Financial Skills; which are useful for Small Business Entrepreneurs. Reaching out to the community through the parent/community portals; plus the various marketing tools/venues described in the awareness plan, will allow TPA and partners to reach out to the parent/owners to help them increase, support or start their own business. Upon initial contact, individuals will then be referred to either ACCION USA or Minority Business, who will provide consultation to determine potential needs of small business owner/established entrepreneur, before bringing them into the system.

## **E. Project Benefits**

### **E-1 – Expanding Broadband Public Computer Center Capacity**

#### **Public Computer Center Capacity, Including Areas and Populations Served**

#### **12. Public Computer Centers Availability**

Not applicable

#### **13. Restrictions on Public Computer Center Use**

Not applicable

#### **14. Public Computer Centers Accessibility**

not applicable

#### **15. PCC - Center Locations, PCC - Center Capacity, PCC - Size and Scope of Target Audience.**

|  |
|--|
| <b>PCC - Center Locations &amp; Center Capacity &amp; Size and Scope of Target Audience.</b> |
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**16. PCC- SBA Population Demographics**

|                         |
|-------------------------|
| <b>Age Distribution</b> |
| Age Distribution: 0-4   |
| Age Distribution: 5-19  |
| Age Distribution: 20-29 |
| Age Distribution: 30-39 |
| Age Distribution: 40-49 |
| Age Distribution: 50-59 |

|                                 |
|---------------------------------|
| <b>Ethnicity or ethnicities</b> |
| Ethnicity: Hispanic             |
| Ethnicity: Non-Hispanic White   |
| Ethnicity: Non-Hispanic Black   |
| Ethnicity: Non-Hispanic Other   |
| Ethnicity: Two or More Races    |

|                |
|----------------|
| <b>Gender</b>  |
| Gender: Female |

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Gender: Male

**Median Household Income**

Median Household Income: Less than \$9,999

Median Household Income: \$10,000 - \$14,999

Median Household Income: \$15,000 - \$24,999

Median Household Income: \$25,000 - \$34,999

**Educational Levels**

Educational Levels: None

Educational Levels: Nursery school - Preschool

Educational Levels: Elementary - Kindergarten - Grade 5

Educational Levels: Middle - Grade 6 to Grade 8

Educational Levels: Secondary - Grade 9 to Grade 12

**Disabilities status**

Disabilities status : Not Applicable

**Unemployment Rate**

Unemployment Rate: 11.30

**Language**

Language : English - Primary

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Language : English - Second Language

Language : Non-English Speakers

**17. Public Computer Centers Outreach**  
not applicable

**Public Computer Center Capacity: Training and Educational Programs**

**18. Public Computer Centers Peripherals and Equipment**  
Not applicable

**19. Public Computer Centers Workstation Software**  
not applicable

**20. Public Computer Centers Training and Education Programs**  
not applicable

**E-2- Project Benefits – Sustainable BroadBand Adoption**

**21. Innovative Approach to Sustainable Broadband Adoption**

M-DCPS fosters a learning environment that serves all students, while aspiring to eliminate the achievement gap. M-DCPS “Get Connected – Go Global” is an innovative approach to providing remedial educational pathways for all our students; where technology is used to provide equity.

Information technology is the gateway to education for all members of our community. The development/introduction of our student/parent/teacher and community portals is one of the most innovative, useful and productive educational tools. Through this grant, we can provide low-income “eligible” student/parents with computers and/or Internet service of their

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choice. If the user can access the internet then they all have access to the same resources that help to equalize education opportunity for all individuals.

This project connects families to the innovative Beyond the Bell Virtual Learning initiative. The “on-line” learning paths are designed to help with a student’s unique deficiencies, while providing skills practice and enrichment for students 3-11. With on-line service, parents can access The Parent Academy 5strand curriculum for personal growth opportunities and parental skills training. Inclusive of the many partnerships the district fosters, this project also allows disadvantaged small business owners to “tap into” resources aligned to the district and local communities, thus providing capacity for economic growth. By giving these families after-hours access to the applications, the district maximizes its investments and increases opportunities for at-risk student improvement.

The innovative approach of including a variety of broadband providers, allows us to offer readily available services for immediate hook-up, thus helping to engage families as soon as they learn “how to” access the internet (training we provide), and the “new” resources available to them on-line. Once new customers become acquainted with the technology, and benefits of “being connected”, they find reasons to stay engaged. As new infrastructures are built out within the community, providers will find a broader base of customers looking for improved access; along with better prices.

Our public awareness campaign is geared for cultural diversity by incorporating WLRN-the district’s PBS station, and our municipal government partners. We can avail ourselves of our partners’ long established roots in the African American, Hispanic and Haitian community. Through WLRN, The Parent Academy, stations of our community’s municipal partners, in unison with marketing from our commercial vendors; this project will have a long-range reach. The District’s Connect Ed telephone outreach system also connects with every single family in the entire district via phone messages which ensures contact with the targeted audience.

This project can be replicated by any school district in the nation, because its’ strength lies in the ability to work with the existing infrastructure and partnerships.

**22. Sustainable Broadband Adoption Household Subscribers.**

How many total new home subscribers (household accounts) to broadband do you expect to generate through use of BTOP funds over the entire life of the program funded? **15,000**

**23. Sustainable Broadband Adoption Institutional Subscribers.**

How many total new business and/or institutional subscribers to broadband do you expect to generate through use of BTOP funds over the entire life of the program funded? **200**

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**24. Sustainable Broadband Adoption Users of Public Access Facilities.**

How many total **users** of broadband in public computer centers or **users** of broadband **outside the home** (e.g., in a community college) do you expect to generate through use of BTOP funds over the entire life of the program funded? **1,000**

**25. Sustainable Broadband Adoption Population Demographics.**

Please refer to PCC – SBA Demographics section (Section E1- Question 17)

**26. Sustainable Broadband Adoption People Trained/Educated.**

If you intend to provide training or education, how many people **in total** will your program(s) reach?  
**15,000**

**27. Sustainable Broadband Adoption - Scope of Training/Education Programs.**

How many hours of training do you expect to provide *per person on average* for each participant in your training program(s), through completion of training for that individual? If you will offer multiple programs, provide estimates for each program. **4**

**28. Sustainable Broadband Adoption Instructor Qualifications.**

How many (FTE) instructors/facilitators will you employ for broadband and digital literacy training purposes, and what are their qualifications (training and experience)?

School Liaisons (SL) – School Educational Leaders:

Requirements: Teacher certification with a minimum of a Bachelors degree and related educational technology experience.

These on-site School Educational Leaders will provide teacher support and professional development training on the Beyond the Bell initiative. This will include “how to” incorporate technology and inclusion of the individualized learning paths as part of each student’s classroom experience.

SL will review Technology Survey results (linked to the Free and Reduced Lunch applications) and the school’s list of students whose families have signed-up for the Free/Reduced Lunch program. After referencing student’s attendance records for eligibility status, the Liaison will initiate contact with student/parents meeting the criteria for eligibility into the “Get Connected – Go Global” project. Families will then be invited to attend the Informational Session offered and conducted by the SL for sign-up into the program. (3) Informational Sessions per school site – 1st Quarter – Year 1 & 2.

SL will work in tandem with The Parent Academy instructor and ITS instructor/trainer to conduct the Computer/Broadband Access Training Workshop 01. (1 per school site) during 2nd Quarter of 1st and 2nd Year. SL will be in charge of all registrations, including assisting parents with their computer orders and paperwork with PerScholas, as well as their on-line registration for Internet Access with the provider of their choice. The SL position will be 1st response contact for the enlisted families in the program.



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Parent Academy Instructors –

Requirements: Minimum of a Bachelor's degree and Information Technology experience in IT questions linked to usability and relevance as a parent and or students too.

TPA instructors will offer one Introduction to Technology Workshop and two make-up workshops to the parents of selected students at each of the thirty-five (35) targeted schools. Parents will have an opportunity to become familiar with the hardware; learn how to access the Internet and on-line educational software; and create an account on the M-DCPS Parent Portal. TPA will also partner with WLRN-TV and M-DCPS Information Technology Services (ITS) to produce an instructional video program addressing the basic operation of a home computer. TPA, in partnership with The City of Miami, will provide workshops to enable selected individuals to start, expand, and/or improve their small business.

IT Support Staff - Technology Courses offered by The Parent Academy will be led by an IT employee with a bachelors or equivalent technology related experience.

**29. Sustainable Broadband Adoption Equipment Purchased.**

How many broadband-related equipment units (e.g. computers, wireless devices) do you intend to purchase overall? **6,000**

**30. Sustainable Broadband Adoption Cost of Devices.**

What is the total up-front cost of this equipment? **225**

**31. Sustainable Broadband Adoption Loan Program Participants.**

If you are providing an equipment purchase or loan program, for how many households, businesses and/or institutions do you expect to provide equipment or computers?

**Number of Households: 6,000**

**Number of Businesses: 200**

**Number of Institutions:**

**32. Sustainable Broadband Adoption Loan Cost to Borrower.**

If you are employing a loan program for purchases of service or equipment, what will be the total cost to the typical customer you assist over the life of the loan, including all interest and fees?

**33. Sustainable Broadband Adoption Target Population, Awareness Campaign.**

If you are conducting an awareness campaign, how many people do you expect your campaign will reach?

**700,000**

**34. Sustainable Broadband Adoption Awareness Campaign Methods**

M-DCPS "Get Connected – Go Global" Broadband Adoption project, currently geared to



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target 30,000+ students/families from the identified 35 low performing schools, will have a cross-county reach to include a minimum: 336,000 combined student + their families, 36,000+ district employees and WLRN-TV 17 weekly viewership of 325,000 households.

The Parent Academy, WLRN-TV17 production services, and M-DCPS Office of Public Relations will develop content and produce all Public Service Announcements (PSA) for all print, radio and web marketing pieces. Campaign strategies will be culturally defined and produced in English, Spanish and Haitian Créole.

**AWARENESS CAMPAIGN STRATEGIES:**

- . Technology Survey linked to Free and Reduced lunch applications – Years 1 & 2
- M-DCPS ITS Dept. will develop/distribute Pre-Assessment survey of broadband usage.
- Connect Ed Message System – District’s automated phone messages (will reach entire student/family population). Messages will be updated and sent-out regularly - 1 to 2 times per month. Messages will emphasize the need for technology and on-line internet use.
- Focus Groups ( 20 individuals @ 35 schools = 700 ) for Years 1 & 2
- M-DCPS will hold focus groups prior to implementation of marketing plan in order to ensure strategies meet cultural competency expectations; and begin preparing marketing pieces.
- Information Flyers ( will reach entire student population + families) – Years 1 & 2
- Minimum of 1 per month, in English, Spanish and Haitian Creole
- Press Events - Launching Computer Distribution - Years 1 & 2 - M-DCPS, PerScholas, The Parent Academy, potential vendors and municipal partners take part in Launch Publicity
  - District Media Outreach (full community – television, radio, and print media)
  - 35 School Site Media Outreach - (neighborhood newsletters, newspapers, neighbors sections in County newspaper)
- Public Service Announcements PSA (postings on WLRN-TV17, and other local station affiliates throughout South Florida)
- Partnerships with local governments
  - Use of Public Access Television Channels (viewership of city channels)
  - Use of Public Access Radio Channels – (including WRLN Public Radio Broadcasting)
  - Participation in Municipal and County Government Community Events (family events at parks, informational events regarding city issues, commission meetings)
- Development of Website to Highlight Success Stories – Launch in Year 1, but content will be



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success stories after year one. ITS Dept. will implement and update on a regular basis in cooperation with M-DCPS Office of Public Relations. Include video footage and still photography shots to demonstrate different phases of the program, i.e.; students participating in activities, parents attending workshop trainings, showing students and parents working on computers at home, etc.

- Shared information with community - Public Community Centers / Public Libraries and Parks and Recreational Facilities – Years 1 & 2 - Flyers, Posters and other print material handouts distributed through municipal partners- Facts and Figures – reports on increased Internet usage throughout the community, plus additional marketing material available for participant encouragement to “Get Connected-Go Global”.

- “Get Connected-Go Global”- Community Awareness Events: Years 1 & 2 –

Family Fun Days (3000 + participants) – School Liaisons along with The Parent Academy will present family involvement events, coordinated to take place in targeted neighborhoods that have not demonstrated an increase in portal usage and internet activity. These events will include “Public Education” content material – see section below.

- Town Hall Meetings (1000 + participants) introducing campaign and the advantages of developing computer skills along with the personal and economic gains of connecting to the world-wide web. Discussion forum with a focus on issues impacting slower adoption.

**Public Education:**

Informational Sessions for targeted families (5000 participants+ per year) –. These sessions will provide parents information about the “Get Connected-Go Global” campaign, and opportunity to register for the mandatory two hour Training Workshop 01, which upon completion will allow them to purchase a computer or sign-up for free internet.

Parent Academy Required Parent Training (5000+ per year) – Workshop Training 01 (see above) –. The introductory training will focus on computer set-up, operation and software applications, and Internet connection and use. Families will purchase computers and sign-up for internet access on-site with partner collaboration.

Professional Development for Teachers (35 liaisons and 105 teachers per year) - trainings will be provided by the department of Curriculum and Instruction. Trainings include “Get Connected-Go Global” programmatic process, policies and operational activities as well as the delineated responsibilities for each. The use and incorporation of technology communications in the classroom will be emphasized, along with instructions on the Beyond the Bell





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curriculum.

Student tutorials on Beyond the Bell Activities (45,000 students) –Teachers/School Educational Leaders will provide student tutorials to include instructional activities on technology and its use for educational support. The “Get Connected – Go Global” campaign will be emphasized to the students – showing them how to navigate through the student portal. Parent Academy Course Offerings linked to Technology Education (300+) - TPA offers these additional Parent Workshops throughout the year under their Five strand curriculum: Arts & Culture; Health and Wellness; Help Your Child Learn: General K-12, Early Childhood, Middle, Senior; Parenting Skills; and Personal Growth – Links to Adult Education, Technology and Financial Skills. Many workshops will be available on-line 24/7. Parents will also be provided additional training on how to navigate through the [dadeschools.net](http://dadeschools.net) website through the Parent portal .

Parent Academy Course Offerings offered via Technology (2000+) –. TPA will develop and produce instructional videos to include the original Workshop Training 01, as well as other advanced technology courses and application software instructional videos. These videos will be offered “on-line” through the portals and on DVD’s for school libraries.

**TARGET POINTS TO BE ADDRESSED THROUGHOUT CAMPAIGN:**

- Overcoming the assumption that broadband technology is not relevant – or the targeted population has little or no use for it at this stage of their lives.
- Targeted audience does not have adequate literacy skills or sufficient knowledge, along with fear of or lack self-confidence to learn and incorporate technology in their daily lives.
- Perception of “can’t afford it” – have other priority needs due their poor finances or lack of income. (Program will provide access at no cost, so that they can see the value of the project. Those that are not randomly selected to participate will have an affordable rate program offered by the Broadband providers and promoted in our awareness campaign);
- Undocumented Immigrant Community – Refuse to “sign-up” due fear of being reported to governmental agencies and possible repercussions. (School site informational sessions lead by teachers that know the families will address misconceptions of intent of program); and
- Cultural Competency – Marketing pieces may be too general – thus failing to capture cultural diversity. (MDCPS will refine campaign upon gathering input and feedback from communities. Targeted outreach will be established in communities that are not demonstrating



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significant engagement.)

### **35. Measuring Campaign Impact for Sustainable Broadband Adoption**

In May of 2006 M-DCPS incorporated Windows SharePoint Services to test the technology and show users a portal and how it could be used. Since inception, the technological advances to the district's website portal have steadily and continuously improved while demand for usage has also increased. M-DCPS ITS division's latest reports demonstrates a huge spike in portal usage: January 1 - June 30th, 2008 (6 months) report shows Students portal reporting 3,089,368 hits; while for the same period in 2009 the site registered 5,448,205 hits – an increase of (+56%) within a one year span. The Parent portal recorded 464,898 hits from January 1 – June 30, 2008 (6 months); while for 2009 it registered 784,075 – an increase of (+66%). This growth has taken place with little if any advertising or marketing outside of the website itself. These numbers are proof that if provided access and opportunity, the number of users would quickly grow – especially once they reap the benefits of technology use in their day-to-day lives, and they won't want to do without, thus resulting in adoption and sustainability.

The “Get Connected – Go Global” Marketing Campaign's outreach will be monitored by the following tools:

- 1) Technology Survey – Pre and Post surveys for families. The Pre- Survey to be distributed with the Free/Reduced Lunch sign-up applications. We will target families without internet service.
- 2) Attendance Sign-in sheets for parents at - #1 Informational Meetings; #2 Initial Training Workshop 01; and #3 Make-up computer labs and additional TPA training workshops.
- 3) Number of Invoices for actual computer purchases from PerScholas – and Number of Invoices for established Internet accounts from service providers.
- 4) Student Achievement Data – FCAT scores, Reading, Math, and Science. Increase at school level and learning gains on an individual level. Targeted 35 need improvement schools.
- 5) Technology Survey of Teachers – Surveys will focus on integration of technology in instruction and communication with parents. Targeted teachers will receive Professional Development to help support themselves and/or their peers to ensure that the proposed strategies are actually implemented.
- 6) Focus Groups will be held each year with diverse groups in targeted communities.

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A summary report will be provided each year and comparison of evolved perception of “being connected” will be summarized.

7) Technology Survey of Students – Pre and post test of participants regarding technology use in education.

8) Portal usage – ITS Quarterly reports showing usage and hits in student/parents and teachers portals access.

9) Tracking of increased/additional activity of “learning paths” usage and incorporation into student customized learning improvement as offered through Beyond the Bell initiative.

**36. Sustainable Broadband Adoption Total Cost Per New Subscriber.**

What is the total cost of your project per new subscriber (household, individual, or institutional) or new end-user? **440.00**

## **F. Project Viability**

### **Technical Viability**

#### **37. Technology Strategy**

**37 - A. Public Computer Center Technology Strategy**  
not applicable

#### **37 - B. Sustainable Broadband Adoption Technology Strategy**

A key element in establishing the Technical Viability of this project is M-DCPS website portals and its capacity, as created by the Information and Instructional Technology Departments. The portal provides all segments of the educational community with a single point of access to M-DCPS resources. The portal is configured to provide tools, information and other resources to targeted segments of the educational community.

Through dadeschools.net website portal, students whose parents can afford broadband service can access the portal and supplemental educational resources and services. Teachers can access student grades, achievement scores and attendance from home. Parents can monitor homework, grades, and attendance for each child, plus receive parental skills building and additional educational workshops through the on-line Parent Academy workshops, while the community can access M-DCPS news, initiatives and notice of business internships. The ease of accessibility to all these resources is evidence that the portals provide an effective and unique

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approach “to an individualized” educational path for each student/family. Critically important to sustainability is the fact that the portal and its technical support currently have sufficient resources and capacity to provide these same services to the students and families targeted by this project; assurance that the project can be sustained. It is crucial that the district encourages and looks for ways to provide broadband access to all of our students and families, especially those most vulnerable and in need of educational remediation.

The school district built and operated one of the most comprehensive microwave systems in the country for 20 years is documentation and proof of the technical viability and ability to manage a complex technological project that can accommodate the needs of our “Get Connected – Go Global” campaign.

Available communication technologies/devices M-DCPS use to connect the home to our network, including computers and mobile devices include ADSL and all communication technologies that enable fast data transmission. M-DCPS currently runs fiber optics through all of our schools; using the AT&T fiber optical network. We have installed some wireless (WIFI) systems in school’s open areas. We have capability to use any mobile device.

Our providers will be using ADSL. We have chosen this route because it is what we need to get our students and families connected immediately. The “Get Connected – Go Global” program will provide computers and internet access to “eligible” Free/Reduced Lunch, low-income student/families. We are targeting 30,000+ students from the 35 Intervene/Correct II schools, throughout the community who sign-up for Free/Reduced Lunch. Based on their attendance record (as incentive), these students will enter a lottery for introduction to the program. Families will be contacted by the Beyond the Bell School Liaisons, who will further explain the program, and register them to attend the Parent Academy Workshop -Training 01. TPA Training 01 Workshops will be held at each school site. This two-hour training is mandatory for eligibility to purchase a computer at the \$25/\$50 rate from PerScholas (partner) and the opportunity to sign-up for “1 year free” Internet service from a participating broadband providers (partners). Parents will then sign-up “on-line” for broadband service upon training completion; with the Internet service provider of their choice. Providers will follow-up by contacting the family directly for installation and issue “credit” to their account. Upon paperwork completion- installation; providers will submit invoices to M-DCPS Program Coordinator for re-imburement at agreed upon rates through this funding.

Second year program renewal will require family to re-apply through the Free/Reduced Lunch program, and if eligible they will receive a 2nd year renewal free rate. Providers will then submit invoices to M-DCPS for reimbursement at the agreed upon 2nd year rate. During the third year, partnering Internet service providers will offer “affordable” discounted rates across the board to all

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M-DCPS subscribers, which families will be at liberty to choose from, to maintain continued broadband access in the home.

At this time, M-DCPS has reached out to all of the main broadband providers in our area, whom we have established relationships with in support of this grant. All providers are in support of this initiative, even if they cannot participate during the grant-funding period. We will post their rate plans on-line as well, so that M-DCPS families will have ample opportunities to sign-up for service.

This model can be replicated anywhere in the country; as it builds upon locally available resources within each LEA. We are using current technologies to bring these families on-line as soon as possible, and the plan can be adapted by building upon resources/relationships already in place within community. This project supports sustainable broadband adoption because of the strong collaborating partnerships between corporate/non-profit sectors; partnership brings comparable services already available, at affordable prices to the “at-risk” of being left-out in the Digital Divide.

### **Organizational Capability**

#### **38. Management Team Resumes.**

Please refer to upload section at the end of document.

#### **39. Organizational Readiness**

M-DCPS is fourth largest public school district in the nation, serving over 350,000 students and 45,000 employees in 400+ facilities. ITS department; which will supervise this project, provides information systems and network infrastructure for over 120,000-networked devices spread throughout the county, with 300+ employees and annual budget of \$40 million. The district uses Microsoft Office Sharepoint Server (MOSS) 2007, enabling a secured, single point of access for all information, services, and applications for more than one million users through the students, parents, and employee network portals (approximately 500,000 users). The most recent comparable projects are:

- 1) E-Rate Y10 PBX Replacement of Obsolete Telephone Systems Project @ 170 locations, January 2008 - June 2009, at cost of \$18,000,000.; implemented to meet federal funding source timelines while minimizing impact on the delivery of instruction.
- 2) 4.2 Network Upgrade @ 77 School Sites: November 2007 - December 2008 cost of \$2,500,00.; upgraded data network infrastructure from 10/100mb to 1gb at 77 schools to provide required bandwidth for greater use of network as a delivery vehicle for computer based





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instruction in areas of reading, math and science at schools that had not received finances from programs such as E-Rate, QZAB and new capital construction to fund upgrades and enhancements.

3) Communications Upgrades from T1 Frame Relay to NMLI/Metro Ethernet @ 344 locations: December 2004 - December 2006, cost of \$1,140,000.; construction/installation for higher service fiber optics, capable of meeting current/future bandwidth needs of district. Installation of conduits, raceways and paths from service provider facilities to location demarcation points at 344 district locations. Initial timeline called for 36 months/project was concluded in 24 months.

Financial Capability: M-DCPS manages/monitors/reports on 254+ federal, state, local and foundation programs. Each program has separate/distinct number and revenues are discretely segregated. Our legacy computer system operates with Chart of Accounts that complies with all EDGAR requirements and State of Florida Red Book/State of Florida Green Book (specific to grants management).

Network Management: Consumers choose Internet service from one of the large broadband provider partners; responsible for their own Network Management system. M-DCPS Network system is responsible for all portal traffic on our website, to include safe and secure access through Student/Parent/Teacher/Employee/Community portals.

PerScholas with 15+ years of experience, will provide/sell refurbished computers directly to eligible families; charging \$25/\$50 per computer at the Parent Academy Workshop Training I. PerScholas and broadband providers deal directly with parents, while crediting their accounts for grant services. Providers will then invoice M-DCPS for agreed reimbursement rate. ITS Project Coordinator will quality control through grant period.

#### **40. Organizational Chart.**

Please refer to upload section at the end of document.

### **Community Involvement**

#### **41. Key Partners**

Per Scholas, Inc. -Non-Profit- Nadine Dalrymple -Director of Miami Programs  
ndalrymple@perscholas.org 305-576-8113, ext. 102 - Will be providing us refurbished computers. The unit cost for the product we are offering within the program is \$250.00.

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PerScholas has offered to lower the costs of the unit to \$225.00, stating that they would cover the costs of the 25.00 difference per unit as an in-kind contribution to this project. This totals out to be a \$150,000 in-kind match.

AT&T -Private Sector -Elena Cordal - Account Manager  
Elena.Cordal@ATT.com (305) 569 - 7292 - Will be one of the broadband vendors that will compete to earn our families' business.

Clearwire -Private Sector -Noelle Beams - VP Spectrum Development  
Noelle.beams@clearwire.com 425-216-7786 - Clearwire is currently building out infrastructure for broadband access. Upon completion of this project, M-DCPS will receive 425 free accounts (at an approximate annual cost of \$85,000) and 12,500 discounted annual costs (at an approximate value of \$500,000) for students and their families. These accounts could potentially be available for year II and will be available in year III. This in-kind match will enable the sustainability and/expansion of the project.

Atlantic Broadband -Private Sector - Jim Waldo - SENIOR VICE PRESIDENT  
jwaldo@atlanticbb.com - Will be one of the broadband vendors that will compete to earn our families' business during year III of the program. This vendor does not have any targeted schools within their service areas.

WLRN - Non Profit -Mr. John Labonia -General Station Manager  
Jlabonia1@dadeschools.net 305-995-1717 - Will be providing free studio and air time to film training videos and public service announcements. This in-kind contribution is worth \$10,250 worth of services and support.

Accion USA - Non Profit - Wilton Mateo - Director  
wmateo@accionusa.org (305) 548-3348 -Accion USA will provide support and guidance to The Parent Academy in the development of the Small Business Curriculum Strand. Upon completion, they will work closely with the school district ensuring that small businesses participating in the program will be referred for additional services/support available to small disadvantaged business within the community.

Miami-Dade County Public Schools has entered into 9 Education Compacts with different municipal governments. These Compacts maximize the leveraging of resources between the

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two institutions. The cities listed below have agreed to support and enhance the program by supporting awareness campaign strategies.

City of Miami Government -Vivianne Bohorques- Director of Policy and Education  
vbohorques@miamigov.com 305-250-5317

City of Hialeah Government Marla Alpizar Education Liaison MAlpizar@hialeahfl.gov

City of Miami Springs -Government-Jim Borgmann-City Manager Borgmannj@miamisprings-fl.gov

City of Homestead -Government -Councilwoman Nazy Sierra nsierra@cityofhomestead.com

#### **42. Partnering with Disadvantaged Businesses**

Not applicable

#### **Ability to Start Promptly & Timeline**

#### **43. Project Timeline and Challenges**

Year 1 Qtr 1

- M-DCPS ITS Dept. develop/distribute Pre-Assessment survey of broadband usage;
- WLRN-TV & The Parent Academy (TPA) begin production on training videos for inclusion in Workshops, uploads on websites and PerScholas computers (for parents);
- WLRN develops/produces PSAs for Get Connected- Get Global Awareness Campaign
- PerScholas starts computer refurbishing production and program/software downloads for delivery;
- School Liaisons/Teachers identified & begin their professional development with focus on parent outreach and integration of Beyond the Bell activities into classroom expectations;
- Begin Broadband Outreach Campaign – Identify M-DCPS Students through Free/Reduced Lunch application forms and pre-assessment survey information;
- Eligible student report is run and distributed to School Liaisons. Liaisons develop final list of eligible students based on attendance (10 or less absences);
- Final student list will be entered into M-DCPS data system and participants in the program will be randomly selected;
- School Liaisons will be provided participants list and will target group of students/families to participate in program;
- M-DCPS will hold focus groups prior to implementation of marketing plan in order to ensure strategies meet cultural competency expectations; and



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- Begin preparing marketing pieces.
- Year 1 Qtr 2
- School Liaisons contact student/families - provide (3) Informational Sessions per school site;
  - Required Parent Academy Training- Identified parents attend training, buy computers, sign-up for broadband and register for additional TPA curriculum life-skill trainings to be presented throughout 2010;
  - PerScholas –delivers computers and collects required partial payment for computers from parents at each school site’s parent training;
  - Liaisons will encourage/track participation in Beyond the Bell instructional activities once students’ have computers and internet access in homes. M-DCPS – ITS Dept. compiles monthly ongoing assessment/review & evaluation of new and increased use of Student/Parent Portal usage and school sites will monitor academic progress (learning gains). Data reports will be shared; and
  - M-DCPS-“Get Connected - Go Global” Awareness/Marketing campaign begins with a Launch Press Event.

Year 1 Qtr 3 and Qtr 4

- “Get Connected” PSA’s begin running on WLRN and municipalities’ public access television and radio stations, and websites domains. Key communities will have modified outreach based upon focus group input;
- TPA 5 Strand curriculum workshops in place and promoted to Parents throughout the year;
- Small Business Capacity Building Workshop Curriculum is developed with partner agencies and input from parents that own small businesses within the community;
- Broadband providers report on # of new subscribers since date of campaign inception;
- Quarterly reports for awareness campaign and # of student/families with: computers; broadband service; TPA additional trainings; and Small Business Support (begins year two); and
- “Get Connected – Go Global” family involvement events will be coordinated targeting neighborhoods that have not demonstrated an increase in portal usage.

Year 2

- Reflect upon progress and challenges of Year 1 activities and refine based upon data reports and focus groups in targeted communities;
- Implement refined program in the same order as Year 1. Program will start 3 months earlier and will allow for students and families to have technology resources early in the year

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which will potentially have a greater impact on student achievement on targeted students; and

- The Parent Academy along with partner agencies begin offering Small Business Capacity Building workshops.

**Year 3**

- Grant will no longer fund refurbished computers or internet access;
- If E-Rate legislation changes evolve via sustainability plan, program will expand from 35 schools to 150 schools;
- Clearwire and Atlantic Broadband will begin participating in program with expanded schools including all Title I schools eligible for e-rate funding;
- Clearwire will provide free/discounted internet accounts to participating students;
- If E-Rate funding cap is raised program will open up to all M-DCPS schools;
- Parameters of participation in program will include free and reduced lunch/attendance/need for internet access; and
- M-DCPS will provide final assessment at end of year 3 for full program.

**PROGRAMMATIC CHALLENGES/RISKS:**

- Overcoming the assumption that broadband technology is not relevant – or they have little or no use for it at this stage of their lives. (Addressed in awareness campaign, training, and the natural integration of required applications in student and parent day-to-day activities);
- Clients do not have adequate literacy skills or sufficient knowledge, along with fear of or lack self-confidence to learn and incorporate technology in their daily lives. (The Parent Academy will provide initial training for parents and will then have more in depth training courses available for parents that need additional scaffolding);
- Perception of “can’t afford it” – have other priority needs due their poor finances or lack of income. (Program will provide access at no cost, so that they can see the value of the project. Those that are not randomly selected to participate will have an affordable rate program offered by the Broadband providers and promoted in our awareness campaign);
- Undocumented Immigrant Community – Refuse to “sign-up” due fear of being reported to governmental agencies and possible repercussions. (School site informational sessions lead by teachers that know the families will address misconceptions of intent of program); and
- Lack of Cultural Competency – Too homogenous failing to capture cultural diversity. (M-DCPS will work with broadband suppliers to help “target” marketing).

**44. Non-Infrastructure Projects - Licenses and Regulatory Approvals**

Not applicable



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**45. Legal Opinion.**

Please refer to upload section at the end of document.

**G. Project Budget & Sustainability**

**Project Profile: Budget and Budget Narrative**

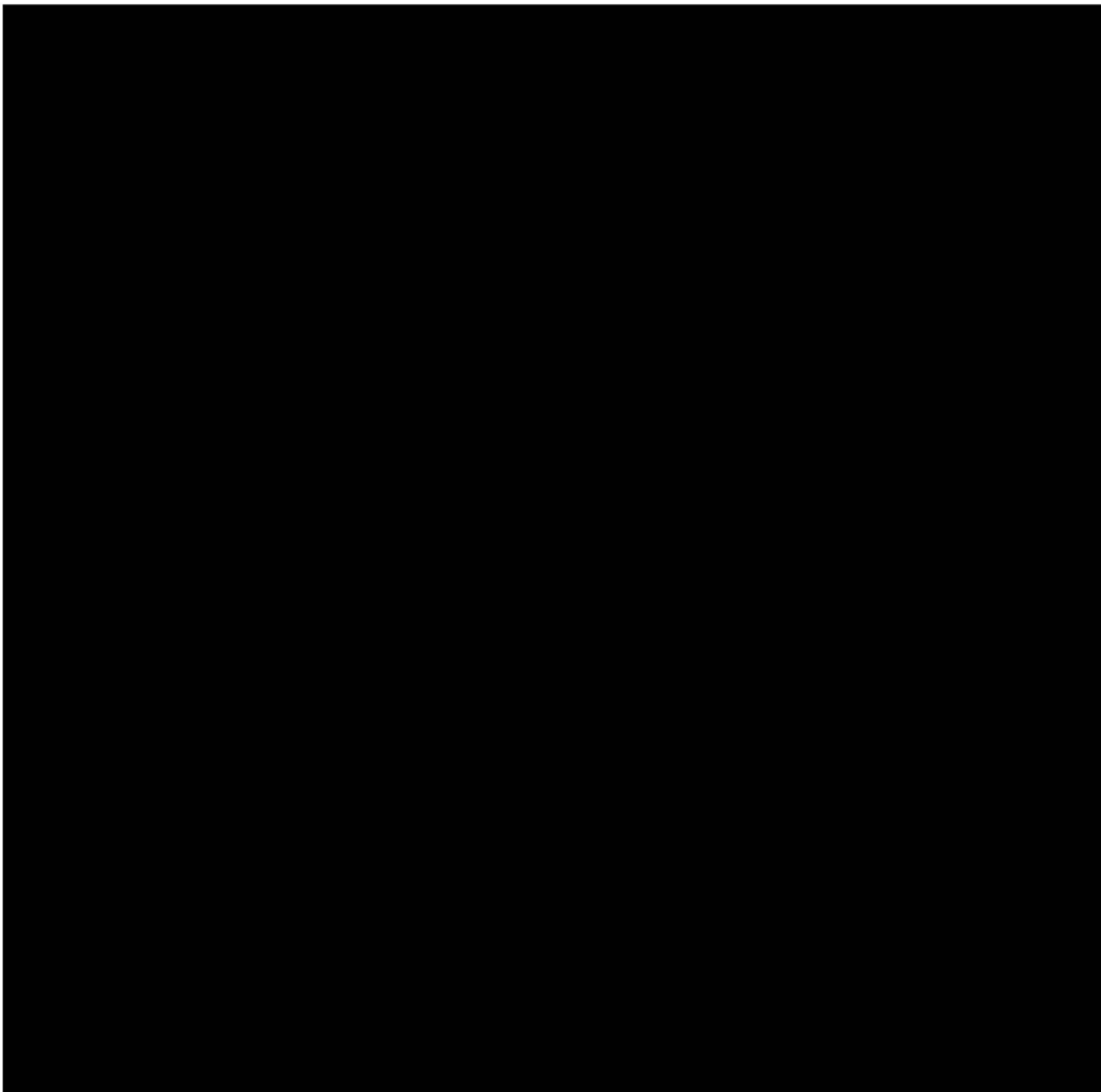
**46. Budget Narrative**

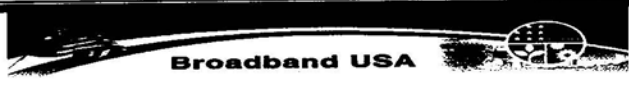
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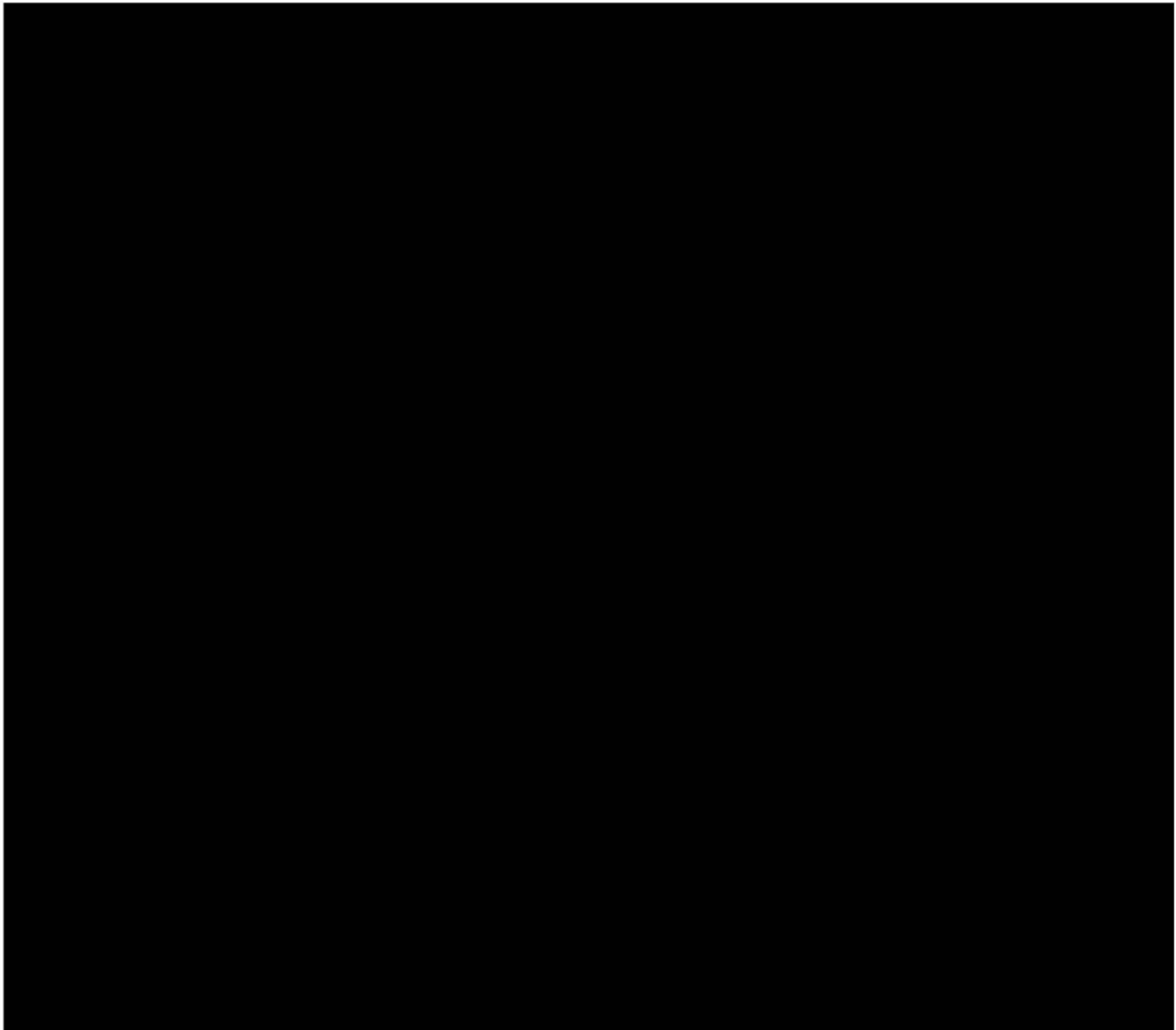
**47. Non-Infrastructure Projects - Budget Reasonableness**





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**48. Demonstration of Financial Need**

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**49. Historical Financial Statements.**

Please refer to upload section at the end of document.

**Project Profile: Long Term Sustainability**

**50. Sustainability.**

**51 - A. Public Computer Center Sustainability**  
not applicable

**51 - B. Sustainable Broadband Adoption Sustainability**

The Pew Internet & American Life Project, April 2009 interviewed 2,253 Americans, showing that Home Broadband Adoption stood at 63% for April 2009; up from 55% in May,

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2008. Low-income groups reported the most increase with households of \$20,000 or less seeing broadband adoption grow from 25% in 2008 to 35% in 2009. Households with annual incomes between \$20,000 and \$30,000 annually, experienced broadband growth from 42% to 53% same period. African Americans experienced below average growth rates with figures at 40% usage in 2007, 43% in 2008 and 46% registering usage at home in 2009. When asked, 21% of adults non-Internet users claimed: 22% are not interested, 10% too expensive, and 7% the internet is too difficult.

M-DCPS project focuses on schools located in Liberty City/Overtown in mid-northern quadrant of the county; and in the southeastern end of Unincorporated Dade to include City of Homestead. Both areas register broadband usage at 20%-30%, with a few blocks showing a 30%-40% usage. Both communities show a majority of below poverty, minority households – with 66% Black, 28% Hispanics and 2% Other; and median household incomes of \$11,500 to \$20,000 in Liberty City/Overtown. The southeastern quadrant registers 56% Black, 32% Hispanic and 5% Other. Median Household Income varies from \$17,000 to \$30,000 in the southeast. The other factor is not having a computer, as students rely on school, community centers or public libraries for computer access.

M-DCPS “Get Connected – Go Global” addresses sustainability by targeting relevance, usability and affordability for low income families by 1) providing computers to eligible students/families through PerScholas after initial training; 2) funding broadband access at no cost to families during years 1 and 2. This strategy engages families and demonstrates relevance. With educational support and training, these families experience the benefits and relevance of connectivity to the Internet and they will want to continue their broadband usage. By Year 3, broadband providers will be offering free and discounted rates (minimally Clearwire via program match) and will enable families that recognize relevance of broadband access to address sustainable adoption at an affordable rate.

During this current legislative session, M-DCPS is also seeking legislative changes for the E-Rate program to include laptops for students. Once E-Rate can fund student laptops, they will be able to use them at home too. We are also advocating for the use of E-rate funds to be used to address extended internet access to students’ homes. M-DCPS’ 2-prong approach to sustainability via established local relationships, the funded grant proposal and advocacy at a federal level, strengthens integration within the communities’ schema underscoring the importance of reprioritization of broadband access at a family level that will lead to increased sustainable community adoption rates.





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**Project Profile: Outside Leverage**

**51. Matching Funds.**

Please refer to upload section at the end of document.

**52. Unjust Enrichment**

not applicable

**53. Disclosure of Federal and/or State Funding Sources**

The E-Rate program currently supports, at a district-wide discounted rate of 78%, all schools expenses related to Internet Access and Telecommunications charges. The program, however, does NOT allow for these costs to be bore by this program if access to the homes were included.

This year we were able to apply for E-Rate funding support for Wireless Technology at 9 schools listed at the 90% level; as well, we applied for Wireless Technology at an additional 81 schools listed at the 80% level. Certain E-Rate program limitations prevented us from being able to file for all the schools. The total amount involved in the 90% applications, if fully approved, is for \$708,115; the total amount involved in the 80% applications, if approved, is for and additional \$5,499,728.cluded.

**54. Buy American.**

Is the applicant seeking an individual waiver of the Buy American provision?

No

**Buy American Waiver Request Explanation**

not applicable

**H. DOC Environmental Checklist**

**55. SECTION 1** – Please refer to upload section at the end of document.



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## **I. Compliance and Certification**

### **56. Certification and signature.**

Please refer to upload section at the end of the document.

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**Uploads**

The following pages contain the following uploads provided by the applicant:

| <b>Upload Name</b>                                 |
|--|
| 02. Q24 PCC; Q29 SBA - Management Team Resumes     |
| 03. Q26 PCC; Q31 SBA - Organization Chart          |
| 04. Q27 PCC; Q32 SBA - Key Partners                |
| 06. Q35 PCC; Q40 SBA - Historical Financial Statem |
| 08. Environmental Checklist                        |
| 09. Compliance and Certifications*                 |
| 10. CD-511 Certification - Lobbying, Upper Tier*   |
| 11. CD-512 Certification - Lobbying, Lower Tier    |
| 12. SF-424A Budget Information Non-Construction**  |
| 13. SF-424B Assurances Non-Construction            |
| 17. Legal Opinion*                                 |



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|                                |
| 18. Authentication*            |
|                                |
| 19. Supplemental Information 1 |
|                                |
| 20. Supplemental Information 2 |
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To preserve the integrity of the uploaded document, headers, footers and page numbers have not been added by the system