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) 12-31-2010	6. Is this the last Annual Report of the Award Period? ◯ Yes ◉ No

7. Certification: I certify to the best of my knowledge and belief that this report is correct and complete for performance of activities for the purposes set forth in the award documents.

7a. Typed or Printed Name and Title of Certifying Official 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): 02-24-2011

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).
This SBA project fosters Broadband DSL service. Eligible students and their families will receive one year of free DSL service.

The technology utilized by the project is: DSL 1.544 MBps x 256 KBps Fast Access Ultra

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)	refurbished desktop computer	212	353	The hardware (computers) were deployed at training/distribution events at seven (7) training/distribution events. Once parents received their introduction to technology course and paid $25 directly to the vendor they were able to receive the computers.
Totals		212	353	

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 2010, we distributed 353 computers 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 a computer or Internet connection. These families received refurbished desktops that met requirements to get students and their parents on the Internet and access 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.

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	0	0	0
ESL	0	0	0
GED	0	0	0
College Preparatory Training	0	0	0
Basic Internet and Computer Use	468	353	353
Certified Training Programs	0	0	0
Other (please specify): N/A	0	0	0
Total	468	353	353

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 project has been successful thus far. We have worked within the organizational requirements of a large institution to administratively accept and build the structural frame to ensure a successful project implementation. Parental engagement continues to be one of our largest challenges. However, we have achieved nearly 75% attendance at the training/distribution events. We are in the process of gaining quantitative information to report on grant successes in 2011. We will continue to work to distribute 6,000 computers and 10,000 Internet connections to the target population. 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).
20	The estimate of 20-30% was taken from the US Census. Per our grant application: "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." Due to unforeseen project delays, there has been minimal change in adoption rates from the level at project inception. The owner of the company initially selected to provide broadband Internet connections died unexpectedly and his company is now involved in lengthy legal proceedings. Since we were unable to proceed with the first vendor, we had to regroup and select another vendor which has led to significant implementation delays. However, we have now begun working with the new ISP to integrate them into the project so they can begin providing DSL service to families. We are past the initial project start up phase with our newly selected vendor and now anticipate having families connected soon.

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. As with many programs in the school district, parental engagement has been one of our biggest challenges. Parents are required to attend a training course prior to receiving their computer and signing up for broadband service. However, many parents still do not attend these training/distribution events despite repeated attempts by the school to notify them and encourage them to attend. Although this 25% "no show" rate is not uncommon, next year we anticipate over-qualifying the number of eligible recipients in anticipation of these no shows.

2. As described above, the vendor initially selected to provide broadband connection was unable to provide service and we went with the second eligible vendor that responded to the bid. 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.

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 project, 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 and the important role computers play in promoting learning.