

## 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> 26-43-B10564	<b>3. DUNS Number</b> 147738876
<b>4. Recipient Organization</b> EASTERN U P INTERMEDIATE SCHOOL DISTRICT 315 ARMORY PL, SAULT SAINTE MARIE, MI 49783-2005		
<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> <div style="text-align: center;"> <input type="radio"/> Yes    <input checked="" type="radio"/> No                 </div>	
<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>  Tracy McCord	<b>7c. Telephone (area code, number and extension)</b> 906-632-3373	<b>7d. Email Address</b> tmccord@eup.k12.mi.us
<b>7b. Signature of Certifying Official</b> Submitted Electronically	<b>7e. Date Report Submitted (MM/DD/YYYY):</b> 02-14-2012	

PROJECT INDICATORS				
<p><b>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).</b>                      No, it does not foster a particular broadband technology.</p>				
<p><b>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).</b></p>				
Manufacturer	Item	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed
NA	NA	0	0	NA
<b>Totals</b>		0	0	
Add Equipment			Remove Equipment	
<p><b>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).</b>                      Dell Latitude 2110 and 2120 netbooks have been distributed to seventh through twelfth grade students at 24 different schools in 17 public school districts and two small private schools as part of our BTOP project. We have distributed 3,724 netbooks total. At the end of the school year the netbooks are collected from graduating students and redistributed to incoming seventh graders, so to date approximately 4,000 students have been impacted by the grant. The students use the netbooks both at school and at home for educational and personal research and productivity. The students' families are also encouraged to use the netbooks. The smallest school, Bois Blanc, has one BTOP netbook and the largest school, Sault High, has 674 netbooks.</p>				
<p><b>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.</b></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	20	16	96	
Certified Training Programs	0	0	0	
<b>Other (please specify):</b> teacher PD for online tools, student and parent meetings, internet safety	8,858	5,753	9,077	
<b>Total</b>	8,878	5,769	9,173	
<p><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).</b>                      We have handed out netbook computers to 7th -12th grade students throughout our region. The BTOP netbooks have changed education for many students. Over the past year the use of our online learning platform Moodle has increased from 16 teachers and 478 total users to 170 teachers and 2853 total users. We perceive increased Moodle use as a spark for increased broadband access. Moodle is only available online and so when teachers give homework assignments on Moodle students typically need broadband internet access to do that homework. Additionally, over the past 18 months the schools in our region have needed increased broadband services. We have increased from 60 to 150 megabits of bandwidth provided to schools. Therefore our data indicates an increased use</p>				

of broadband technologies in school and we theorize the increased use extends to home use also. We have plans to support that theory with data, but are not there yet.

Our original BTOP team had four people fully supported by the grant. One economic success over the past year was adding an additional computer technician to the team, so now the grant fully funds five jobs.

**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).
75	<p>This estimation is based on anecdotal data gathered during distribution. We currently have no survey data that can be used to support the estimation, but we plan to get solid quantitative data. Based on conversations with parents during the distribution of netbooks, it seems that the adoption level at the start of our project was higher than believed. We can show that 32 new subscriptions through the voucher program offered by our vendor partner Lighthouse.net.</p> <p>We have applied for an institutional board review exemption to survey parents about broadband adoption. If the exemption is granted we will gather data through parent surveys. We have also requested an institutional board review to survey students about broadband adoption. If permission is granted we will gather data through student surveys. Additionally, we have requested adoption data from local internet service providers. With the exception of Lighthouse.net, they have declined.</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)?**

The two barriers to broadband adoption that I have identified through discussions with parents of students receiving netbooks from our project are expense and lack of available service. To address the expense barrier our vendor partner, Lighthouse.Net, offers \$100 off the equipment to connect to broadband internet service with them. Also, we have put together a series of financial education community training events which will run in 2012. The goals for the financial education sessions are to educate the public about online financial tools to promote broadband adoption and provide financial management tools for families with the hope that they could better manage their finances and include broadband subscription if they do not already have broadband internet. The digital divide in terms of service to rural areas continues to exist in our region. The work of the Merit project is already bringing service to new areas in our region and will continue to do so. When given the opportunity by Merit to co-present our BTOP initiatives, we did so and we support their work by educating the communities about it when we can.

**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)**

We have no subcontracts or sub grants.

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

During the distribution phase we offered evening meetings so parents of students receiving netbooks could come and learn about our project and the expectations for the use of the netbooks. We included information about broadband technology, internet safety for teens, expectations for care of the netbook, how to get it fixed if it breaks, and the voucher program through our vendor partner. We then required students to attend a meeting with the same basic information presented in a more student friendly manner in order to receive a netbook. When we did this the parent meeting attendance was very poor in some schools and pretty good in others. A few schools asked us to combine the two meetings into one meeting for both parents and students. During these meetings we distributed the netbooks at the very end of the meeting so students left the meetings with the netbooks. These combined meetings had much better parent attendance. We also had to go into these schools during the day to meet with any students that missed the combined meetings to provide training and netbooks for all the students. Our lesson learned was to do combined meetings and pass out the netbooks in the evening meetings to boost parent attendance.

One of our school districts worked with us to put together a technology integration professional learning series where teachers and paraprofessionals who attended three days of training were provided with the same model of netbook provided to students. The school district funded the training, including the purchase price of the netbook, for staff members because the staff wanted to have the same technology tool as the students. This professional learning series was instrumental to changing teaching practice within the first year of the grant. We expected teachers to move into 21 Century teaching, but anticipated it would take two years of having one to one computing in the classrooms. The anticipated time line was compressed into about 8 months in this school district largely due to the professional learning series. It was so successful that another school district is now planning the same series with us. These two school districts happen to be our largest and third largest, so these efforts are impacting a large percentage of our teachers and students.

One key to the educational success of our project has been having a learning management system in place. Moodle is an open source, online learning platform that allows teachers to assign and collect school work electronically. I would advise any educational technology initiative such as our BTOP project to provide a learning management tool such as Moodle because that has been the major force behind changing teacher instructional practice once the netbooks were in the students' hands.

Now that we have completed the distribution of netbooks, one lesson we have learned is that the preparation of each netbook takes longer than we thought. Between the time it comes off the delivery truck to the time it is distributed to students the unboxing, inventory, and imaging processes take more time that we thought. We became more efficient at each step in the process as we worked to hand out over 3500 netbooks, but the distribution phase of our project took nearly a year rather than the four months we originally anticipated.