

## 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> 12-31-2013	<b>6. Is this the last Annual Report of the Award Period?</b> <div style="text-align: center;"> <input checked="" type="radio"/> Yes    <input 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> 11-25-2013	

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	
<input type="button" value="Add Equipment"/>			<input type="button" value="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 3,755 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 5,000 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 700 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		620	467	918
Certified Training Programs		0	0	0
Other (please specify): teacher PD, community financial sessions, student and parent meetings, other community topics		10,304	7,078	10,227
<b>Total</b>		10,924	7,545	11,145
<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 completed our project and the data shows the success of the project. Our two objectives were to increase broadband subscribership and to promote the integration of technology into education. The student survey of 1,637 students showed that 84% have broadband internet at home, 11% do not have internet, and 5% have dial up. The community phone survey of 594 adults showed that 70% have broadband internet and that 37% obtained broadband in the past three years during the time of our grant work. This data indicates that providing netbook computers to students correlated with a 14% increased rate of home broadband over the community average. It also indicates growth overall in home broadband subscriptions in the past three years. In the student survey, 75% of</p>				

students responded that having the netbooks improved their education and in the community survey 71% of parents of students with BTOP computers responded that having the netbooks enhanced their child's education. Also from the community survey, 51% of the community was aware of the grant, even though only 22% of the respondents had children involved in the grant. We take this as an indication of success in raising awareness about broadband access and educational technology.

**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).
70	<p>We completed a phone survey of the community and the data showed that 37% of the residents in the survey adopted broadband during the time of our BTOP grant work. According to 2010 census data the population of the three counties we serve are Chippewa 38,797, Mackinac 11,037, and Luce 6,584 for a total community population of 56,418 people. Using the sample size calculator at <a href="http://www.researchinfo.com/docs/calculators/samplesize.cfm">http://www.researchinfo.com/docs/calculators/samplesize.cfm</a> with a 95% confidence level and a confidence interval of 4, the required sample size for a population of 56,418 is 594 completed surveys. To ensure that the surveys represented the distribution of the population served by the grant, percents were calculated using pupil accounting data. For example, the Brimley community had 7% of the students in the region, so 7% (42 out of 594) of the phone survey data came from Brimley. The surveyors randomly chose who to call by calling every fifth name in the phone book for each community until they had the number of completed surveys needed for each community. One question in the survey asked "Within the last three years did you upgrade to broadband services or purchase broadband services for the first time?" A total of 221 people out of 594 people answered "yes" to this question which is 37%.</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)?**

Access and cost continue to be barriers in the rural area we serve. To increase access we attempted to increase demand for access by providing netbooks and providing training both to teachers for educational integration and to community members for broadband uses. To assist with cost we continued to partner with Lighthouse.net who provided vouchers to families for \$100 off the equipment to get broadband home internet service. We also promoted CenturyLink's low cost broadband program for low income families in the communities served by CenturyLink.

**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)**

No subcontracts or sub grants were involved in our grant.

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

At the end, I asked the BTOP team members to reflect on best practices and lessons learned. The computer technicians on our team collaborated and sent the following, which very nicely sums up our best practices and lessons learned. They most directly dealt with students and issues related to the grant. Here are their thoughts:

Overall, the grant was a huge success. To make a project this big successful, it takes a team of people with the same vision, goals, enthusiasm, and dedication. The BTOP team definitely had that.

**Lessons Learned:**

The presentations to the students and parents were a very positive part of the grant.

The instructional technologist position was very important and very effective.

One-to-one netbooks for students was a huge gain as far as educational technology goes, but teacher/student accountability needs improvement.

In most schools, administration involvement was available. It was nice having their help and support. It made the techs' job much easier.

Having a go-to person at each school was a huge help. That also made our job easier.

Inventory Issues: One inventory per school was very difficult to track since they were not in one spread sheet. Would greatly help to have everything inventoried from the start (Chargers, Batteries and Netbooks). Initially we could only inventory the netbooks with the scanners we had.

Damages: Should the ISD or any school district afford or be able to purchase "Accidental Warranty"... it should be scrutinized a bit more. Some damages were so severe or occurred so often to the same netbook/student that it should have been brought to the attention of the school administration and parent. Too often both were unaware of the extent or frequency of repairs. This put the techs in an uncomfortable situation with Dell and the school.

Work Areas: Schools should provide a designated and suitable work area for repairs. In small schools it was not to important but in others things came up missing and we had to haul all our tools and equipment around.

Communication: Between the ISD and the schools (especially those without full time technology support) as to what is available through Active Directory. An example is adding Printers, forcing down software or even changing Home Pages could be done via Active

Directory and not laboring of the image. Also, we needed to have a policy and procedure in place for non-accidental damages. Communication with DELL support was extremely cumbersome and time consuming. Problems still exist with parts being sent to the wrong location. It took over 5 months to resolve the touchscreen issue, and our points of contact at Dell change frequently.

From the project director:

As I reflect back over the three years, I wish that I would have better understood inventory procedures at the start since we really had to figure that out on the fly and I wish that I would have had a better plan for data collection. I am thrilled with what we ended up with for data, but I know now that I could have improved both the process and the alignment of the questions between the three groups we surveyed. In order to make an impact on broadband subscription and educational technology use, we first had to manage the logistics of keeping over 3500 netbooks working. We spent a fair amount of resources to hire enough technicians to repair the netbooks and get the three year warranty that covered accidental breakage. Those were both excellent decisions that were foundational to the success of the project. We are still working on logistical management issues with inventory procedures and trying to promote best practices with students about how to care for the netbooks, and although important, this current work is of minor magnitude compared to the work that has already been done. Also, the role of the instructional technologist to be a champion for integration to teachers and a champion for teachers to the tech people was key to the success of our project. The community outreach work was successful because we made decisions to partner with community agencies such as financial institutions and small business promoters/educators for our presentations. The hiring of a community outreach specialist was also critical to the success of that work. It has been a tremendous privilege to work on this grant and see the growth in broadband residential use, educational technology integration, and community awareness to broadband services. Thank you for the difference BTOP made in the Eastern Upper Peninsula!