

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 26-43-B10564	3. DUNS Number 147738876
4. Recipient Organization EASTERN U P INTERMEDIATE SCHOOL DISTRICT 315 ARMORY PL, SAULT SAINTE MARIE, MI 49783-2005		
5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2012	6. Is this the last Annual Report of the Award Period? <p style="text-align: center;"><input type="radio"/> Yes <input checked="" type="radio"/> No</p>	
7. Certification: I certify to the best of my knowledge and belief that this report is correct and complete for performance of activities for the purposes set forth in the award documents.		
7a. Typed or Printed Name and Title of Certifying Official Tracy McCord	7c. Telephone (area code, number and extension) 906-632-3373	
	7d. Email Address tmccord@eup.k12.mi.us	
7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 02-22-2013	

PROJECT INDICATORS																																																
<p>1. Does your Sustainable Broadband Adoption (SBA) project foster a particular broadband technology or technologies? If so, please describe this technology (or technologies) (600 words or less). No, it does not foster a particular broadband technology.</p>																																																
<p>2a. Please list all of the broadband equipment and/or supplies you have purchased during the most recent calendar year using BTOP grant funds or other (matching) funds, including any customer premises equipment or end-user devices. If additional space is needed, please attach a list of equipment and/or supplies. Please also describe how the equipment and supplies have been deployed (100 words or less).</p> <table border="1"> <thead> <tr> <th>Manufacturer</th> <th>Item</th> <th>Unit Cost per Item</th> <th>Number of Units</th> <th>Narrative description of how the equipment and supplies were deployed</th> </tr> </thead> <tbody> <tr> <td>Dell</td> <td>Latitude 2120 netbook</td> <td>649</td> <td>31</td> <td>Netbooks are distributed to students in grades 7-12 when they enter 7th grade or migrate to our region from another area. Students attend a meeting to learn about the program and receive the netbook. Parents are encouraged to attend the meeting with their student.</td> </tr> <tr> <td colspan="2">Totals</td> <td>649</td> <td>31</td> <td></td> </tr> </tbody> </table> <p style="text-align: center;"> <input type="button" value="Add Equipment"/> <input type="button" value="Remove Equipment"/> </p>					Manufacturer	Item	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed	Dell	Latitude 2120 netbook	649	31	Netbooks are distributed to students in grades 7-12 when they enter 7th grade or migrate to our region from another area. Students attend a meeting to learn about the program and receive the netbook. Parents are encouraged to attend the meeting with their student.	Totals		649	31																														
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<p>2b. To the extent you distribute equipment/supplies to beneficiaries of your project, please describe the equipment/supplies you distribute, the quantities distributed, and the specific populations to whom the equipment/supplies are distributed (600 words or less). 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 4,500 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>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.</p> <table border="1"> <thead> <tr> <th>Types of Access or Training</th> <th>Number of People Targeted</th> <th>Number of People Participating</th> <th>Total Training Hours Offered</th> </tr> </thead> <tbody> <tr> <td>Open Lab Access</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Multimedia</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Office Skills</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>ESL</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>GED</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>College Preparatory Training</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Basic Internet and Computer Use</td> <td>200</td> <td>207</td> <td>414</td> </tr> <tr> <td>Certified Training Programs</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Other (please specify): teacher PD, community financial sessions, student and parent meetings, other community topics</td> <td>10,179</td> <td>6,779</td> <td>9,899</td> </tr> <tr> <td>Total</td> <td>10,379</td> <td>6,986</td> <td>10,313</td> </tr> </tbody> </table>					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	200	207	414	Certified Training Programs	0	0	0	Other (please specify): teacher PD, community financial sessions, student and parent meetings, other community topics	10,179	6,779	9,899	Total	10,379	6,986	10,313
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<p>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). At the beginning we had two main goals for our BTOP work. The first goal was to change education by providing one to one computing and teacher training. The second goal was to spark broadband adoption and access throughout our region.</p>																																																

In just two years, we have provided one to one computing for 7th -12th grade students and that has changed education in many ways. Since learning is an process that happens at the individual level, providing students with a netbook computer and the rich resources of the internet, allows for students to learn in different ways and beyond the classroom curriculum. Additionally, when teachers actively teach how to correctly use the technology and encourage students to produce learning artifacts with technology tools, school becomes more individualized and engaging for students. Today's teens often see a tremendous gap between what happens at school and what happens in the rest of their life because the technology they use in their everyday activities has been absent from school. The students see how technology could improve their work at school, but need teachers to meet them halfway by accepting assignments digitally or responding to questions via text messaging. Many teachers has risen to the challenge and are integrating technology into their teaching due to the BTOP grant. In the past year a few teachers in our region have worked to flip their classrooms so that the bulk of the direct instruction (lecture) is recorded digitally for students to watch on their own as homework. This allows class time to be used for hands on learning such as labs, help with problems or writing, and so on. The teachers become learning coaches and have the class time to help students individually or in small groups. The teachers who use this approach feel that it is more effective education than the approach they previously used in their classrooms. We also provide the online learning platform Moodle for our schools and the use of Moodle had grown exponentially over the past two years. Teachers are having conversations about the importance of familiarizing students with online learning tools such as Moodle as college preparation. The teachers know that Moodle or Blackboard is used by many colleges and that students need to have some experience using this type of tool in high school to truly be ready for college. In 2010, before we started handing out netbooks, our Moodle had 478 accounts (teachers, students, and administrators). In 2011 we had 2,853 accounts and by the end of 2012 we had 3,552 accounts. We manage Moodle accounts by deleting accounts after a few months of no use, so these numbers represent active users. The best test of success will be whether the one to one computing model continues once the BTOP grant is over. It is encouraging that we have had two schools expand the program down into elementary grades already and two more are working on it, but we will have to wait until next fall to see if schools choose to continue with the BTOP model we have established.

Our second goal was to spark broadband adoption and access. For the first 18 months of our project, it seemed like we were the only ones pushing for broadband adoption in our region. Over the past few months Connect Michigan has provided a structure that brings people from different arenas into an ongoing conversation about broadband access and use. Our BTOP community outreach person has taken a leadership role in the Connect Michigan movement. It has been very gratifying to realize that we are not the only ones working to prompt community improvement through broadband adoption and more importantly, to realize that the effort will not die out with the end of our BTOP grant. Our current data does not show the increase in residential broadband adoption that we hoped for, but it is exciting to hear small local governmental agencies, such as townships, working to become a broadband hot spot for their residents. Over the past two years, citizens of the Eastern Upper Peninsula have had increased access to broadband through commercial and community hot spots and there is demand for more hot spots, especially in the very rural areas.

I know that we have been successful on the community outreach front because people express appreciation for every event they attend, so I am confident we make a difference for those individuals. At the final financial training session in each community we raffle off an iPad. The following was sent to me in an e-mail from one of the iPad winners this year:

"Yup that is right, me, I won that iPad in Rudyard and I just wanted to pass along how thrilled I am! Last night it sat at the dinner table in the spot where my oldest daughter always sat - she is 1000 miles away at college this year, but with facetime she joined us for dinner! She showed us her proposed class schedule and we read the class descriptions with her, then reviewed the requirements for the second major she is considering! AMAZING! You, your staff and whoever originally wrote for the grant are making a difference in the EUP - thank you for advancing our access to 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).
80	This estimation is based on community survey data gathered through June, 2012. The sample size is small at 208 surveys, but is spread across the region served by our project. The adoption level indicated by this survey data before the BTOP grant started was 78%, so the survey data indicates a 2% increase in residential broadband subscriptions in the past two years.

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. This past year we also worked with CenturyLink to offer basic computer training, low cost internet, and the opportunity to purchase a low cost computer in one community. The CenturyLink program is specifically for low income households, whereas the Lighthouse.Net program is for any family involved in our project. Also, we have been running a series of financial education community training events. The final two communities in our region will complete the financial sessions in early 2013. 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 pay for broadband 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. The work of Connect Michigan is also designed to push broadband into new areas. During the past year each of the three counties served by our BTOP work have worked together to gather data about the current uses of broadband and the current needs for more broadband access. It is very exciting to see internet service providers, economic development people, local government, education, emergency medical services, and others come together to discuss broadband growth. It seems that over the past year the thinking of all of these local agencies has caught up to our BTOP project. I like to think that handing out netbooks to every 7th-12th grade student has pushed the movement forward and that we can take some credit for sparking this broadband adoption effort.

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).

After a busy year of planning and presenting community outreach events, we have learned that the greatest interest is in basic computing workshops. Each time we have offered basic computing workshops, the participants have asked for more sessions. We initially set up a three session series (one evening per week for three weeks) in communities and have been asked to continue with a second session of three weeks in nearly every community. Some communities ask for a third or even fourth round. Each time the participants seem to include new people who have not attended any previous sessions and people who have attended many of the previous sessions, so we are not merely running replications of the sessions, but bringing in some new material, too. The majority of the participants are retired.

If I were to start this project over, we would focus most of our community work on offering basic computing workshops and I would hire people to present them. What we have done to meet the need is to schedule as many of the basic computing workshops as we can and use several of our BTOP team members to present the information. In presenting myself and in watching others present these workshops, I have noted that the presenter needs to have an abundance of patience as the participants often need steps repeated or have trouble hearing or seeing. Some presenters do a great job with beginning users and have no problem explaining the information at the right level for the participants. For other presenters it can be difficult to bring the information down to the right level. This is a great illustration that just because you know the info does not mean you can teach it well. I am fortunate to have a couple of different people on our BTOP team that do basic computing workshops very well, but this is not always an easy role to fill.

Conversely, many of our other BTOP community workshops have have significantly less attendance and have never been requested to be repeated or expanded upon. We have been raffling off iPads for our financial training sessions and had less attendance for those than the basic computing sessions. We do give out a book at our basic computing sessions that is geared toward older beginning computer users. The participants have been very appreciative of the book.

In summary, our lessons learned are to focus community efforts on basic computing workshops, work to find the right presenter(s), and give each participant a book so they can continue their learning at home. These strategies have worked very well for us.