



**Broadband Non-Infrastructure Application
Submission to NTIA – Sustainable Broadband Adoption**

Submitted Date: 3/15/2010 4:41:42 PM	Easygrants ID: 6320
Funding Opportunity: Sustainable Broadband Adoption	Applicant Organization: EASTERN U P INTERMEDIATE SCHOOL DISTRICT
Task: Submit Application - Sustainable Broadband Adoption	Applicant Name: Ms. Michelle Ribant

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A. General Application Information

1. Applicant Information	
Name and Federal ID for Applicant	
DUNS Number	147738876
CCR # (CAGE)	4KHG7
Legal Business Name	EASTERN U P INTERMEDIATE SCHOOL DISTRICT
Point of Contact (POC)	SUZANNE MILLON 9066323373 Ext. 120 smillon@eup.k12.mi.us
Alternate POC	DEANNA MAYER 9066323373 Ext. 126 dmayer@eup.k12.mi.us
Electronic Business POC	SUZANNE MILLON 9066323373 Ext. 120 smillon@eup.k12.mi.us
Alternate Electronic Business POC	MELISSA GILHOOLEY 9066323373 Ext. 105 melissag@eup.k12.mi.us

2. Name and Contact Information of Person to be Contacted on Matters Involving this Application:	
Prefix	Ms.
First Name	Michelle
Middle Name	
Last Name	Ribant



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Suffix	
Telephone Number	906-632-3373
Fax Number	
Email	mribant@eup.k12.mi.us
Title	Director of General Education

3. Additional Contact Information of Person to be Contacted on Matters Involving this Application:

Project Role	Name	Phone	Email
Secondary Point of Contact	Mr. Jason F, Kronemeyer	9066323373 124	jasonk@eup.k12 .mi.us

4. Other Required Identification Numbers

Easygrants ID	6320
Funding Opportunity Number	500001
Catalog of Federal Domestic Assistance Number	BTOP CFDA Number: 11.557 BTOP CFDA Title: Broadband Technology Opportunities Program

5. Organization Classification

Type of Organization	Other
Is the organization a small business?	No
Does the organization meet the definition of a socially and economically disadvantaged small business concern?	No

6. Authorized Organizational Representative



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AOR	MILLON, SUZANNE
Result	<Select>

7. Project Title and Project Description

Project Title: Sparking Broadband Use in the Eastern Upper Peninsula of Michigan

Project Description: The Eastern Upper Peninsula School District will link K-12 students to their futures by establishing a seamless, web based learning environment between school, home and the community. The project will bring durable devices, cutting edge technologies and robust partnerships with local counties and internet providers together to create 21st century learning sites in every residence in the EUP.

8. Other Applications

Is this application being submitted in coordination with any other application being submitted during this round of funding?

➤ Yes

Easygrants ID	Project Title
4282	Eastern Upper Peninsula Project
4658	REACH-3MC II

If YES, please explain any synergies and/or dependencies between this project and any other applications.

This project is directly linked to two other applications in this round of funding. The first is a "middle mile" project with MERIT and the second is "last mile" project submitted by Chippewa County on behalf of the "Eastern Upper Peninsula Project" (EZ Grant #4282). The Sparking Broadband Use project will be greatly enhanced by the MERIT project and is dependent on the Eastern Upper Peninsula (Chippewa County) project.

The critical last mile project will provide broadband to each electric pole thereby eliminating past issues associated with simple access to broadband in rural areas. In addition, and most



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importantly, the broadband provider for that project has agreed to honor free or reduced connection and monthly service fee vouchers for economically disadvantaged families with school aged children. This one component of the grant will do more to bridge the digital divide between economically disadvantaged and non-economically disadvantaged students than anything other than the provision of the computing device itself.

9. Is the Applicant exempt from the Department of Commerce requirements regarding individual background screening in connection with any award resulting from this Application?

- Yes, Applicant is exempt because it is a unit of a state or local government

If the answer to the above question is "No," please identify each key individual associated with the Applicant who would be required to complete Form CD-346, "Applicant for Funding Assistance," in connection with any award resulting from this Application:

Name	Title	Employer

B. Executive Summary, Project Purpose and Benefits

Essay Question

10. Executive Summary of the proposed project:

This project represents a unique partnership between three geographically large counties, a rural broadband provider and 16 small, remote school districts that will create a vast tech rich, broadband enabled environment designed to propel education and economic growth in the Eastern Upper Peninsula of Michigan. The project will leverage strong partnerships to ensure that each and every family with school aged children has a broadband connection. Until very recently, such a goal would have been impossible but a partner broadband project and agreements to honor connection and monthly fee vouchers by the rural broadband provider has eliminated many barriers.



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For the past decade the Eastern Upper Peninsula Intermediate School District (EUP) has been a leader in Michigan’s one-to-one computing efforts. Covering 4000 square miles, the ISD serves one of the most remote and economically disadvantaged student populations in Michigan. Out of necessity, the ISD has employed technology-based solutions to support schools in deploying effective teaching and learning across significant space and time. With the advent of improved mobile and IP technology, EUP seeks to transform schools in rural and remote areas through anywhere / anytime teaching and learning and spike broadband adoption and use in the process. Regardless how proficient schools are at providing technology rich environments, many rural students go home each afternoon, weekend and summer to 19th Century homes, without computer technology or broadband connectivity. The examination of unserved and underserved maps available for Michigan clearly depict limitations in rural areas with regard to broadband access. Closer examination and discussions with local broadband providers creates an even more complex picture. Even in our geographic areas where broadband is available, adoption rates are nowhere near levels that would provide broad enhancement to education and communities. There are really two distinct broadband access issues in play in rural Michigan. First, and most essential, is simple availability of broadband. Second, in areas where broadband is available, broadband connection/adoption.

What are the barriers to broadband adoption in rural areas?

Access to devices: Do families have access to computers at home?

Cost: Are costs associated with initial connection and/or ongoing monthly fees prohibitive for target families?

Relevance: Do families feel that having broadband access at home will enhance their circumstance?

This project will specifically address all three of these adoption barriers. With regard to access to devices, all partner districts will provide computers to all students at identified grade spans. The computers will be utilized in class daily, employing effective technology integration strategies. As described, these districts have distinguished themselves by having the baseline requirements including a robust network infrastructure and trained district staff. In addition to effective classroom use, the laptops will be expected to go home with students each afternoon. This goes well beyond past initiatives that provided computers in school with occasional allowance for transport home for “special projects”. There are significant software and hardware advancements that make the timing of this bold step possible.

Districts were selected based on specific readiness indicators beginning with a fundamental belief that technology is essential in any 21st Century learning environment. These small, rural schools have been strategic in the creation of technology rich environments using very limited



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resources. The environments created are fully wireless and have a level of technology use that is beyond that seen in most in Michigan schools. Parallel to these infrastructure and equipment related efforts has been the implementation of ongoing teacher, administrator and technology staff professional development sessions that have increased individual skills and promoted rich integration efforts at the classroom level.

The populations served will include all school aged children and their families in the 16 partner school districts. This represents over 7000 students.. The populations are primarily economically disadvantaged; census poverty rates vary from 8–38% (2007). It should be noted that census poverty rates can be deceiving in rural areas. The retiree and summer resort populations tend to skew the overall census poverty data up. A more accurate measure of poverty for this project may be free and reduced lunch percentages. Those values range from 33-85% with the average at approximately 40%. The areas targeted by this project contain approximately 12% of the total Native American student population in Michigan while comprising less than 1% of the overall student population in the state. A demographic profile of each district is provided in the supplemental information.

The job creation associated with this project will include the hiring of 8 new staff members. One full time project director, 4 technology specialists and 3 school / community educators will be hired for the three year duration to fully implement and monitor this project. In addition to these positions, all teachers (approximately 500) participating in this project will be upgrading their skills. With the State’s economy in freefall, unemployment and underemployment stands at 22 percent, Michigan must look for innovative models for using broadband technology to sustain innovation. A critical area is the delivery 21st Century teaching and learning via the web. With today’s low-cost computing and networking technology, sustainable one-to-one, mobile computer programs hold great promise for changing the way educators and students and their families learn about the world and engage in the global economy.

11. Project purpose:

This project will specifically address 2 statutory purposes of the BTOP project:

1. Stimulate the demand for broadband.
2. Provide broadband education, awareness, training, access, equipment and support to community institutions and address the needs of vulnerable populations.

At School. The program seeks whole school transformation of curriculum by providing mobile computers and web-based learning resources for every student in support of anytime learning. Participating schools from rural Michigan have been selected based on a “readiness rubric” that indicates the ability to move its curricular resources online and incorporate mobile devices into



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everyday instruction. Educators are provided with the classroom technology and training to achieve this transformation. The technology proficient teachers are comfortable in an environment where students have access to technology which enhances student engagement and academic outcomes.

Recent breakthroughs in cloud computing technologies make the timing of this project more relevant. Past efforts to encourage students to take devices home have raised concerns among educators because of CIPA requirements. Given the cloud computing technologies now available the requirements of CIPA can be met no matter where they connected. Responsible and safe use will be a cornerstone of the family and community based educational outreach activities.

Other school factors include the explosion of available on line modular courses and remediation programs. Project partners have worked to provide virtual courses and other online learning experiences to students while in school. This project, coupled with state seat time waiver options will extend the opportunity to take courses on line into the home and community. The establishment of this technology rich school environment has created a legion of savvy students that want the same level of connectivity in non school settings. This alone will drive the demand to the home for broadband adoption.

In the Community. The program engages and supports parents and community members by delivering broadband awareness, Internet use, job training, and cyber-safety training through local public libraries. In addition, local broadband providers offer discounted services or special incentives to school-age families for participating in the community-based program.

Community based trainings will be divided into specific family trainings for students that will be bringing home devices each day and the community at large. For the family sessions, an evening training on the specific device and the connection to the school computing cloud will be offered. Specific trainings that emphasize parent/teacher email communication, parental monitoring of grades by accessing student management systems and strategies for supporting student academic progress using internet resources will be provided to the families. The families in the program will be invited to participate in broader educational outreach efforts regarding job training, access to online courses, small business potential usage and cyber safety. Students will replicate the “Teaching through the Generations” series which invites community members to come into the schools or local libraries and learn the basics around establishing and using email accounts, social networking, uploading and sending photos, etc. The sessions are facilitated by school staff but students provide the actual training. Some of the existing partner schools have participated in this project in the past, the incorporation of that training into this project will not only expand the reach throughout these rural areas, it will also allow for training on new technologies.



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At home. By providing the mobile computer to students the program encourages broadband adoption in the home. Parents see the benefit and need for providing their students with broadband access to the Internet.

The use of broadband at each home is a complex matter and is the heart of the project. Given the partnerships established with the Eastern Upper Peninsula "last mile" project and the agreement to honor connection and monthly fee vouchers, former barriers to complete participation in the project by every family with school aged children has been eliminated. As such, the goal of broadband connection to 100% of homes with school aged children has been established within the EUPISD service area. The timeline will be coordinated with the last mile project but will be within the 3 year span of this project.

12. Recovery Act and Other Governmental Collaboration:

The “Sparking Broadband Use in the Eastern Upper Peninsula of Michigan” project will leverage 2 distinct stimulus fund sources. The funding sources are Title I & The Individuals with Disabilities Education Act (IDEA). The Title I program provides funds to local school districts to improve the education of disadvantaged students. It is the largest federal program supporting elementary & secondary education. School districts have some discretion in how they distribute Title I funds, but the law requires them to prioritize the highest-poverty schools. Specific aspects of Title I that will be enhanced include: meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, children with disabilities, Indian children, neglected or delinquent children, & young children in need of reading assistance. The project will close the achievement gap between high-& low-performing children, especially achievement gaps between minority & nonminority students, & between disadvantaged children & their more advantaged peers. IDEA is the main federal statute that authorizes federal aid for education of more than 6 million children with disabilities nationally. States that receive federal funds are required to provide "free appropriate public education" to all children with disabilities in the "least restrictive environment." Clarification documents provided by the US Dept of Ed cite provision of computers as acceptable expenditures for ARRA Title I & IDEA funds. The use of computers must be intentional & strategic. In Title I schools, the devices will be used as a tool to access high quality intervention & enrichment activities & in class usage will promote research based strategies that enhance student outcomes. IDEA & ARRA IDEA funds can also be used to purchase computers for special education students in order to support Individual Education Plans. Computers are very effective “assistive technology” tools for special education students & are an excellent method of enhancing least restrictive environment experiences. Other non-stimulus funding sources that may be used by districts as cash match include REAP funds. The



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Rural Education Achievement Program funds are available to schools that meet the specific eligibility factors. To be eligible for REAP funds, a school district must have a Locale Code of 7/8 & an average daily attendance < 600 OR be located in a county that has a population density < 10 people per square mile. The funds are discretionary & can be used to offset the match. Several of the districts in this project receive REAP funds.

In addition to these specific educational programs, collaboration with Chippewa, Luce and Mackinac Counties will be essential to project success. That partnership between this and their last mile project has been established.

13. Technology Strategy:

This project will infuse households of the target population with broadband devices and education intended to provide a seamless school-to-home educational tool for the whole family. At present, school districts involved in this project offer a wide range of options for students using computers and broadband at school. Student in the Eastern Upper Peninsula (EUP), for example, are the greatest per capita users of online high school courses (like Michigan Virtual High School) in the state of Michigan. Most recently, all schools within the EUPISD service area are now participating in a unique “Seat Time Waiver” program wherein up to 25% of high school students could complete high school, from home, utilizing both online courses available and project based learning options. With these options already in place, the availability and connection to broadband at home would eliminate the “final barrier” for some of the most remote and economically disadvantaged students in the state. Additionally, a wide range of currently available university level online courses will become available to local students and family members.

The project will also employ cloud computing technology to provide a safe educational portal for students engaged in off site, online learning options. When logged in through the portal, students will be connected to a learning environment site that meets the statutory requirements of CIPA filtering now provided in school based settings. Our partnership with Lighthouse is unique in that we can be provided with a virtual lan for our project to connect to from the home. This means that the target population is virtually connected to the educational network to ensure they have access to all educational resources available to them at school.

Through family surveys and coordination with our vendor partner Lighthouse (the local provider associated with the Eastern Upper Peninsula last mile project), project staff will determine those households that currently subscribe to broadband service, those where broadband is available but



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not currently connected and those where broadband is now becoming available through the last mile project. For those that have broadband available but are not yet connected, the project will provide connection information and vouchers, when appropriate, for new subscribers. In areas where broadband is becoming available through the Eastern Upper Peninsula last mile project, families will be provided with a timeline for connection, connection options and vouchers for connection and monthly service fees when appropriate. Data on broadband availability and connection will be collected throughout project. Data on families with school aged children will be further disaggregated to determine increased levels of availability and adoption or broadband by specialty populations (based on currently available school based data).

14. Innovative Approach:

There has been a remarkable convergence of events over the past three months to one year that have made the success of this project, should it be funded, almost inevitable.

Event #1: The three large counties in which all of the partner school districts reside have come together to submit a broadband grant that will bring service to every electric pole in the Eastern Upper Peninsula of Michigan. The partner broadband vendor on that project is associated with a small, rural electric cooperative that recently merged with a second small, rural electric company so past issues with access and easements, etc. have been eliminated.

Event #2: The broadband provider, who will have access to literally every home in the EUP if their project is funded, has agreed to fully honor vouchers from this project and provide free or reduced connection and monthly fees for broadband (for a full year) to all families with K-12 students. Past efforts to work with the hodgepodge of internet providers has resulted in frustration over their refusal to honor local vouchers or provide information on broadband adoption rates, availability etc.. These issues will have been eliminated.

Event #3: Cloud computing technologies have improved to the point that school districts can feel good about sending students home with devices because, while the student is logged into the school portal, appropriate CIPA filters will be in place. In addition, recent breakthroughs in solid state computing technologies have created more durable devices that are able to stand up to the rigors of daily transport to and from school.

Event #4: The FCC is proposing modifications to the e-Rate program that may allow costs for on and offsite computing devices to be considered in school district technology plans. This



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would allow for the genuine creation of a replacement program for one to one computing devices that has been the death of many a past initiative. For low income, rural communities like those represented in this project, this could be the fundamental end to the now seen digital divide at school. Coupled with this community and home based broadband adoption project, this would go a long way to diminish the digital divide in homes and communities as well.

All said, the innovation associated with this project is as much about strategic partnering and cooperation within the Eastern Upper Peninsula as it is about available technologies or computing devices. The communities coming together to create an environment of access to and meaningful use of broadband IS innovative. The elimination of prior roadblocks has actually made the project more simple and straightforward, and so, more realistic and doable.

It should also be noted that school districts represented in this project have kept themselves "ready for this moment" by staying ahead of the curve with regard to putting systems and educational opportunities in place.

15. Is the applicant is seeking a waiver of the Buy American provision pursuant to section x.Q of the NOFA?

- No

16. Is the applicant delinquent on any federal debt?

- No

If Yes, justification for delinquency:

- .

17. Are you seeking a waiver of any requirement set forth in the NOFA that is not mandated by statute or applicable law?

- No

C. Partners

18. Are you partnering with any other key institutions, organizations, or other entities for this project?

- Yes



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If YES, key partners are listed below:

Project Role: Contractor
Name: Mason, Steve
Email: smason@lighthouse.net
Address 1: 2972 W. 8th Street
Address 2:
Address 3:
City: Sault Sainte Marie,
State: Michigan
Zip Code: 49783
Organization: Lighthouse.net
Organization Type: For-profit Entity
Small business: Yes
Socially and economically disadvantaged small business concern: Yes

19. Description of the involvement of the partners listed above in the project.

Lighthouse.net will improve access to broadband to every home in the area served by the Eastern Upper Peninsula ISD. Lighthouse.net proposes to provide a discount for services per student or teacher for Broadband Internet Service, either wireless, DSL or Fiber as applicable. These services will be in the form of service delivery, service installation, monthly service fees or support as determined between the parties.

D. Congressional Districts

20. Applicant Headquarters

- Michigan

21. Project Service States

Michigan

22. Project Service Areas

Michigan - 1



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23. Will any portion of your proposed project serve federally recognized tribal entities?

➤ Yes

24. Indicate each federally recognized tribal entity your proposed project will serve.

Bay Mills Indian Community

Sault Ste. Marie Tribe of Chippewa Indians of Michigan

25. Have you consulted with each of the federally recognized tribal entities identified above?

Yes

E. Community Anchor Summary

26. Community Anchor Institution	
Schools (k-12)	16
Libraries	7
Medical and Healthcare Providers	3
Public Safety Entities	11
Community Colleges	1
Public Housing	0
Other Institutions of Higher Education	1
Other Community Support Organization	0
Other Government Facilities	3



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TOTAL COMMUNITY ANCHOR INSTITUTIONS	42
27. Minority Serving Institutions	
Historically Black colleges and Universities	0
Tribal Colleges and Universities	1
Alaska Native Serving Institutions	0
Hispanic Serving Institutions	0
Native Hawaiian Serving Institutions	0
TOTAL MINORITY SERVING INSTITUTIONS	1

F. Demographics

28. Will your proposed project be specifically directed to serve vulnerable population groups?

- Yes

If "Yes" which vulnerable population groups will your proposed project serve? Check as many as apply:

Native American or Native Alaskan

Low Income

Unemployed

Senior Citizen (55 and over)

Youth



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Other:

29. Vulnerable Populations

Specific vulnerable populations represented in this project include Native Americans, economically disadvantaged K-12 students and families, recent high school drop outs (youth), unemployed adults/students and older generations.

School districts represented in this project have a significant Native American population. Approximately 11% of all Native American students in the state of Michigan attend school in the EUPISD service area while only 1% of the overall student population attends partner districts. The percentage of Native American students in each district varies from zero in a small K-12 district with 50 students to 94% at Ojibwe Charter School, a Tribal School Chartered by Bay Mills Community College. Appendix B outlines the Native American student population in each partner district.

Unemployment in Michigan and particularly the Eastern Upper Peninsula of Michigan is well beyond the National average of 10.6%. The US Bureau of Labor Statistics reports that Michigan's unemployment rate in January 2010 is a staggering 14.9%. The unemployment rate in the three counties represented in this project; Chippewa, Luce and Mackinac counties is even more staggering. The most recent county level data available from US Bureau of Labor Statistics is from December 2009. The unemployment rates in that report indicates the following:

- Chippewa County - 15.3%
- Luce County - 16.8%
- Mackinac County - 27.3%

These overall unemployment rates are alarming. They are of greater concern for the K-12 community because student unemployment rates are higher since adults are vying for jobs once available to students. This cycle, coupled with Michigan's recent elimination of a \$4000.00 college scholarship offer to students passing state high school assessment tests, has put students in a very difficult position as they attempt to save money for college or any post high school planning. Lack of access to meaningful technologies and technology skill development puts them at even greater risk of not attaining decent employment. 2000 census data indicates the percentage of the population that have 4 year degrees is also below state and national figures.



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The adult population is also at risk. Without access to broadband, some of the smaller communities are prevented from entering potential markets via the internet. Access to online educational offerings is also limited by broadband availability. This tech deprived, downward economic spiral must be stopped and reversed.

Whole communities are at risk. See Appendix C for a multi year profile of declining enrollments at partner districts. This loss of young people constitutes a threat to the sustainability of several community anchor institutions including schools.

In order to create a community culture of technology utilization, it is critical that all generations be included. Older parents and grandparents can be critical in supporting and genuining using emerging technologies.

30. Accessibility

One of the key advantages of involving the K-12 community in this project is the keen awareness that school personnel have regarding students with disabilities and their access to appropriate technologies. Further, a wide range of assistive technologies have been utilized on behalf of students with disabilities in school for many years now; many computer &/or software based. The emphasis on the creation of seamless school-to-home learning environments that this project represents would include all students with disabilities and extend the school based benefits of assistive technologies to home.

The Individuals with Disabilities Education Act (IDEA) addresses several other fundamental supports for students with disabilities. One involves special accommodations that improve the academic success for students with disabilities. A common accommodation is extended time to complete student work or perform specific tasks. In order to extend time for completion of certain tasks while in school, other activities often suffer. For example, if a special education student is allowed to have an extra 30 minutes to complete a reading assignment in class, they may have to miss art or music. The potential for extending time on task to afterschool, weekends and summer via student computers in a broadband supported environment at home is substantial.

There are other factors that may impact students with and without disabilities that should be mentioned. Students with chronic illnesses that may have issues with excessive absences would also benefit from school-to-home learning environments. This is a real issue in rural



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communities where families must often drive great distances to appointments. Students routinely miss whole days of school to go to a medical or dental appointment and get behind in their school work. Web based access to work from home and the opportunity to complete missed work anytime could mitigate these potential losses.

31. Other Languages

- Not applicable to this project.

G. Project Budget

32. Project Budget	
Federal Grant Request	\$3,167,600
Total Match Amount	\$791,910
Total Budget	\$3,959,510
Match Percent	20.0%

33. Projects Outside Recommended Funding Range:

- In the recommended range.

34. Sustainability:

The “Sparking Broadband Use in the Eastern Upper Peninsula of Michigan” plans to do more than just provide computers to students in areas that are un and underserved with regard to broadband availability and use. The partners that have come together for the project are ready to do more. These are districts that understand that providing baseline, seamless broadband is a fundamental feature of education, economic development and continuous growth in the future. It is also, and already, another attribute around which vulnerable populations are often left behind.

These partners are proposing fundamental changes in the haphazard way school now piece together the provision of technology for students. Rather than pull a few dollars from here and there, partners will determine the real costs of providing baseline technology to students on a meaningful rotation that is as natural a part of education as new books, pencils, etc.. The



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efficiencies that could be realized by making technology a fundamental cornerstone of services may actually save schools money rather than be perceived as an additional expense.

Preliminary figures indicate that, for a few more dollars/student/year, schools could provide email, computers, fully wireless environments and training, that would produce citizens that are not just tech ready upon graduation, they are innovators. They have had a chance to explore technology as it relates to science, math, social studies and language arts. They work with educators on transforming not only education, but the way the educational community interacts with the community at large.

A work group of project partners, school administrators, community members and the business community will take a look at the real costs of technology and support in schools now and look to streamline the processes and shift the provision of technology to a baseline rather than an add on.

35. Matching Funds	
Applicant is providing matching funds of at least 20% towards the total eligible project costs?	Yes
Describe the matching contributions	<p>Matching Funds The project partners will provide 20% matching funds totaling \$791,910 from both in-kind and cash sources. Broken down by broadband device deployed, \$226.00 is required for each device.</p> <p>Cash: Partner districts have agreed to provide cash match up to the amount remaining after all possible in-kind sources have been utilized. This assumes a \$226.00 match per student involved in program.</p> <p>In-kind matching sources:</p> <ul style="list-style-type: none"> - Our broadband partner on this project has agreed to provide up to \$100 per student and their family that is included in this project. This will result in up to \$360,000 in matching funds for the project. - Grant preparation: \$15,000 – We have invested a significant amount of time in the preparation of this grant including the planning, writing and coordinating of all required components.



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	<p>- Individual partner districts may use IDEA and TITLE I funding streams to provide a component of their 20% match for this project. Title I funds can be used at either the school wide or individual student level, depending on the Title status of each building. Guidelines for each building will be followed. The percentage of special education students varies slightly from district to district but averages approximately 16%. Matching funds for the devices distributed to special education students will be offset accordingly</p> <p>- Other non-stimulus funding sources that may be used by individual districts as cash match include REAP funds. These Rural Education Achievement Program funds are available to schools that meet the specific eligibility factors. To be eligible for REAP funds, a school district must have a Locale Code of 7 or 8 AND an average daily attendance (ADA) of less than 600 OR be located in a county that has a population density of less than 10 people per square mile. There are not a lot of dollars associated with this program but the funds are discretionary and can be used to offset the matching funds required for this project. Several of the partner districts in this project receive REAP funds. In fact, we have partner districts with student / square mile figures of less than 1 student / square mile! Potential REAP funds available to partner districts range from a few hundred to a few thousand dollars.</p> <p>Waiver We considered applying for a waiver on the matching requirement for this grant but we recognize the importance of having investment in a project of this magnitude. Whereas a private entity would be seeking to make a profit from increased subscription rates, we seek to increase student access for educational purposes. We feel this is a strategic investment not only in our students but in our communities as well.</p>
Unjust enrichment	This applicant is not receiving nor has this applicant requested federal support for non-recurring costs in the service area for which we are seeking an award.
Disclosure of federal and/or state funding sources	Each of the project partners receives Universal Service Fund (USF) discounts on Internet access and telecommunications. The project partners will continue to apply for and utilize USF discounts for for



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	<p>providing connection to the Internet and telecommunications at the school buildings. These discounts will indirectly support the goals of the project.</p> <p>The discount rate for the partners in this project averages 70% which further clarifies our need for this project.</p>
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36. Budget Narrative	
Budget narrative	<p>The Eastern Upper Peninsula Intermediate School District (EUPISD) will be the fiduciary for the project. The funding will be used to establish a 3 year project providing broadband devices to the defined students in the partner districts. The funding will also provide for a Project Director, 1 Technology Trainers and 2 Technology Support Specialists. The EUPISD will charge an indirect rate of 5% calculated on the total cost of equipment and staff.</p> <p>Total Indirect: \$188,550</p> <p>Project Director will be responsible for management of the entire project. The Project Director will work 220 days per year for 3 years and is employed with the EUPISD.</p> <p>Project Director salary: \$55,000 benefits: \$37,000 per fte Total 3 year Project Director salary: \$165,000 benefits: \$111,000</p> <p>Personnel Costs: Grant funds will be used to hire 1 Technology Trainers and 2 Technology Support Specialists. Each of these staff will be a 220 day position per year for 3 years and are employed with the EUPISD.</p> <p>Technology Trainer salary: \$35,000 benefits: \$29,000 per fte Total 3 year Technology Trainer salary: \$105,000 benefits: \$87,000 per fte Technology Support Specialist salary: \$32,000 benefits: \$28,000 per year per fte Total 3 year Technology Support Specialist salary: \$96,000 benefits:</p>



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	<p>\$84,000 per fte</p> <p>Total 3 year personnel costs including all grant staff: salaries: \$462,000 benefits: \$366,000</p> <p>Fringe Benefits: The project includes a benefits package including full-family health insurance, long term disability, dental and vision as well as FICA and retirement benefits which will be paid at the then current rate for the duration of the 3 year project adjusted annually.</p> <p>Equipment: Grant funds will be used to provide broadband devices to designated students in the partner school districts. The budget also includes software and hardware necessary to provide access to student files and applications through the Internet at home and at school (cloud computing). The equipment budget also includes a budget of \$2,000 per project staffer for purchase of a computer, software and a portable LCD projector.</p> <p>We have budgeted \$800 for equipment and software for per device in this project.</p> <p>Total budget for equipment and software for students: (\$800/student * 3,500 students) = \$2,800,000 Total budget for equipment and software for project staff: (\$2,000/staff * 4 staff) = \$8,000</p> <p>Travel: Total travel expenses included in the budget are \$75,000 for the 3 year grant period.</p> <p>Supplies: We have included a budget of \$30,000 for misc. office supplies over the 3 year grant period.</p> <p>Other: Community awareness will be important throughout this project, we have included \$30,000 in the budget for newspaper, radio, web and TV ads.</p>
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Budget reasonableness	<p>The budget for this project was created using experience from past projects that the EUPISD has been involved. Ultimately the budget for this project breaks down into two major components, the broadband devices and associated software plus the staff to facilitate the project. Each year we do a request for bids on computers and associated software. Since this bid was recently updated for the 2009-2010 school year, we have used that pricing to create our budget. Although we will perform a bid specifically for this project, we are confident we will keep the per student cost under the budgeted amount. The buying power represented by this project will result in significant discounts from software and hardware vendors. We will work hard to ensure we get the best pricing available. We have been delivering broadband to our students for well over a decade in the school environment. This has created a high level of technical expertise in-house to support this project.</p> <p>The budget for staffing the project was determined by using salary and fringe benefit costs from current positions within the Eastern Upper Peninsula School District. The staffing on this project is critical to making the project a success because of the amount of work involved in the project and the scope of work. Technology in general can be very intimidating; the staffing on this project is intended to give families a support network as they adopt broadband technologies. School districts are in a unique position because our support and leadership to the communities can be delivered in a very non-threatening way. We do not want our families and partner districts to feel as if they are “on their own” so staff to support them are essential. Remaining budget conscious, the staffing needs for this project have been based on geography, demographics and the total number of families impacted. This project covers areas that are not only remote, but geographically separated from each other. It is important that we create these jobs to support the program properly. We will also leverage staff already in place at the partner ISDs and school districts to help support the project. Without question, this budget is sufficient to carry out the tasks outlined in the project plan.</p>
Demonstration of need	The EUPISD’s main source of revenue is state and local taxes based



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	on local property valuations. There is no funding mechanism in place to allow us to increase the millage rates levied. We do not have sufficient resources to spend on the proposed program. We are a non-public governmental agency and without federal grant assistance, this project could not be implemented.
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37. Funds to States/Territories

States	Amount of Federal Grant Request
Michigan	3,167,600

Funds to States/Territories Total: \$3,167,600

H. Historical Financials

38. Matching Funds			
	2007	2008	2009
Revenue	8,518,706	9,541,743	11,456,080
Expenditures	8,724,622	9,850,755	11,399,381
Net Assets	3,400,167	3,091,155	3,034,456
Change in Net Assets from Prior Year	-205,956	-309,012	-56,699
Bond Rating (if applicable)	0	0	0

I. Program Benefits

39. Jobs	
How many direct jobs-years will be created from this project?	12



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How many indirect jobs will be created from this project?	14
How many jobs will be induced from this project?	14

40. Methodology used to estimate jobs:

We have used the guidance on estimating job-years from whitehouse.gov. Using the guidance that \$92,000 creates one job-year this project will create a total of 39 job years. The project will directly create 12 job-years in the personnel that will be directly employed by the project. 67% of the total job-years is used to calculate the direct and indirect job-years. This results in 26 total direct and indirect job-years, subtracting 12 direct job-years results in 14 indirect job-years created. 36% of the total number of job-years results in 14 unduced effects job-years.

41. Adoption Metrics	
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?	3500
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?	100
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?	3500
What is the total cost of your project per new subscriber (household, individual, or institutional) or new end-user?	\$1,100.00

42. Measuring Adoption Impact:

There are multiple measurements to determine campaign impact. We will use technology tools as much as possible to minimize the cost of traditional data collection: Online surveys to the families of students to determine if they have subscribed to broadband. If they have they will be counted, if they haven't they will be surveyed as to the reason. Since this project is in synergy with the "Eastern Upper Peninsula" project being submitted by Chippewa County, we will share data to determine new subscriber rates. Lighthouse as the vendor-partner on this project will be able to provide data showing how many new subscribers we have generated because of this project. At the family/community level: Number of attendees at awareness events and trainings



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(as evidenced by sign in sheets) Number of parents that sign acceptable use agreements to allow students to take computers home
 Number of calls received by project partners after news release
 Number of follow up calls by media in first week after announcement
 Number of inquiries to broadband providers after news release
 Number of inquiries by other educational entities after news release
 At the student level: Number of times students ask teachers “When are we getting our computers?” in first week after announcement!!

43. Broadband Training Programs	
If you intend to provide training or education, how many people in total will your program(s) reach?	10800
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?	4
How many Full time employee (FTEs) instructors or facilitators will you employ for broadband and digital literacy training purposes?	2

44. Describe their qualifications (training and experience):

Instructor Qualifications

The project will employ 4 trainer / facilitators divided into two categories. There will be 2 technology facilitators and 2 instructors. Qualifications are as follows:

Instructors:

The instructors will be certified teachers that are specialists in technology integration at the classroom level. In addition to teacher certification, facilitators must have experience in meeting and workshop planning, facilitating and presenting to adult audiences and a thorough understanding of technology. Technology understanding will include general knowledge around computing as well as technology that is specific to education.

Technology Facilitators

The technology facilitators will have at least an Associate’s degree in a computer related field or equivalent combination of work experience and education with experience in supporting



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Microsoft Windows, applications, Internet applications, Internet Information Server Novell and Cisco Networks. In addition, technology facilitators must be able to provide on-site troubleshooting and repair of computers and computer related products and assistive technology consulting services, in addition to being responsible for the setup and integration of the broadband devices into the school network and assist in the home.

45. Equipment Affordability Programs	
What is the total up-front cost of this equipment?	\$2,800,000.00
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?	3500 Households
	0 Businesses
	0 Institutions
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?	\$0.00
How many broadband-related equipment units (e.g. computers, wireless devices) do you intend to purchase overall?	3500

46. Broadband Awareness Programs	
If you are conducting an awareness campaign, how many people do you expect your campaign will reach in total per year?	10000

47. Awareness Campaign Methods: Briefly describe the targeting, media, and messaging strategies your awareness campaign will employ.

Initially there will be a large media release on the project throughout the state. Legislators will be invited to share in the release of the grant award in a variety of venues. Newspapers, radio and TV outlets, as well as relevant blogs and websites, will be notified of the grant award and project overview. As the rollout is happening, the school, community and home populations in the project partner districts will be specifically notified in the following ways:



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School:

The focus of the awareness campaign at the school level will be the students! They will be made aware that they will be receiving laptops for individual use at school and home. Informational handouts will go home to parents immediately. Secondly, there will be layered awareness campaigns for school administrators, technology staff and teachers on one to one computing. Project timelines, training topics and schedules will be provided as part of the initial awareness campaign

Community:

Awareness at the community level will focus on the importance of broadband availability for every geographical region. Key information on broadband internet usage and trends will be shared at each community and school event. Specific reports like the June 17, 2009 Pew Institute’s Home Broadband Adoption 2009 study will be distributed. Additional information on global broadband adoption projects will also be shared. One particular project, linked to Portugal’s Magellan initiative which provided 500,000 laptops to school aged students, demonstrated that providing laptops to students greatly accelerated broadband adoption rates in very rural areas. This laptop initiative, linked with the accelerated broadband adoption rates, is propelling Portugal’s students into the lead with regard to anytime anywhere learning and 21st Century skills. The same opportunities exist within the rural Michigan project.

Home: At the home level, parents and guardians will be targeted for training and awareness in two distinct regards. One will be at the “nuts and bolts” level. Information on when students will be receiving devices, what trainings will be available to students and parents and an overview of the academic importance of the program will be provided. The second front will focus on more general awareness regarding the importance of access to broadband in rural areas. Some of the same awareness pieces and studies shared at the community level will also be used with parents. As direct targets for this project, information on discounts for broadband connection and monthly fees will be highlighted. The overall status of broadband availability and access in the various communities represented by this project will be communicated at the awareness sessions. An overview of existing broadband sources; cable and telephone companies as well as wireless and satellite technologies will be presented.

48. Measuring Campaign Impact: Describe how you will measure the impact of the awareness campaign.

There are multiple measurements to determine campaign impact. We will use technology tools as much as possible to minimize the cost of traditional data collection:



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Online surveys to the families of students to determine if they have subscribed to broadband. If they have they will be counted, if they haven't they will be surveyed as to the reason.

Since this project is in synergy with the "Eastern Upper Peninsula" project being submitted by Chippewa County, we will share data to determine new subscriber rates. Lighthouse as the vendor-partner on this project will be able to provide data showing how many new subscribers we have generated because of this project.

At the family/community level:

- Number of attendees at awareness events and trainings (as evidenced by sign in sheets)
- Number of parents that sign acceptable use agreements to allow students to take computers home
- Number of calls received by project partners after news release
- Number of follow up calls by media in first week after announcement
- Number of inquiries to broadband providers after news release
- Number of inquiries by other educational entities after news release

At the student level:

- Number of times students ask teachers "When are we getting our computers?" in first week after announcement!!

J. Project Readiness

49. Licenses and Regulatory Approvals

None required.

50. Organizational Readiness

The EUPISD has a proven record of managing large scale projects. Most closely related to this project, the EUPISD was the largest Freedom to Learn one to one computing project in the state of Michigan approximately 5 years ago. While all other projects involved only one district and often one or two classrooms or grade levels within a single building, the EUPISD project included 15 school districts and spanned whole high schools, middle schools or both. That project had an intense engineering component in that all school buildings in the 4000 mile service area were outfitted with wireless internet service. The project involved very precise



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coordination of technology and curriculum staff activities over a three year period. There was a multi tiered professional development model for administrators, teachers and tech staff. As an outgrowth of that project, the EUPISD region has numerous “digital coaches” in place that provide technology integration trainings for teachers around the region, state, nation and in the past 2 years, internationally. Through the One to One Institute at Ferris State University in Big Rapids, Michigan and in partnership with Intel, local digital coaches have provided multi day trainings for teachers in Egypt, Nigeria and Turkey. The agency is currently the fiduciary for a statewide Michigan Association of Computer Users in Learning (MACUL) grant. This project, know as MiChampions, provides teacher trainings around the state on technology use and integration in the classroom.

The agency is currently in year 2 of a 3 year federal Rural Health Clinic project. The project provided funding for the establishment of 3 fully functioning health clinics in very remote districts. This is another example of a complex project carried out over great distances successfully. The coordination of community partners in the medical field with local educators is similar to the coordination of broadband service providers in this project!

The EUPISD business office is known for its’ attention to detail and tracking around local, state and federal projects. In addition to receipt and disbursement of funds, the EUPISD has created a “grant tracking” software program that employees use to verify time spent in specific project areas. All of these products and processes would be utilized for the “Sparking Broadband Use in Rural Michigan” project.

The EUPISD operates within the strict confines of approved educational entities. All funding requests and activities are monitored by supervisory staff, the business office and superintendent and the local board. All activities are subject to program and agency audits.

51. Project Timeline and Challenges

Notification of Award - Immediately:

- Awareness campaign
- Advisory board assembled

Within first 30 days:

- Staff will be hired to support project
- Equipment bid
- Family surveys developed, deployed
- Student, Teacher, Family and Community trainings developed
- Communicate with all partners



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Within first 60 days:

Computers ordered, received, deployed
Student, Teacher, Family and Community trainings initiated
Assembly of local community information on broadband availability
Establish baseline data on broadband status based on family surveys
Communicate with all partners

Within first 90 days:

All trainings underway
Meetings with local broadband providers to determine expansion plans
Communicate with all partners

Within first 6 months:

Establish monthly meeting schedule with all project staff (remote)
Establish quarterly meeting schedule for advisory group
Schedule and initiate district level sessions for teachers on advanced classroom integrations
Continue to gather data for community broadband profiles
Solidify arrangements for residential discounts with broadband vendors
Communicate with all partners

Within first year:

Conduct and compile survey data from student, families, community from first phase of project
Aggregate data on number of households with broadband service at one year point vs. baseline data
Compile information on number of students accessing online courses. In school, after school, summer
Compile information on number of adults accessing online courses from home.
Compile information regarding amount of time students are spending on computers after school, weekends, summers.
Work with broadband providers on updated expansion plans
Review technology advancements and access
Communicate with all partners



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Years 2 & 3

Provide on the ground support to all district level partners: families, students, administrators, tech staff

Continue to compile and analyze data on broadband access, use, expansion in each partner community

Provide feedback on status of broadband access and use at residential and community level, student data on computer usage, computer durability data

Introduce sustainability model that builds in device replacement, support for teachers and tech staff

Solidify communication networks between schools and computer vendors, schools and broadband providers, schools and local business community

Year 3

Assemble information for final project reporting

Conduct post surveys with all partner populations

Put sustainability model into play

Provide final reports to all partners and relevant parties

Continue to work with local broadband providers on expansion (if necessary) and improved technologies available at the residential and small business level.

52. SPIN Number

K. Environmental Questionnaire

53. Does the proposed action involve the procurement of materials? If so, will the materials be installed, stored or operated in an existing building or structure? If yes, please click "Add" to include the list of equipment and peripherals to be procured.

No

54. Does the proposed action involve procurement of electronic equipment? If yes, will the equipment be disposed of in an environmentally sound manner at the end of its useful life?



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Yes

55. Does the proposed action involve construction, remodeling, or renovation? If so, will these activities be limited to only minor interior renovations to a structure, facility, or installation? If yes, click "Add" to include a description of the proposed renovations with your project summary.

No

56. Does the proposed action involve the production and/or distribution of informational materials, brochures, or newsletter?

Yes

57. Does the proposed action involve training, teaching, or meeting facilitation at an existing facility or structure? If yes, click "Add" to explain.

Yes

We intend to hold all of our trainings and community awareness sessions at the existing facilities of our partners on this project.

58. Does the proposed action involve ground or surface disturbance to accommodate new fiber optic cable? If yes, please click "Add" to include a description of the extent of service upgrade, a list of the permits required, and linear footage of underground fiber optic cabling required.

No

59. Does the proposed action involve an upgrade of broadband service to an existing facility or structure? If yes, please include a description of the extent of service upgrade, a list of the permits required, and linear footage of underground fiber optic cabling required?

No



Broadband USA

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Uploads

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

Upload Name	File Name	Uploaded By	Uploaded Date
Management Team Resumes and Organization Chart	Org Chart and Management Resumes.pdf	Ribant, Michelle	03/15/2010
Historical Financial Statements	Historical Financial Statements.pdf	Ribant, Michelle	03/15/2010
Community Anchor Institutions Detail	Copy of pgUploadSrcReader.xls	Ribant, Michelle	03/15/2010
BTOP Certifications	Authentication and Certifications.pdf	Ribant, Michelle	03/15/2010
Detailed Budget	Detailed Budget Template.xls	Ribant, Michelle	03/15/2010
SF424 A Budget	SBA SF-424A.pdf	Ribant, Michelle	03/15/2010
SF424 B Assurances - Non-Construction	Assurances - Non Construction.pdf	Ribant, Michelle	03/15/2010
Supplemental Information	ATTACHMENTS.pdf	Ribant, Michelle	03/15/2010



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