

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) 12-31-2010	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): 02-22-2011	

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>				
Manufacturer	Item	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed
none	na	0	0	na
Totals		0	0	
<input type="button" value="Add Equipment"/>		<input type="button" value="Remove Equipment"/>		
<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). No distribution this year.</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>				
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	0	0	0	
Certified Training Programs	0	0	0	
Other (please specify): Teacher Training in One to One Computing	107	96	590	
Total	107	96	590	
<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). We are just beginning the project. The first outreach activities to educators were very well received. The training included an introduction to the grant, foundational philosophy in one to one educational technology (one to one is the ratio of computers to students), and an introduction to designing lessons that integrate technology. The training materials come from the One to One Institute, a national leader in one to one educational technology. Fourteen teachers were trained in DeTour for 7 hours so 14 x 7 = 98 hours. At Sault High 82 teachers were trained for 6 hours, so 82 x 6 = 492 hours. 98 hours + 492 hours = 590 total training hours. The Sault staff finished the training earlier than the DeTour staff, perhaps because it was their final day before Christmas break and they were motivated to get out early. The educational community that will be instrumental in our efforts to increase residential broadband subscription through expanding education to the home is very excited about the project!</p>				
<p>5. Please estimate the level of broadband adoption in the community(ies) and/or area(s) your project serves, explain your methodology for</p>				

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).
50	We estimate the current level of broadband adoption at 50 percent due to information provided by our local internet service provider. This is our project inception baseline, so there is no change in the level thus far.

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)?

No barriers yet identified.

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)

None. We have a vendor partner in Lighthouse.Net, but we are not contracting with them. We are inviting them to attend and speak at our community training events. They are offering families a voucher for \$100 off equipment for new broadband subscriptions. There is no contract between the EUPISD and Lighthouse.Net related to the grant.

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

Piloting our pre-survey with a small group was very helpful in improving the data we are collecting. Based on our pilot we identified some small, local internet service providers that we were not aware of and improved some of the questions. The revised pre-survey asks whether the person has no internet, dial up internet, or broadband internet at home. It asks for their address so we can map service areas with the goal of communicating needs to internet service providers. If they have internet services, they are asked to check which internet service provider they use. If they have no internet or dial up, they are asked why they do not have broadband. If they are a student or teacher, they are asked about the level of their internet use in school versus out of school. The survey can be accessed online at <http://www.eup.k12.mi.us/608910123153921910/site/default.asp#> . The lesson learned was to pilot the survey because some of the questions needed rewording for clarification or needed choices of internet service providers that we were not aware of in our region.