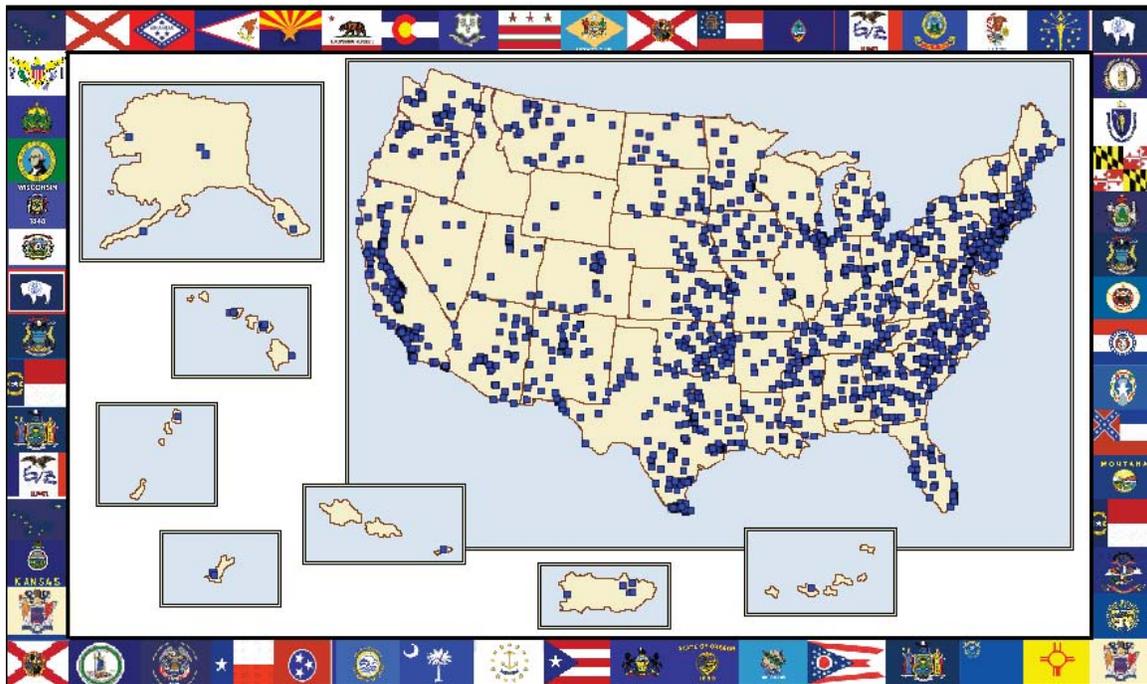




Focusing on Success

Examples of How the Universal Service Fund is Helping Schools and Libraries around the Country

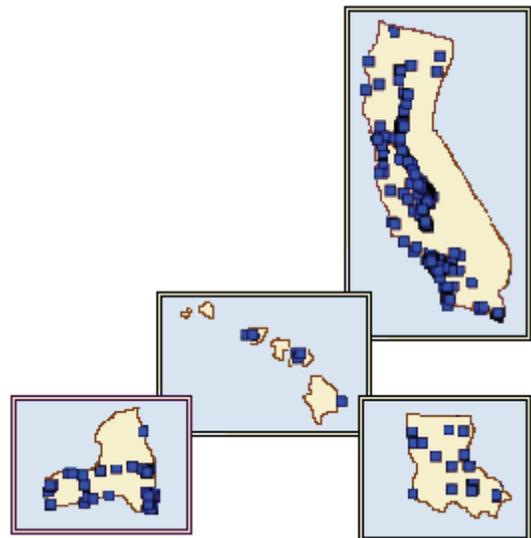


September 2007

Focusing on Success

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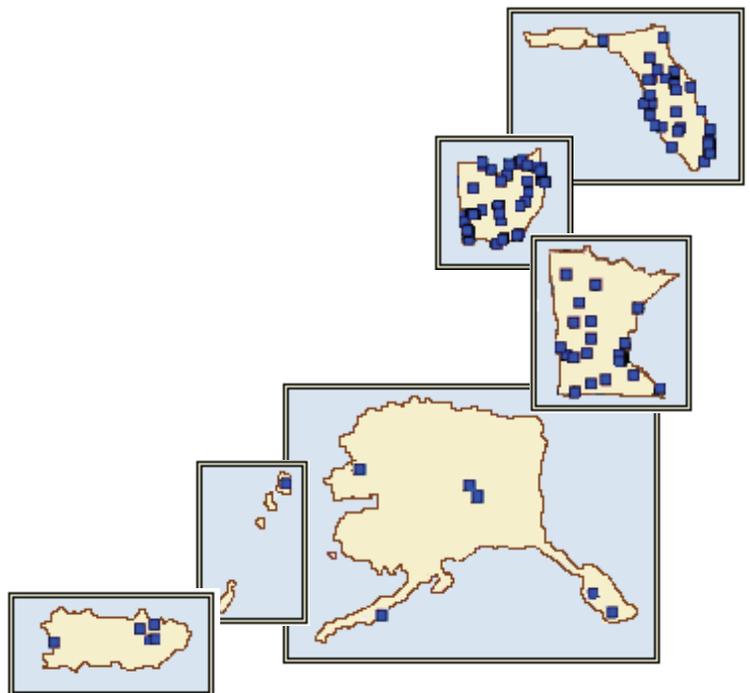
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Focusing on Success: Report on USAC Site Visit Outreach Initiative

Preface

As part of its expanded outreach initiative, the Universal Service Administrative Company (USAC) is conducting site visits of Universal Service Fund (USF) recipients. The visits, to schools and libraries around the country, serve a number of purposes including soliciting suggestions on ways for USAC to improve its outreach and education efforts; providing USAC with knowledge of how schools and libraries program support is being used; identifying “best practices” to publicize for possible use by other program participants; educating applicants regarding program rules and answering questions; verifying the receipt and function of invoiced products and services; and ensuring that program funds are being used in compliance with regulatory requirements. USF support for schools and libraries is commonly referred to as “E-rate” funding.

Site Visit Outreach Initiative

USAC began this initiative in January 2005. USAC randomly selects approximately 70 school and library sites for visits each month. To date, over 2,100 site visits have been conducted.

Initial applicant feedback indicates that over 90% of participants felt that USF support is of “great” benefit to their school or library. Some school officials express that without USF support, their schools would not be able to meet the federal requirements of the No Child Left Behind Act. For additional information, including site visit interim reports and frequently asked questions, visit USAC’s Schools and Libraries Program website. (<http://www.usac.org/sl/about/site-visits/default.aspx>).

Benefits of Universal Service Fund support

92%	“great” benefit
6%	“some” benefit
1%	“no” benefit
1%	“no response”

Schools and libraries rely on USF support for:

- Distance learning opportunities that allow students to take Advanced Placement courses and college courses from around the country that are not available in their schools
- Preparing students to meet state-mandated testing requirements
- Technologies that allow students with disabilities and disadvantaged students to participate in classrooms in the same fashion as other students
- Public safety, including cell phones for bus drivers in remote locations and telephones in the classroom for emergencies
- Better communication between faculty and parents, which often leads to improved performance by students and more involvement from parents
- Distance learning opportunities that allow students to “travel” to museums and around the globe as well as allowing schools within a district or between districts to “share” teachers

Focusing on Success: Report on USAC Site Visit Outreach Initiative

This report shows how USF support for schools and libraries is used by school districts and libraries around the country. It is not a comprehensive report of all sites visited. This report highlights approximately 190 success stories of program participants that have come to rely on the USF to expand educational opportunities for students through better use of telecommunications technology in the classroom.

This report is updated quarterly. USAC continues to receive positive feedback from program participants and creative suggestions for improving administration of the Schools and Libraries Program of the Universal Service Fund.

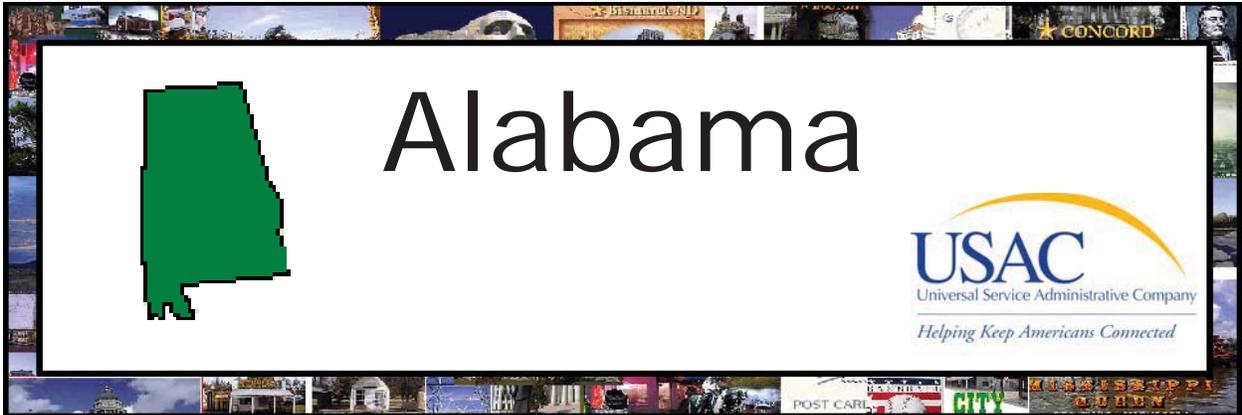
Background

Since 1998, the Federal Communications Commission's (FCC) USF Schools and Libraries Program, administered by USAC, has committed over \$18 billion to help schools and libraries acquire Internet and telecommunications services. As stewards of the program, USAC must ensure that participants use USF support appropriately and that there is managerial and financial accountability surrounding the funds.

To that end, a February 2005 Government Accountability Office (GAO) report recommended that the FCC establish performance goals and measures for the Schools and Libraries Program and that it should use the resulting performance data to develop analyses of the actual impact of the USF and to determine areas for improved program operations.

As a result, USAC implemented an initiative to conduct approximately 1,000 site visits per year as part of its expanded outreach efforts to recipients of USF support. BearingPoint, Inc. is the vendor conducting site visits on behalf of USAC.

By conducting interviews, examining applicant documentation, and physically checking delivery, installation, and maintenance of equipment and services related to a specific invoice, USAC is learning a great deal about applicant experiences, program compliance, program complexities, fund usage, and areas for improvement. In a few cases, the site visits have resulted in audits or further investigations depending on the findings.



Alabama Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$232.8 million
Number of Sites Visited in Alabama:	35

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Alabama:

Lafayette, AL
<p>A school district representative stated that Universal Service Fund support enabled the district to upgrade its network infrastructure five years earlier than would otherwise have been possible. The representative noted that in the absence of Universal Service Fund support, the district would be unable to provide its students with connectivity to support their educational needs. In addition, the representative stated, "The new computers purchased throughout the school district would not exist in the absence of the [Universal Service Fund Schools and Libraries program] because that money would...have been spent on upgrading the network infrastructure."</p> <p>The district representative stated that without Universal Service Fund support, the district would be unable to meet state mandates to join the Alabama distance learning network or adhere to requirements associated with tracking student information. According to the district representative, the State of Alabama has mandated that every high school in the state become a member of Alabama's distance learning network by the beginning of the 2009-2010 academic year. The representative indicated that the broadband connection purchased with Universal Service Funds has qualified the district for grants supporting the purchase of distance learning equipment. In addition, the representative stated, "The Alabama Department of Education requires every school district in Alabama to use Software Technology, Inc., a web-based student information system," to record grades, attendance, health information, lessons plans and professional development information. The representative added that the State of Alabama is not assisting schools in implementing the student information system, and noted that the district relies upon the Internet access purchased with Universal Service Funds to meet this state requirement.</p>

Guntersville, AL

A representative from the school district stated that there is a severe shortage of local tax dollars to assist the school district in meeting its technology goals, and noted that if the Universal Service Fund Schools and Libraries program "did not exist," the district's level of technology "would be at a 0.5 out of a scale of ten." The representative added, "Computers would exist, but as stand-alone units with no network infrastructure." The representative indicated that the district has been able to offer a greater variety of courses to students using a distance learning network made possible by the broadband connection purchased with Universal Service Funds. The representative indicated that, due to financial restrictions, many students would not have the opportunity to participate in Advanced Placement or foreign languages courses without the distance learning network. A district administrator stated, "Without [the Universal Service Fund Schools and Libraries program], Internet access would be non-existent [and] our teachers would not be able to teach class; they have become dependent upon the Internet for lesson plans." The administrator explained that students use the Internet to access the Alabama Virtual Library, which "provides students with access to resources that would otherwise be unavailable to them in Marshall County." The representative added that the Internet access is also used by teachers who incorporate virtual field trips into the curriculum, and explained, "The ability of our students to visit the Smithsonian virtually is a valuable educational experience that would never occur without the Internet."

Florence, AL

A district representative stated that Universal Service Fund support helps the district "to keep pace with the evolution of technology." The representative explained, "Due to budgetary constraints, it would be difficult to provide even the most basic services, such as telephony services and Internet access, without [the Universal Service Fund Schools and Libraries program]." The representative noted that the State of Alabama has begun a state-wide distance learning initiative titled Access, and will require that all high schools provide students with the ability to participate in classes offered via Access. The representative added that all Alabama high schools will be required to implement Access by August of 2009, and that the State of Alabama is not providing districts with financial support to establish distance learning networks. The representative added that the district's broadband connection, which was purchased with Universal Service Funds, has allowed the district to meet the network infrastructure requirements associated with the state-mandated distance learning initiative.

Lanett, AL

A district representative stated that Universal Service Fund support allows the district to provide Internet access to all of its classrooms. The representative estimated that only approximately twenty-five percent of the classrooms in the district would have Internet access in the absence of Universal Service Fund support. The representative indicated that this connectivity is especially important because approximately seventy percent of the district's students do not have Internet access at home. The broadband connection purchased with Universal Service Funds allows the school district to offer finance, physics, foreign language and Advanced Placement distance learning courses that would otherwise be unavailable. The representative stated that distance learning "allows the students [of the district] to see the world without having to leave Lanett."

Alabama Schools and Libraries Visited:

- ALABAMA SUPER COMPUTER AUTHORITY
- ALTERNATIVE LEARNING CENTER
- BIBB COUNTY SCHOOL DISTRICT
- BIRMINGHAM CITY SCHOOL DIST
- BUTLER COUNTY SCHOOL DISTRICT
- CHAMBERS COUNTY SCHOOL DIST
- CHOCTAW COUNTY SCHOOL DISTRICT
- COOSA COUNTY SCHOOL DISTRICT
- COTACO ELEM & JR HIGH SCHOOL
- DALLAS COUNTY SCHOOL DISTRICT
- DEPARTMENT OF YOUTH SERVICES SD 210
- EASTSIDE ELEMENTARY SCHOOL
- EDWARD BELL SCHOOL
- ELMORE COUNTY SCHOOL DISTRICT
- ESCAMBIA COUNTY SCHOOL DIST
- FLORENCE CITY SCHOOL DISTRICT
- HOUSTON COUNTY BOARD OF ED
- JACKSON COUNTY SCHOOL DISTRICT
- KATE D SMITH MIDDLE SCHOOL
- LAFAYETTE HIGH SCHOOL
- LANETT CITY SCHOOL DISTRICT
- LEE COUNTY SCHOOL DISTRICT
- LOWNDES COUNTY SCHOOL DISTRICT
- MACON COUNTY SCHOOL DISTRICT
- MARENGO COUNTY SCHOOL DISTRICT
- MARSHALL COUNTY SCHOOL DIST
- MONROE COUNTY SCHOOL DISTRICT
- MORGAN COUNTY SCHOOL DISTRICT
- OPELIKA CITY SCHOOL DISTRICT
- PIKE COUNTY SCHOOL DISTRICT
- SELMA CITY SCHOOLS
- SOUTHSIDE ELEMENTARY SCHOOL
- SUMTER COUNTY SCHOOL DISTRICT
- TALLADEGA COUNTY SCHOOL DIST
- TARRANT CITY SCHOOL DISTRICT



Alaska Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$112.5 million
Number of Sites Visited in Alaska:	7

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Alaska:

St. Paul Island, AK
<p>A representative from the school district stated that sixty miles of “treacherous seas” separate the two schools in the district, and that the district developed a robust videoconferencing program to provide the more remote of the two schools with access to teaching resources. The district representative stated that prior to the videoconferencing program, students on St. Paul Island attended boarding schools on mainland Alaska. Universal Service Fund support for videoconferencing services has eliminated the cost associated with attending boarding school, as well as costs related to the salaries and living expenses for teachers and the \$3,400.00 cost associated with transportation between the two islands. The district representative added that the videoconferencing services enabled the more remote of the two schools to graduate its first two students this year, and minimize feelings of isolation by promoting communication between students on the two islands. The district representative stated that due to the islands’ isolation, Internet access is vital to the district’s mission, and that the district “couldn’t do the things it is doing without Universal Service Fund support.”</p>

Kotzebue, AK
<p>A representative from the school district stated that Internet access in remote areas of Alaska is far more expensive than in most of the nation, and that without Universal Service Fund support, the district would be unable to afford to provide high-speed Internet access to its students and staff members. The schools in the district are located in small villages in extremely remote areas, and it is not feasible for each community to maintain a large library with recent publications. The network purchased with Universal Service Funds provides students, teachers, and community members with access to publications from around the world. In addition, many schools in the district are accessible only by airplane, which makes it cost-prohibitive to provide in-person training to staff members. The distance learning technology purchased with Universal Service Funds makes cost-effective teacher training possible.</p>

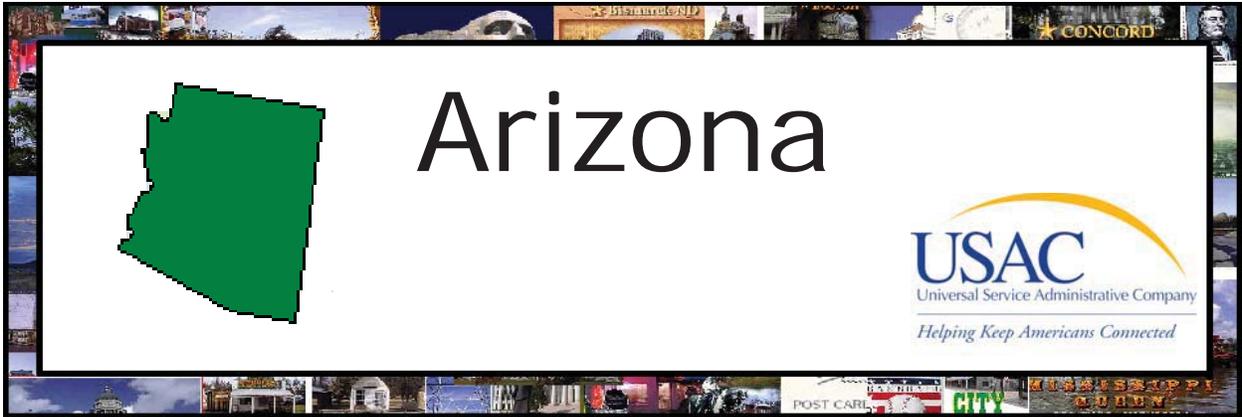
Alaska Schools and Libraries Visited:

- ALEUTIAN EAST BOROUGH SCH DIST
- DENALI BOROUGH SCHOOL DISTRICT
- MOUNT EDGE CUMBE HIGH SCHOOL
- NENANA CITY PUBLIC SCHOOL
- NORTHWEST ARCTIC BORO SCH DIST
- PACE CHARTER SCHOOL
- PRIBILOFS SCHOOL DISTRICT



American Samoa Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$17.5 million
Number of Sites Visited in American Samoa:	1

American Samoa Schools and Libraries Visited:
- AMERICAN SAMOA SEA



Arizona Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$372.8 million
Number of Sites Visited in Arizona:	83

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Arizona:

Nogales, AZ

A school administrator indicated that Universal Service Fund support has helped the school “bridge the digital divide,” noting that the school is currently able to offer Internet access in every classroom. The administrator noted that this access is particularly important because more than seventy percent of the student body indicated that the only access they have to the Internet and technology is that offered by the school. The administrator stated that the school was limited to a dial-up Internet connection available only in the administrative offices prior to the receipt of Universal Service Fund support. The administrator indicated that the school has been able to establish a network infrastructure, provide high-speed Internet access to its classrooms and update the school’s telephony system since deciding to participate in the Universal Service Fund Schools and Libraries program. The administrator indicated that the equipment and services purchased with Universal Service Funds have improved connectivity, facilitated communication between parents and staff, provided “direct support standards-based teaching,” increased access to curriculum development tools and enhanced professional development at the school.

Page, AZ

A representative stated that Universal Service Fund support has helped the district implement a robust data and voice network. The network infrastructure and Internet access purchased with Universal Service Funds allow teachers, staff members and students to access educational resources previously unavailable in the rural area in which the district is located. The representative stated that prior to receiving Universal Service Fund support, the district’s schools were like “18th century schoolhouse[s].” The representative added that Universal Service Fund support allowed the district to install a district-wide telephony system and workstations with high-speed Internet access in each of its classrooms, greatly enhancing student achievement and safety. In addition, the district representative indicated that the equipment and services purchased with Universal Service Funds have helped the district adhere to guidelines associated with the No Child Left Behind Act because the district has used technology to conduct periodic assessments and manage student information.

Chinle, AZ

A representative from the school district stated that when he became employed by the district eight years ago, there was “no concept of a network.” The representative explained that the district utilized Universal Service Fund support “to rebuild our network backbone with fiber and increase our Internet connection from a single T1 to six T1 lines.” The representative indicated that these network improvements have enabled the district to offer distance learning programs to its students. The representative noted that many of the district’s schools were classified as “underperforming” by the State of Arizona and that, since the district improved its network and increased the level of connectivity available, all of its schools were reclassified as meeting or exceeding state guidelines. The representative indicated that the district currently has a waiting list of students who would like to transfer into the district from neighboring districts. The representative stated that in the absence of Universal Service Fund support, the district would have an inadequate and poorly functioning network, and would be unable to provide high-speed Internet access to its schools. The representative stated, “I can’t ask for more than what the [Universal Service Fund Schools and Libraries program] has done [for us].”

Whiteriver, AZ

A school representative described the financial benefits of Universal Service Fund support and its significant impact at the school. The representative stated that the school does not receive any funds from local property taxes as a result of its location, which increases the importance of the school’s participation in the Universal Service Fund Schools and Libraries program. The representative indicated that the school used Universal Service Fund support to upgrade its infrastructure from a “near obsolete” network to a much larger, more effective network. The representative noted that the school was able to acquire Internet access, conduct network-based assessments and implement a district-wide student information system. The representative added that the improved infrastructure helps the school report student information and assessment data to state and federal agencies, and better track student performance and demographic data to qualify for other grants. The representative stated that in the absence of Universal Service Fund support, the school would “be a mess,” and would lack both a network infrastructure and Internet access.

Phoenix, AZ

A representative from the school indicated that Universal Service Fund support has significantly enhanced the entity’s delivery of educational services. The representative stated that Universal Service Fund support has allowed the school to fundamentally change and radically improve the quality and level of instruction. The representative indicated that the school has been able to institute online and network-based student performance assessments and accurately report testing data as a result of the network equipment purchased with Universal Service Funds. The representative indicated that the assessments the school is currently able to conduct have enabled teachers to tailor the curriculum to the needs of individual students, particularly students with a history of disciplinary problems. The representative stated that the Universal Service Fund Schools and Libraries program “has opened the door to differentiated instruction.” The representative added that Universal Service Fund support helped the school to “execute the vision,” demonstrate to students “what the world has to offer,” and encourage students to strive beyond minimum standards. The representative noted that Universal Service Fund support has also helped the school qualify for funds provided by the 21st Century Community Learning Centers and the Individuals with Disabilities Education Act (IDEA), as well as Arizona State Compensatory Instruction Fund grants. The representative noted that in the absence of Universal Service Fund support, the school “probably couldn’t have technology” beyond non-networked desktop computers.

Arizona Schools and Libraries Visited:

- ACADEMY OF EXCELLENCE
- ALCHESAY HIGH SCHOOL
- ARTS ACADEMY AT SOUTH MOUNTAIN
- AVONDALE SCHOOL DISTRICT 44
- AZTLAN ACADEMY
- BALSZ SCHOOL DISTRICT 31
- BLACKWATER COMMUNITY SCHOOL
- BOUSE ELEM SCHOOL DISTRICT 26
- BOWIE UNIF SCHOOL DISTRICT 14
- BUCKEYE ELEMENTARY SCHOOL
- BULLHEAD CITY SCHOOL DIST 15
- CANYON STATE ACADEMY
- CASA BLANCA MIDDLE SCHOOL
- CEASAR CHAVEZ MIDDLE SCHOOL
- CEDAR UNIF SCHOOL DISTRICT 25
- CHANCELLOR CHARTER SCHOOL AT CORTEZ PARK
- CHINLE HIGH SCHOOL
- CHINLE UNIFIED SCHOOL DIST 24
- CIBECUE COMMUNITY LIBRARY
- COLORADO CITY UNIF SCH DIST 14
- CRANE ELEM SCHOOL DISTRICT 13
- CREIGHTON ELEM SCH DISTRICT 14
- CRITTENTON YOUTH ACADEMY
- DESERT TECHNOLOGY HIGH SCHOOL
- DEVEREUX ARIZONA-RASKIN
- DOUGLAS UNIFIED SCHOOL DIST 27
- FOWLER SCHOOL DISTRICT 45
- GADSDEN SCHOOL DISTRICT #32
- GANADO UNIFIED DISTRICT 20
- GILA BEND UNIF SCHOOL DIST 24
- GONZALES ELEMENTARY SCHOOL
- GRIFFIN FOUNDATION INC
- HIGHLAND FREE SCHOOL
- HURLEY RANCH ELEMENTARY SCHOOL
- ISAAC ELEM SCHOOL DISTRICT 5
- JOHN F KENNEDY SCHOOL
- LA PALOMA ACADEMY
- LEUPP SCHOOL, INC.
- LIBERTY TRADITIONAL CHARTER
- MARICOPA CO SCHOOL OFFICE
- MAYER UNIF SCHOOL DISTRICT 43
- McNARY COMMUNITY LIBRARY
- MCNARY SCHOOL DISTRICT 23
- MESA VIEW ELEMENTARY SCHOOL
- MEXICAYOTL ACADEMY, INC.
- MOENCOPI DAY SCHOOL
- MURPHY ELEM SCHOOL DISTRICT 21
- NAVAJO COUNTY LIBRARY DISTRICT
- NOGALES UNIFIED SCHOOL DIST 1
- PAGE UNIF SCHOOL DISTRICT 8
- PARKER UNIFIED SCH DISTRICT 27
- PAYSON PUBLIC LIBRARY
- PEACH SPRINGS UNIFIED SCHOOL
- PHOENIX ELEM SCHOOL DISTRICT 1
- PHOENIX UN HIGH SCH DIST 210
- PINAL COUNTY SCHOOLS
- PINON HIGH SCHOOL
- QUARTZSITE SCHOOL DISTRICT 4
- ROOSEVELT ELEM SCHOOL DIST 66
- SANDERS UNIFIED SCHOOL DIST 18
- SIERRA VISTA UNIF SCH DIST 68
- SOMERTON SCHOOL DISTRICT 11
- SPECIAL EDUCATION SERVICES D/B/A SOUTHWEST EDUCATION CENTER
- ST DAVID UNIFIED SCHOOL
- ST JOHN EVANGELIST SCHOOL
- STAR SCHOOL
- SUPERIOR SCHOOL
- SUPERIOR UNIF SCHOOL DIST 15
- TERRA NOVA ACADEMY
- TERTULIA A LEARNING COMMUNITY
- TOLANI LAKE ELEMENTARY SCHOOL
- TOLLESON PUBLIC LIBRARY
- TONTO BASIN ELEM SCH DIST 33
- TUBA CITY UNIF SCHOOL DIST 15
- TUCSON URBAN LEAGUE ED CEN #1
- VOCATIONAL SERVICES / CROSSROADS MIDDLE SCHOOL
- WASHINGTON SCHOOL DISTRICT 6
- WHITERIVER ELEMENTARY SCHOOL
- WHITERIVER UNIF SCHOOL DIST 20
- WINSLOW UNIFIED SCHOOL DISTRICT #1
- YOUNG TOWN PUBLIC CHARTER SCHOOL
- YUMA ELEM SCHOOL DISTRICT 1
- YUMA UNION HIGH SCHOOL DIST 70



Arkansas Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$132.7 million
Number of Sites Visited in Arkansas:	29

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Arkansas:

Forrest City, AR

A representative from the school district stated that the Internet access and network equipment purchased with Universal Service Funds enable the district’s students to conduct online research. The representative noted that students had to go to the library to access the Internet prior to the receipt of Universal Service Fund support, but that access to the Internet is now available in all of the district’s classrooms. The representative indicated that educational resources such as United Streaming, edHelper and BrainPop would not be available to the district without the Internet access purchased with Universal Service Funds. The representative added that the district would also lack network equipment such as switches and servers, and that the network infrastructure would “suffer greatly.” The representative indicated that the district aligns its technology infrastructure with the requirements and standards of the State of Arkansas, and that the district must meet these requirements in order to receive approval on its technology goals from the Arkansas Department of Education.

Hartman, AR

A district administrator stated that Universal Service Fund support has provided the district with technology that allows teachers to access more educational resources and helps parents gain insight into students’ educational achievements. The administrator indicated that the district conducts web-based assessments, and noted that parents can view students’ progress online. In addition, the administrator stated that the district uses the Internet access purchased with Universal Service Funds for professional development, noting that teachers have access to a variety of web-based resources to continue their education. A district representative added that the district would not be able to afford its Local Area Network (LAN) without Universal Service Fund support and in turn, would be unable to offer Internet access in its classrooms.

Earle, AR

A school district representative stated that the Internet access purchased with Universal Service Funds helped the district qualify for a State of Arkansas Science and Math Grant (ASMG) used to support the purchase of videoconferencing equipment. The representative indicated that this videoconferencing equipment is used in conjunction with the Internet connectivity purchased with Universal Service Funds to provide students with access to distance learning classes. The representative noted that the videoconferencing services allow the district to offer distance learning Spanish classes, which helps students meet the district's requirement to take one year of foreign language. The representative added that the district was unable to recruit a Spanish teacher due to its limited resources. The representative indicated that the Internet access purchased with Universal Service Funds also supports the use of web-based applications such as Odyssey, which help teachers assess students' math and reading levels and assist students in their preparation for the Arkansas Comprehensive Testing Assessment of Achievement Performance. The representative added that the State of Arkansas currently requires that students take an online "end-of-subject exam" for business and technology classes, and the district was able to comply with this requirement as a result of the Internet access purchased with Universal Service Funds.

Alpena, AR

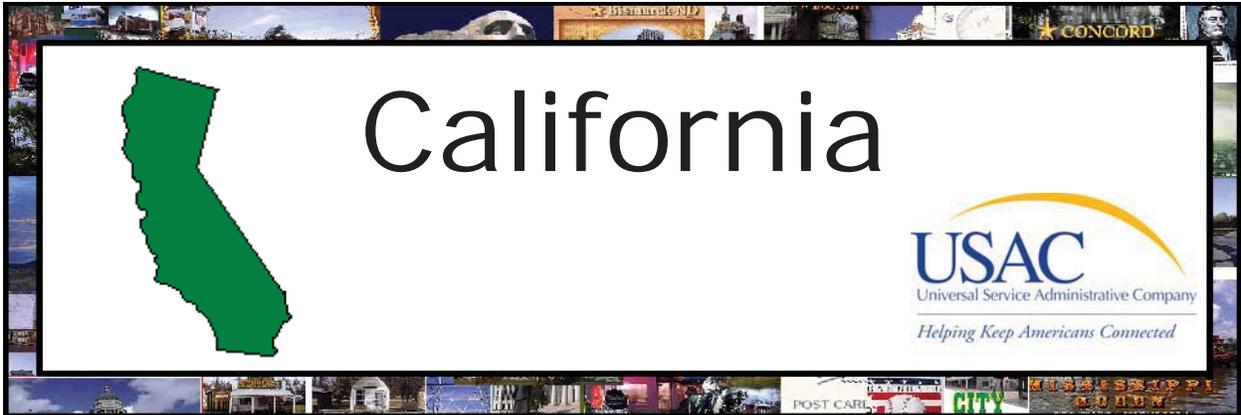
A representative from the school district stated that the district's curriculum is structured around students developing individual research projects. The representative stated that the long distance telephony services purchased with Universal Service Funds are critical to the students' ability to effectively manage and complete their projects. The district representative explained that the telephony services allow students to schedule meetings and conduct interviews that assist in the development of their projects. The representative cited an example of a recent project, which consisted of an analysis of the district's bus routes and an analysis of a city cemetery using a Geographic Information System (GIS) application.

Osceola, AR

A representative from the school district stated that he is responsible for managing and maintaining six Local Area Networks (LANs) within the district. The representative stated that the basic maintenance services purchased with Universal Service Funds helped the district "clean up" its cabling, configure its equipment and "guarantee" that the six LANs remain functional and reliable. The representative added that he "could not imagine the type of infrastructure" that would be available in the absence of Universal Service Fund support, and noted that the district's technology would likely be limited to approximately ten percent of its current offerings. The representative explained that the district uses the network infrastructure and Internet access purchased with Universal Service Funds to offer a credit recovery program to students. The representative stated that teachers post assignments and reading materials, set up online discussions and maintain message boards as part of this credit recovery program. The representative stated that the program provides flexibility and is an alternative to summer school, noting that an average of six out of ten students have participated in the program.

Arkansas Schools and Libraries Visited:

- ALPENA PUBLIC SCHOOL DISTRICT
- ARKADELPHIA SCHOOL DISTRICT
- AUGUSTA PUBLIC SCHOOL DISTRICT
- BAXTER COUNTY LIBRARY
- BERGMAN PUBLIC SCHOOL DIST
- BLACK ROCK SCHOOL DISTRICT
- BLYTHEVILLE MIDDLE SCHOOL
- BRINKLEY SCHOOL DISTRICT
- CROWLEY'S RIDGE EDUC COOP
- DERMOTT PUBLIC SCHOOL DISTRICT
- DIS STATE OF ARKANSAS
- EARLE ELEMENTARY SCHOOL
- EARLE SCHOOL DISTRICT
- EARLE SENIOR HIGH SCHOOL
- FLIPPIN PUBLIC SCHOOL DISTRICT
- FORREST CITY SCHOOL DISTRICT 7
- GREAT RIVERS ED COOPERATIVE
- HAMBURG PUBLIC SCHOOL DISTRICT
- LITTLE ROCK SCHOOL DISTRICT
- NETTLETON PUBLIC SCHOOL DIST
- OAKLAWN ELEMENTARY SCHOOL
- OSCEOLA SCHOOL DISTRICT 1
- SEARCY SPECIAL SCHOOL DISTRICT
- SOUTH MISSISSIPPI CO S D 57
- SPRINGDALE PUBLIC SCHOOLS
- SUBIACO ACADEMY
- TURRELL PUBLIC SCHOOL DISTRICT
- WESTSIDE SCHOOL DISTRICT
- WORD OF OUTREACH CHRISTIAN ACADEMY



California Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$2.3 billion
Number of Sites Visited in California:	224

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of California:

Lemon Grove, CA
<p>The applicant stated that the equipment and services purchased with Universal Service Funds allowed the district to implement a “twenty-first century learning environment.” The applicant stated that the equipment and services purchased with Universal Service Funds are a “tremendous support,” and that the Internet and network-based curricular and testing resources made possible by Universal Service Fund support are integral to the district’s classroom instruction. The applicant noted that the district conducted a pilot study prior to implementing its “fully wired” classrooms, in which fifty percent of students participated in wired classrooms and fifty percent worked in traditional classroom environments. The applicant stated that, as a result of the equipment and services purchased with Universal Service Funds, students in wired classrooms showed a fourteen to sixteen percent improvement on standardized tests. The applicant stated that technology integration in the elementary schools has helped students learn to be “digital natives, not digital immigrants.” In addition, the applicant noted that in the absence of Universal Service Fund support, technology at the district would be “stagnant” and the district would likely have “one or two computers in the back of each room that wouldn’t be used.” The applicant stated that “it’s incredible what teachers are able to do” as a result of the equipment purchased with Universal Service Funds.</p> <p>The district has fully integrated technology into every aspect of its learning environment, and the impact of this technology is evident at many levels, down to the layout of the classrooms. The applicant noted that the district has developed its own terminal hardware, the EPad, comprised of a screen, keyboard and stylus that fit into a specially designed backpack. The applicant stated that he developed the EPad to enhance students’ access to information. The applicant stated that, during its pilot program, the district issued 1,400 EPads to students. The applicant stated that all of the EPads were returned at the end of the pilot program, and noted that all but two of them were still fully operational.</p>

Dorris, CA

The applicant stated that Universal Service Fund support enabled the district to replace its network infrastructure. The applicant stated that he began working at the district in 2002, at which time the network was poorly maintained and prone to outages. The applicant stated that the district is "a small district serving a very poor area...probably ninety percent of the community can't afford to buy computers or have Internet [access at home]." The applicant added that he believes that these demographics increase the importance of technology in the classroom. The applicant stated that the district was able to "replace the entire network backbone" with the help of Universal Service Fund support, and added, "It was a \$40,000.00 project and our [discounted] share was about \$7,000.00." The applicant stated that the district was also able to purchase and install a fiber optic Internet connection with Universal Service Funds, and added that none of these upgrades would have been possible without Universal Service Fund support.

Porterville, CA

A school administrator stated that he would rate the benefits of the Universal Service Fund Schools and Libraries program at the school a "five" on a scale of one to three. The administrator explained that without Universal Service Fund support, the school would "never have been able to provide [technology] to students." The administrator indicated that in the absence of Universal Service Fund support, the school "might have Internet services in the office and computer lab, but not in the classrooms." The school currently maintains two computers per classroom, which allows for more engaging research opportunities for students. The administrator added that the Internet access, online resources and network-based learning applications made possible by Universal Service Fund support have made "a world of difference" at the school. The administrator stated that Universal Service Fund support has been instrumental in helping the school improve test scores, citing that the average Academic Performance Index (API) score at the school increased from 395 to 732. The administrator indicated that the equipment and services purchased with Universal Service Funds represent the only access students at the school have to technology, noting that the majority of students do not have access to computers at home. The administrator stated that for most students enrolled in the school, school is "their world." The administrator stated that the Universal Service Fund Schools and Libraries program has "given [students] the opportunity to see things they haven't seen" in Porterville.

Fowler, CA

A representative from the school district stated that the district's technology infrastructure, which was purchased with Universal Service Funds, "allows [the district] to have a greater utilization of [its] computer labs." A consultant to the district indicated that since the district installed the network infrastructure and high-speed Internet access purchased with Universal Service Funds, the district's teachers have been able to implement a "substantial Internet-based curriculum because they have stable, reliable [Internet] access to support it." The consultant added that the receipt of Universal Service Fund support has allowed the district to purchase more end user equipment and classroom technology equipment, which has triggered an "upward spiral" of usage by the district's teachers and students. The representative explained that the district's teachers now "use programs and services such as United Streaming, KidBiz and Achieve 3000 in the classroom, along with SmartBoards." The representative stated that prior to receiving Universal Service Fund support, the district had an "unreliable network, and no one wanted to use it on a regular basis." The representative added that receiving Universal Service Fund support for network infrastructure "has made a fairly dramatic impact on the reliability of [the district's] network."

Lemoore, CA

A district representative stated that the Universal Service Fund has been critical to the district's ability to meet the needs of its military families. The representative stated that the district has a large population of students whose parents serve in the United States military and have been deployed on active duty. The representative stated that the high-speed network infrastructure and Internet access purchased with Universal Service Funds have allowed the district to implement PowerSchool at all of its campuses. The representative explained that teachers in the district use the PowerSchool program to maintain web-based records detailing students' grades and attendance. This system allows the parents who are serving overseas to log into the PowerSchool program to monitor their children's progress. The representative noted that approximately ninety percent of the parents serving overseas access the PowerSchool system at least once each week. The representative added that the Internet access purchased with Universal Service Funds is also used by teachers to submit technology knowledge surveys, a requirement to continue to receive various types of state funding.

National City, CA

A district representative stated that receiving Universal Service Fund support "was the turning point in the success of our educational delivery system." The representative added that the technology and telecommunications infrastructure purchased with Universal Service Funds have provided the district with "options and opportunities" it would not otherwise enjoy. The representative stated that Universal Service Fund support has helped the district provide its students with access to networked, web-based educational software. The County Office of Education rated the district as one of its top "success stories" because of the way that the district was able to integrate technology into the curriculum. The district representative noted that the technology purchased with Universal Service Funds was critical to the integration of technology into the curriculum and the recognition from the County Office of Education. In addition, the district's improvement in state testing has been among the highest in the State of California, and the representative attributed this marked improvement to the equipment and services purchased with Universal Service Funds.

Bakersfield, CA

A district representative stated that the district would not be able to implement classroom technology in the absence of Universal Service Fund support. The representative stated, "We are so far away from resources. The most notable [benefit of Universal Service Fund support] is the narrowing of the gap between what urban and rural students have access to. It opens a window to the world for them." The representative added, "I can't imagine we'd be able to do much of anything" without Universal Service Fund support for Internet access and network infrastructure. The representative explained, "Our teachers would continue to teach and our students would continue to learn, but what could be done to improve this process would be a mystery...In the last twenty years in education the idea of accountability has arisen, and it's the technology that has allowed us to measure [educational progress] so our teachers aren't working in isolation." In addition, Universal Service Fund support has allowed the district to apply for and receive additional grants. The representative indicated that the technology purchased with Universal Service Funds allows the district to demonstrate that it will be able to make use of the equipment and services supported by the additional grants. The representative stated, "It is the directive of the district's Technology Plan to use [educational data from network-based applications] to inform instruction in a positive way. Without our network, being able to manage this data...would be very difficult. Without Internet access we wouldn't be able to...share the data with the state or county. Without [Universal Service Fund support], it would be impractical."

California Schools and Libraries Visited:

- ACALANES UNION HS DIST
- ALAMEDA CO OFFICE OF EDUCATION
- ALDAR ACADEMY
- ALISAL UNION ELEM SCH DISTRICT
- ALLIANCE FOR COLLEGE-READY PUBLIC SCHOOLS
- ALMANSOR CENTER
- ALTA VISTA ELEM SCHOOL DISTRICT
- ALVORD UNIFIED SCHOOL DISTRICT
- ANAHEIM CITY SCHOOL DISTRICT
- ANAHEIM UNION HIGH SCHOOL DIST
- ANIMO VENICE CHARTER HIGH SCHOOL
- ANTIOCH UNIFIED SCHOOL DIST
- APPROACH LEARNING & ASSESSMENT CENTERS
- ARMONA UNION ELEM SCHOOL DIST
- ARVIN UNION ELEM SCHOOL DIST
- ATWATER ELEM SCHOOL DISTRICT
- ATWATER HIGH SCHOOL
- BAKERSFIELD CITY ELEM SCH DIST
- BALDWIN PARK UNIF SCHOOL DIST
- BANNING UNIFIED SCHOOL DISTRICT
- BEARDSLEY ELEMENTARY SCH DIST
- BLAKER-KINSER JR HIGH SCHOOL
- BUTTE VALLEY UNIF SCHOOL DIST
- CAJON VALLEY UNION SCHOOL DISTRICT
- CALEXICO UNIF SCHOOL DISTRICT
- CALIFORNIA ACADEMY FOR LIBERAL STUDIES
- CALIFORNIA YOUTH AUTHORITY/CALIFORNIA EDUCATION AUTHORITY
- CAMINO NUEVO CHARTER ACADEMY
- CAPISTRANO UNIF SCHOOL DIST
- CARUTHERS UNIFIED SCHOOL DISTRICT
- CELERITY NASCENT CHARTER SCHOOL
- CENTINELA VALLEY UN H S DIST
- CENTRAL UNION ELEM SCHOOL DIST
- CHARLES BLACKSTOCK JR HIGH SCH
- CHICO UNIFIED SCHOOL DISTRICT
- CHINO VALLEY UNIFIED SCHOOL DISTRICT
- CHOWCHILLA ELEMENTARY SCH DIST
- CHRIST COMMUNITY SCHOOL
- CLOVIS UNIFIED SCHOOL DISTRICT
- COACHELLA VALLEY UNIF SCH DIST
- COALINGA HIGH SCHOOL
- COLTON JOINT UNIF SCH DISTRICT
- COMMUNITY CHARTER MIDDLE SCHOOL
- COMMUNITY CHARTER MIDDLE SCHOOL-HIGH SCHOOL SITE
- COMMUNITY HARVEST CHARTER SCHOOL
- CONTRA COSTA COUNTY DOIT TELECOMMUNICATIONS
- CORONA-NORCO UNIF SCH DISTRICT
- CRESCENDO CHARTER ACADEMY
- CRESCENDO CHARTER SCHOOL
- CROSSROADS CHARTER SCHOOL
- CUTLER-OROSI UNIF SCH DISTRICT
- DAMIEN HIGH SCHOOL
- DAWSON ELEMENTARY SCHOOL
- DEL PASO HEIGHTS ELEM SCH DIST
- DELANO JT UNION HIGH SCH DIST
- DELANO UN ELEM SCHOOL DISTRICT
- DELHI UNIFIED SCHOOL DISTRICT
- DEPARTMENT OF TELECOMMUNICATIONS AND INFORMATION SERVICES
- DI GIORGIOSCHOOL DIST
- DUARTE UNIFIED SCHOOL DISTRICT
- DUCOR UNION ELEM SCHOOL DIST
- EL CENTRO ELEM SCHOOL DISTRICT
- EL MONTE UNION HIGH SCH DIST
- ESPERANZA JR&SR HIGH SCHOOL
- FARMERSVILLE UNIF SCHOOL DIST
- FENTON AVENUE CHARTER SCHOOL
- FORT BRAGG UNIFIED SCHOOL DIST
- FOWLER UNIFIED SCHOOL DISTRICT
- FRANKLIN MCKINLEY SCHOOL DISTRICT
- GABRIELLA CHARTER SCHOOL
- GARDEN GROVE UNIFIED SCH DIST
- GLENDALE UNIFIED SCHOOL DIST
- GOLDEN PLAINS UNIF SCH DIST
- GOLDEN VALLEY HIGH SCHOOL
- GRANT JOINT UN HIGH SCH DIST

California Schools and Libraries Visited:

- GREENFIELD UNION SCHOOL DIST
- GROSSMONT UNION H S DISTRICT
- GUADALUPE UNION ELEM SCH DIST
- HACIENDA LA PUENTE UNIF DIST
- HANFORD ELEM SCHOOL DISTRICT
- HANNA BOYS CENTER
- HAPPY CAMP ELEMENTARY SCHOOL
- HAWTHORNE ELEM SCHOOL DISTRICT
- HAYWARD UNIFIED SCHOOL DISTRICT
- HEBREW ACADEMY
- HEBREW ACADEMY HIGH SCHOOL
- HOLTVILLE UNIFIED SCHOOL DIST
- HOLY NAME OF JESUS SCHOOL
- HOPE ELEMENTARY SCHOOL DIST
- IVANHOE ELEMENTARY SCHOOL
- JOHN F. KENNEDY ACADEMY
- KERN COUNTY LIBRARY
- KING / CHAVEZ ACADEMY
- KING MIDDLE SCHOOL
- KINGS CANYON UNIF SCHOOL DIST
- KINGS CO OFFICE OF EDUCATION
- KINGS RIVER ELEMENTARY SCHOOL
- LA SIERRA HIGH SCHOOL
- LAKEVIEW CHARTER ACADEMY
- LANCASTER SCHOOL DISTRICT
- LAS BANDERAS ACADEMY AT COLTON, INC.
- LATON UNIFIED SCH DIST
- LAWNSDALE ELEMENTARY SCH DIST
- LE GRAND UN ELEM SCHOOL DIST
- LE GRAND UN HIGH SCHOOL DIST
- LEMON GROVE ELEM SCHOOL DIST
- LENNOX ELEM SCHOOL DISTRICT
- LINCOLN UNIF SCHOOL DISTRICT
- LINDSAY UNIF SCHOOL DISTRICT
- LIVINGSTON HIGH SCHOOL
- LIVINGSTON UNION SCHOOL DISTRICT
- LODI UNIFIED SCHOOL DISTRICT
- LONG BEACH UNIF SCHOOL DIST
- LOS ANGELES CO OFFICE OF EDUC
- LOS ANGELES LEADERSHIP ACADEMY
- LOS ANGELES UNIFIED SCHOOL DISTRICT
- LOS NIETOS ELEMENTARY SCH DIST
- LOST HILLS UN ELEM SCH DIST
- LUCERNE VALLEY UNIF SCH DIST
- LYNWOOD UNIFIED SCHOOL DIST
- MADERA COUNTY OFFICE OF EDUC
- MADERA UNIFIED SCHOOL DIST
- MARYSVILLE JT UNIF SCHOOL DIST
- MCFARLAND HIGH SCHOOL
- MERCED HIGH SCHOOL
- MILAGRO CHARTER ELEMENTARY SCHOOL
- MODESTO CITY SCHOOL DISTRICT
- MODOC COUNTY OFFICE OF EDUC
- MONROVIA UNIFIED SCHOOL DISTRICT
- MONTEBELLO UNIF SCHOOL DIST
- MONTECITO PARK BAPTIST SCHOOL
- MORENO VALLEY UNIF SCHOOL DIST
- MOUNTAIN UNION SCHOOL DISTRICT
- MOUNTAIN VIEW ELEM SCH DIST
- MUHAMMAD UNIVERSITY
- MUNCY ELEMENTARY SCHOOL
- NATIONAL ELEMENTARY SCH DIST
- NEW CORP
- NEW SCHOOL
- NEWPORT-MESA UNIF SCHOOL DIST
- NORTH SACRAMENTO ELEM SCH DIST
- NORWALK-LA MIRADA UN SCH DIST
- OAK VALLEY UN ELEM SCHOOL DIST
- OAKLAND UNIFIED SCHOOL DIST
- OCEANSIDE CITY UNIF SCH DIST
- OLIVE STREET ELEMENTARY SCHOOL
- ONTARIO-MONTCLAIR SCHOOL DISTRICT
- ORANGE UNIFIED SCHOOL DISTRICT
- OROVILLE CITY ELEM SCHOOL DIST
- OSCAR DE LA HOYA ANIMO CHARTER HIGH SCHOOL
- OUR LADY HELP OF CHRISTIANS SCHOOL
- OXNARD SCHOOL DISTRICT
- PACHECO UNION ELEM SCHOOL DIST
- PAJARO VALLEY UNIFIED SCH DIST
- PALERMO UNION ELEM SCHOOL DIST
- PARADISE UNIF SCHOOL DISTRICT
- PARLIER UNIF SCHOOL DISTRICT

California Schools and Libraries Visited:

- PASADENA UNIFIED SCHOOL DISTRICT
- PLACENTIA-YORBA LINDA UNIF S D
- PLANADA ELEM SCHOOL DISTRICT
- PLUMAS ELEMENTARY SCHOOL DIST
- RAVENDALE ELEMENTARY SCH DIST
- REDDING SCHOOL DISTRICT
- REEF-SUNSET UNIFIED SCH DIST
- RIO DELL ELEM SCHOOL DISTRICT
- RIO LINDA UNION SCHOOL DISTRICT
- ROBLA ELEMENTARY SCHOOL DIST
- ROSEMEAD ELEM SCHOOL DISTRICT
- ROUND VALLEY UNIF SCH DISTRICT
- SACRAMENTO CITY UNIF SCH DIST
- SACRAMENTO CO OFFICE OF EDUC
- SACRED HEART ELEMENTARY SCHOOL
- SAN BERNARDINO PUBLIC LIBRARY
- SAN DIEGO CENTER FOR CHILDREN
- SAN JOAQUIN CO OFFICE OF EDUC
- SAN JOSE UNIF SCHOOL DISTRICT
- SAN JUAN UNIFIED SCHOOL DIST
- SAN LUCAS UNION ELEM DISTRICT
- SAN YSIDRO SCHOOL DISTRICT
- SANGER UNIFIED SCHOOL DISTRICT
- SANTA ANA UNIF SCHOOL DISTRICT
- SANTA MARIA BONITA SCHOOL DISTRICT
- SANTA PAULA ELEMENTARY SCHOOL DISTRICT
- SCCOE/ALTERNATIVE SCHOOLS
- SELMA UNIF SCHOOL DISTRICT
- SEQUOIA ELEMENTARY SCHOOL
- SEQUOIA ELEMENTARY SCHOOL
- SHERMAN INDIAN HIGH SCHOOL - ROP
- SOLEDAD UNIFIED SCHOOL DISTRICT
- SOUTH WHITTIER ELEM SCH DIST
- SOUTHERN CALIFORNIA TRIBALS CHAIRMANS LIBRARY ASSOCIATION
- ST GERTRUDE SCHOOL
- ST ROSE OF LIMA SCHOOL
- STANDARD ELEM SCHOOL DISTRICT
- STANISLAUS UNION SCH DIST
- STOCKTON CITY UNIF SCHOOL DIST
- STONE CORRAL ELEM SCH DISTRICT
- STRATHMORE UNION ELEMENTARY SCHOOL DISTRICT
- SUNDALE ELEMENTARY SCHOOL DISTRICT
- SUNNYSIDE UN ELEM SCH DISTRICT
- SWEETWATER UN HIGH SCH DIST
- THE DE MARILLAC MIDDLE SCHOOL
- THERMALITO UNION ELEM SCH DIST
- TRAVER JT ELEM SCHOOL DISTRICT
- UNION ELEMENTARY SCHOOL
- VAL VERDE UNIFIED SCHOOL DIST
- VICTOR ELEM SCHOOL DISTRICT
- VINELAND SCHOOL DISTRICT
- VISIBLE LIGHT DISTANCE LEARNING CONSORTIUM
- VISTA UNIFIED SCHOOL DISTRICT
- VON RENNER ELEMENTARY SCHOOL
- WALTER WHITE ELEMENTARY SCHOOL
- WASCO UNION ELEM SCHOOL DIST
- WASHINGTON UNIFIED SCHOOL DIST
- WASHINGTON UNION H S DISTRICT
- WATTS LEARNING CENTER
- WAUKENA JT UNION ELEM SCH DIST
- WEST CONTRA COSTA UN SCH DIST
- WEST PARK ELEM SCHOOL DISTRICT
- WOODLAKE UNION ELEM SCH DIST
- WOODLAKE UNION HIGH SCH DIST
- WOODVILLE CHILD DEVELOPMENT CENTER SCHOOL
- WOODVILLE ELEMENTARY SCHOOL



Colorado Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$134.9 million
Number of Sites Visited in Colorado:	31

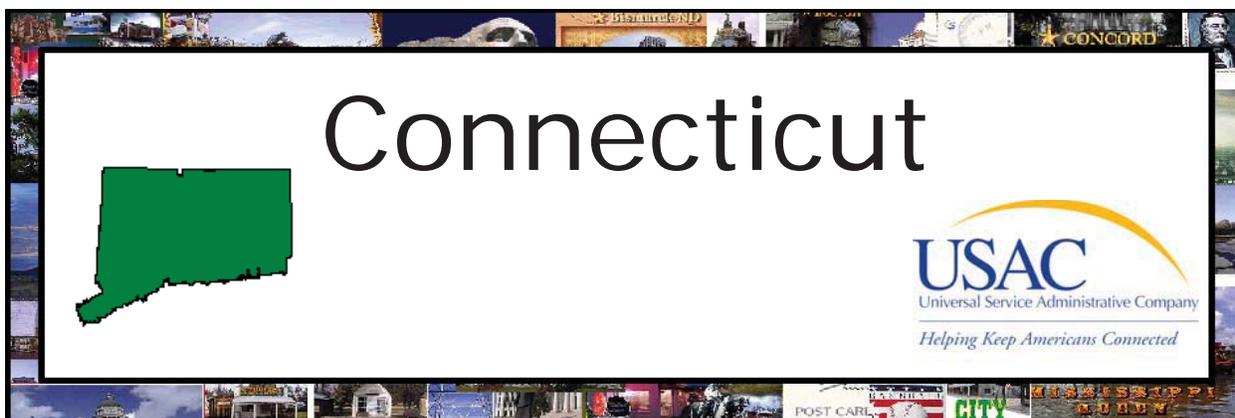
Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Colorado:

Center, CO
<p>A school district representative stated that Universal Service Fund support allowed the district to redirect funding toward the purchase of updated technology for students and teachers. A district official stated that the district is in the process of implementing a pilot program at its high school, which consists of issuing laptops to students in the hope of eliminating all text books from the school. The official added that students will be able to conduct all research online and submit assignments via email as part of this initiative. The official explained that the equipment purchased with Universal Service Funds has helped the district build a network infrastructure capable of sustaining the laptop initiative. The representative stated that the district would not be able to purchase as much end user technology or maintain its network infrastructure if Universal Service Fund support was unavailable. In addition, the representative noted that as a parent, she has noticed her children are more willing to complete their assignments and are more interested in studying as a result of computer use in the classroom. The representative noted that she sees a connection between students' increased interest and computer use in the classroom, which was made possible in part by the Universal Service Fund Schools and Libraries program.</p>

Montrose, CO
<p>A district representative indicated that the district received Universal Service Fund support for fiber optic cabling that facilitates network connectivity and the deployment of Internet access to all of the district's classrooms. The representative stated that the district would not be able to afford a fiber optic cable network in the absence of Universal Service Fund support, and would instead be limited to the use of a T1 Internet connection. The representative indicated that the high-speed Internet access purchased with Universal Service Funds provides teachers and students in the district with more efficient access to web-based educational resources and learning opportunities. The representative added that she believes that the improved access to online educational resources has contributed to students' increased interest in learning.</p>

Colorado Schools and Libraries Visited:

- ADAMS COUNTY DIST 50
- ARCHULETA CO SCHOOL DIST 50
- AULT-HIGHLAND DISTRICT RE 9
- AURORA PUBLIC SCHOOLS
- CENTER SCHOOL DISTRICT 26 JT
- COLORADO SCH FOR DEAF & BLIND
- DENVER SCHOOL DISTRICT 1
- DOLORES CO SCHOOL DIST R E 2 J
- DURANGO SCHOOL DISTRICT 9-R
- GRAND COUNTY LIBRARY
- HARRISON SCHOOL DISTRICT TWO
- HOFF ELEMENTARY SCHOOL
- HOLYOKE SCHOOL DIST R E 1 J
- HUDSON ELEMENTARY SCHOOL
- JEFFERSON COUNTY PUB LIBRARY
- JEFFERSON COUNTY SCHOOL DISTRICT R-1
- KEENESBURG SCHOOL DIST RE 3 J
- MONTROSE COUNTY SCHOOL DISTRICT
- PUEBLO CITY SCHOOL DISTRICT 60
- PUEBLO LIBRARY DISTRICT
- PUEBLO RURAL SCHOOL DIST 70
- RANGEVIEW LIBRARY DISTRICT
- RIDGE VIEW ACADEMY
- ROCKY FORD SCHOOL DISTRICT R 2
- SANFORD SCHOOL DISTRICT 6 J
- SIERRA GRANDE SCHOOL DIST R-30
- SOUTH CONEJOS SCH DIST RE 10
- THOMPSON SCHOOL DISTRICT R 2J
- WELD CENTRAL JR-SR HIGH SCHOOL
- WELD COUNTY SCHOOLD DIST 6
- WIDEFIELD SCHOOL DISTRICT 3



Connecticut Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$191.1 million
Number of Sites Visited in Connecticut:	30

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Connecticut:

Waterbury, CT

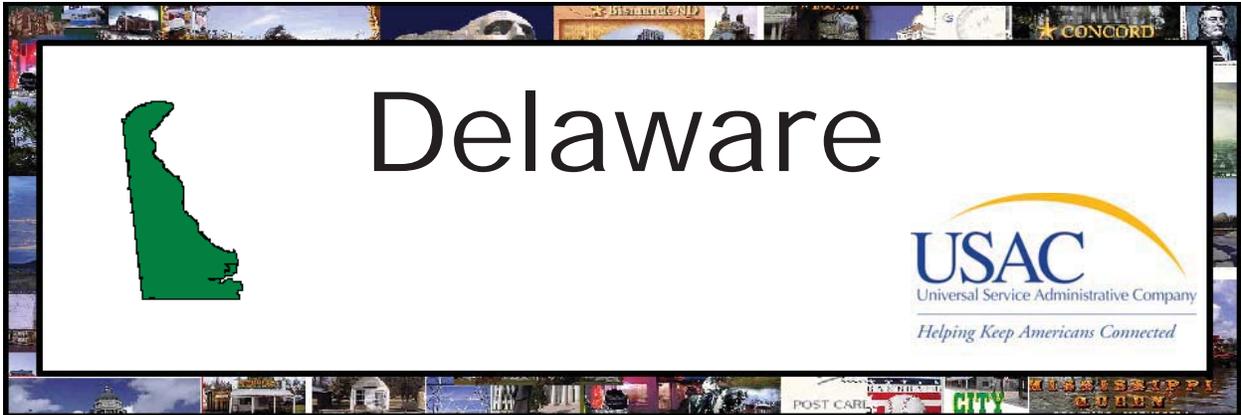
A representative from the school district stated that Universal Service Fund support helped the district upgrade its technology, noting that the district could not provide the same level of technology as wealthier school districts in the State of Connecticut if Universal Service Fund support was unavailable. The representative added that in the absence of the Universal Service Fund Schools and Libraries program, the district would have several decentralized networks, rather than the Wide Area Network (WAN) that currently connects its schools. The representative added that teachers and staff members from the district's thirty member schools use the Internet access purchased with Universal Service Funds to participate in meetings via videoconferencing.

Bridgeport, CT

A district representative indicated that Universal Service Fund support allowed the district to build a network infrastructure. The representative stated, "I have worked in school districts for over twenty years, and this is the poorest community I have worked in." The representative added that in the absence of Universal Service Fund support, the district "wouldn't have any network infrastructure. At best, we'd have dial-up Internet service." The representative indicated that periodic online practice tests for exams related to the No Child Left Behind Act are currently administered at the high school level, and that the district plans to expand online testing to all schools. The representative stated that the practice of conducting "tests between the tests" would not be offered in the absence of Universal Service Fund support. A teacher indicated that the Harcourt Online Reading Program allows students to access supplemental reading materials that help them develop their reading and comprehension skills, and that the Internet helps her demonstrate concepts that would otherwise be difficult to teach. In addition, the representative indicated that the district was recognized as one of five finalists for a \$1 million prize that is awarded annually to the urban school district showing the top overall performance and improvement in student achievement while reducing gaps for poor and minority groups. The representative noted that without the network infrastructure purchased with Universal Service Funds, the district would not have been a finalist for the award.

Connecticut Schools and Libraries Visited:

- AREA COOP EDUCATIONAL SERVICES
- BOY'S VILLAGE YOUTH AND FAMILY SERVICES, INC.
- BRIDGEPORT SCHOOL DISTRICT
- CONNECTICUT JUNIOR REPUBLIC
- CONNECTICUT STATE REGIONAL VOC
- DANBURY PUBLIC SCHOOLS
- DEPARTMENT OF INFORMATION TECHNOLOGY
- DWIGHT ELEMENTARY SCHOOL
- EAST HARTFORD PUBLIC SCHOOLS
- GROTON PUBLIC SCHOOL DISTRICT
- HAMDEN PUBLIC SCHOOL DISTRICT
- HARTFORD PUBLIC LIBRARY
- HARTFORD SCHOOL SYSTEM
- HIGHLAND HGTS ST FRANCIS SCH
- JUMOKE CHARTER SCHOOL
- LAKE GROVE-DURHAM SCHOOL
- LEARN REGIONAL ED SERVICE CTR
- MILFORD SCHOOL DISTRICT
- NORTH BRANFORD BOARD OF ED
- PLYMOUTH SCHOOL DISTRICT
- POMFRET COMM SCHOOL DISTRICT
- QUINNIPIAC ELEMENTARY SCHOOL
- REGIONAL SCHOOL DISTRICT 12
- REGIONAL SCHOOL DISTRICT 14
- SHARON CENTER ELEM SCHOOL
- ST AEDAN SCHOOL
- STRONG ELEMENTARY SCHOOL
- WATERBURY SCHOOL DISTRICT
- WELCH ANNEX ELEMENTARY SCHOOL
- WHITNEY HALL SCHOOL



Delaware Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$10.2 million
Number of Sites Visited in Delaware:	4

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Delaware:

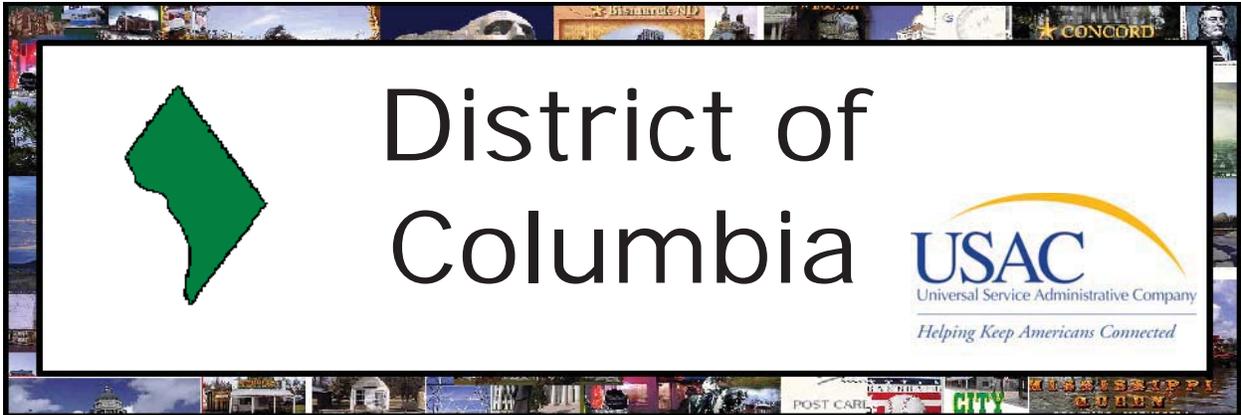
Bridgeville, DE

Universal Service Fund support enabled the library to redirect funding previously spent on telecommunications services toward the purchase of new computers and additional library resources, including books, newspapers, and periodicals. In addition, the redirected funding enabled the library to expand its hours of operation and compensate staff members who work additional hours. A library official stated that the basic telephony services purchased with Universal Service Funds have provided patrons with access to library resources. Patrons now have the ability to renew library resources over the telephone, as well as online. In addition, patrons use the library's fax machine "at least eight times a day."

Milford, DE

Universal Service Fund support has enabled the library to redirect funding previously spent on telecommunications services toward the purchase of computers, books, and supplies including ink cartridges. A library representative believes that the Universal Service Fund Schools and Libraries program is "certainly a big benefit for a small library" as it has allowed the library to "acquire extra services for [its] patrons."

- Delaware Schools and Libraries Visited:**
- BRIDGEVILLE PUBLIC LIBRARY
 - MILFORD DISTRICT FREE PUBLIC LIBRARY
 - RED CLAY SCHOOL DISTRICT
 - ST. PAUL SCHOOL



District of Columbia Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$105.2 million
Number of Sites Visited in the District of Columbia:	10

Here are examples of how the Universal Service Fund has helped schools and libraries in the District of Columbia:

District of Columbia

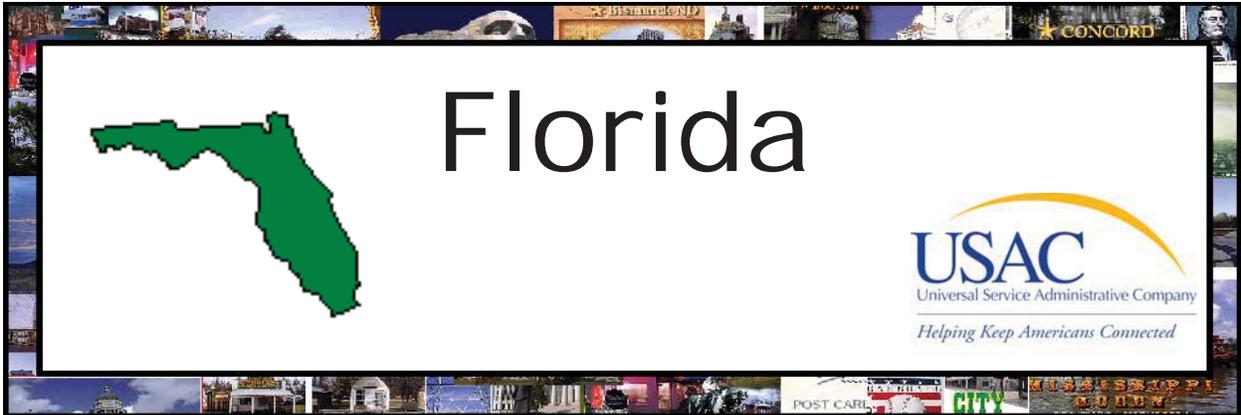
A representative from the school indicated that the school would not be able to afford the same level of connectivity in the absence of Universal Service Fund support. The representative explained that Universal Service Fund support for Internet access and internal connections allows the school to access DC Stars, a web-based student information system that public schools in the District of Columbia use to manage student data. The representative stated that Universal Service Fund support has also helped the school qualify for grants from Starbucks and the Washington Post. The representative stated that the grant from the Washington Post was a “garden grant,” which the school received as a result of the Internet access purchased with Universal Service Funds. The representative stated that the students used the Internet access purchased with Universal Service Funds to complete a web-based form and survey, and to electronically submit artwork as part of the application for the garden grant.

District of Columbia

A school representative stated that Universal Service Fund support has allowed the school “to develop a model of education that is more individualized to students’ needs.” The representative indicated that the school is actively working to “identify new programs and software” in order to reach the school’s “full potential,” and noted that the student population the school serves differs from that of traditional schools, which presents educational challenges. The representative noted that the non-traditional enrollment makes the requirements of the No Child Left Behind Act challenging. The Internet connectivity purchased with Universal Service Funds for Internet access provides access to web-based resources which, along with the ability to make “data-driven decisions,” is helping the school work toward the requirements of the No Child Left Behind Act. The representative noted that a school goal related to the No Child Left Behind Act is to “meet safe harbor” by reducing “the percentage of non-proficient students by ten percent per year.” An administrator indicated that school uses the network infrastructure and Internet access purchased with Universal Service Funds to meet the No Child Left Behind Act requirements, and that the school offers web-based remedial programs in math and reading.

District of Columbia Schools and Libraries Visited:

- ART AND TECHNOLOGY ACADEMY
- CHILDREN'S STUDIO SCHOOL-PUBLIC CHARTER SCHOOL
- DISTRICT OF COLUMBIA PUB SCHS
- DISTRICT OF COLUMBIA PUB SCHS
- LT JOSEPH P KENNEDY INST DISTRICT
- MERIDIAN PUBLIC CHARTER SCHOOL
- MERRITT ELEMENTARY SCHOOL
- OPTIONS PUBLIC CHARTER SCHOOL
- VILLIAGE LEARNING CENTER PCS
- WILLIAM DOAR PUBLIC CHARTER SCHOOL FOR THE PERFORMING ARTS



Florida Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$518.4 million
Number of Sites Visited in Florida:	43

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Florida:

Jacksonville, FL

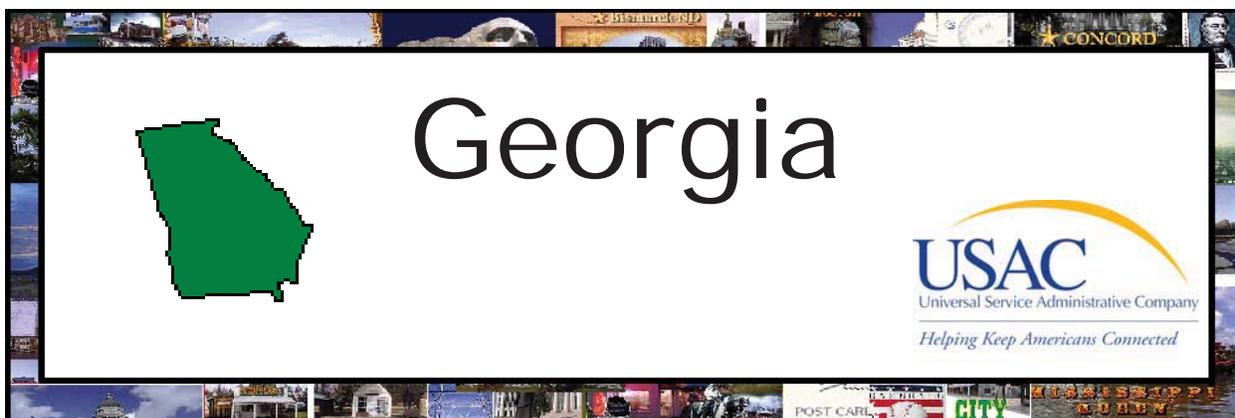
A district representative stated that the district has access to fiber optic cabling as a result of Universal Service Fund support, and that the district was able to improve its bandwidth by upgrading from a T1 line to metro fiber. The representative added that the thirty-eight schools in the district have not been able to purchase new computers in five years, but that all workstations have high-speed Internet access as a result of Universal Service Fund support. An administrator indicated that Universal Service Fund support “frees up the budget a great deal,” and that cellular telephony services purchased with Universal Service Funds are “advanced” and “agile.” The administrator added that, due to its participation in the Universal Service Fund Schools and Libraries program, the district has “unprecedented wireless capability.”

Marianna, FL

A district representative stated that Universal Service Fund support has helped the district provide Internet access to its classrooms, increase its bandwidth and upgrade its network infrastructure years earlier than would otherwise have been possible. The representative stated that teachers are now able to incorporate current information, resources and technology into the curriculum. For example, the representative stated that many teachers use online resources such as United Streaming and Study Island in their classrooms. United Streaming is a digital video-on-demand service that provides resources via a digital clip library, and Study Island is a resource that includes web-based state assessment preparation programs and standards-based learning programs. The representative stated that students are also able to use the Internet connectivity purchased with Universal Service Funds to access the Florida Virtual School (FVS) and enroll in courses, such as Spanish, that the district would otherwise be unable to provide. The representative added that the district has a shortage of foreign language teachers and the FVS allows students to meet the Florida Department of Education’s standards related to foreign language competency. In addition, the representative stated that the Internet access allows students to use web-based resources, such as the Florida Comprehensive Assessment Test (FCAT) Explorer, which help them learn and practice the skills required on the FCAT.

Florida Schools and Libraries Visited:

- ALACHUA COUNTY LIBRARY DIST
- ASTORIA PARK ELEMENTARY SCHOOL
- BREVARD COUNTY LIBRARY SYSTEM
- BROWARD JUNIOR ACADEMY
- CHANCELLOR CHARTER SCHOOL AT NORTH LAUDERDALE
- CHARLOTTE COUNTY SCHOOL DIST
- CITRUS COUNTY SCHOOL DISTRICT
- CITY OF NORTH LAUDERDALE
- CORPUS CHRISTI CATHOLIC SCHOOL
- CYPRESS CREEK ACADEMY JUVENILE JUSTICE CENTER
- DISTRICT SCHOOL BOARD OF COLLIER COUNTY
- DUVAL COUNTY SCHOOL DISTRICT
- Eckerd Youth Alternative, Inc.
- FIENBERG-FISHER ELEM SCHOOL
- GADSDEN COUNTY SCHOOL DISTRICT
- GLADES COUNTY SCHOOL DISTRICT
- GULF COAST MARINE INSTITUTE-SOUTH
- HEARTLAND LIBRARY COOPERATIVE
- HENDRY COUNTY SCHOOL DISTRICT
- HIALEAH-JOHN F KENNEDY MEM LIB
- HIGHLANDS COUNTY SCHOOL DISTRICT
- HILLSBOROUGH CO SCHOOL DIST
- HOLY ROSARY SCHOOL
- JACKSON COUNTY SCHOOL BOARD
- LAFAYETTE COUNTY SCHOOL DIST
- LAKE COUNTY SCHOOL DISTRICT
- LEON COUNTY PUBLIC LIBRARY
- LEVY COUNTY SCHOOL DISTRICT
- MANATEE COUNTY SCHOOL DISTRICT
- MIAMI-DADE COUNTY PUBLIC SCHOOLS
- NEVA KING COOPER EDUCATIONAL CENTER
- ORANGE COUNTY SCHOOL DISTRICT
- OSCEOLA COUNTY SCHOOL DISTRICT
- PALM BEACH COUNTY SCHOOL DISTRICT
- PASCO COUNTY SCHOOL DISTRICT
- PINELLAS PUBLIC LIBRARY COOPERATIVE
- SCHOOL DISTRICT OF VOLUSIA COUNTY
- SECOND CHANCE SCHOOL
- SILVER RIVER MARINE INSTITUTE
- ST FRANCIS XAVIER CATHOLIC SCHOOL
- ST LUCIE COUNTY SCHOOL DIST
- ST. MARGARET MARY SCHOOL
- THE SCHOOL BOARD OF BROWARD COUNTY, FL.



Georgia Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$504.5 million
Number of Sites Visited in Georgia:	67

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Georgia:

LaGrange, GA
<p>A school district administrator stated that Universal Service Fund support “gives [the district] another method to provide equal education opportunities for our students.” The administrator explained, “The federal and state governments are providing less funding for schools every year, and [the Universal Service Fund Schools and Libraries program] is one of the few avenues left for funding technology.” A representative added, “I don’t know of a program, except [the Universal Service Fund Schools and Libraries program], that provides funding from a federal level and helps so many people at the local level.” The representative stated that Universal Service Fund support for telecommunications services and internal connections allowed the district to redirect funds toward the purchase of end user equipment, such as desktop computers and software. The representative indicated that as a result of the technology purchased with Universal Service Funds, the district is able to utilize web-based resources, such as GradeQuick and Edline, which are applications that help the district to manage its administrative functions. In addition, the representative stated that “the infusion of the technology into the curriculum has allowed students and schools to meet the Adequate Yearly Progress requirements of the No Child Left Behind Act, especially at the elementary school level.” The administrator explained that “in the absence of Universal Service Fund support, it would take [the district] two to three times longer to acquire the technology it presently has [in place].”</p>

Swainsboro, GA
<p>A representative from the school district stated that the county served by the district “has the lowest property tax in the State of Georgia, which translates into low local funds for education.” The representative stated that Universal Service Fund support “helps reduce the costs of telecommunications services and allows these services to become affordable to schools.” The representative stated that Universal Service Fund support allowed the district to begin offering distance learning courses in subjects that students would not otherwise be able to study. The representative noted that the Universal Service Fund also helped the district upgrade its network infrastructure five years earlier than would otherwise have been possible.</p>

Rome, GA

A representative from the school district stated that the district has received Universal Service Fund support for telecommunications services, Internet access and internal connections, which has helped the district meet its educational goals. The representative noted, "The state government provides little funding for technology; the district would be lost without [Universal Service Fund support]." The representative indicated that Universal Service Fund support enabled the district to upgrade its network infrastructure backbone from T1 lines to fiber optic cabling years earlier than would otherwise have been possible. The representative added that the Internet access purchased with Universal Service Funds allows the district to offer classes via a distance learning network and to access the Georgia Virtual School. In addition, the district's teachers use the Internet access purchased with Universal Service Funds to utilize the Georgia Online Assessment System (GOAS), an online resource enabling them to individualize student education in order to maximize student achievement. The representative indicated that this resource is critical to students' preparation for the Criterion-Referenced Competency Test and the Georgia High School Graduation Test.

Calhoun, GA

A district representative stated that Universal Service Fund support has helped the district provide Internet access to its classrooms, noting that "teachers are able to deploy a greater number of educational resources because of the Internet access and our fast, reliable network infrastructure [purchased with Universal Service Funds]." The representative stated that the district uses NovaNET, a web-based credit recovery solution that the district believes is "instrumental" in helping students graduate on time. In addition, the representative indicated that the Internet access has helped teachers make use of the Georgia Online Assessment System (GOAS), a resource that allows them to create Individualized Education Plans and to adequately prepare students for the Criterion-Referenced Competency Test and the Georgia High School Graduation Test. The representative stated that teachers would "almost unanimously" agree that there is a direct correlation between the improvement in test scores and the Internet access purchased with Universal Service Funds.

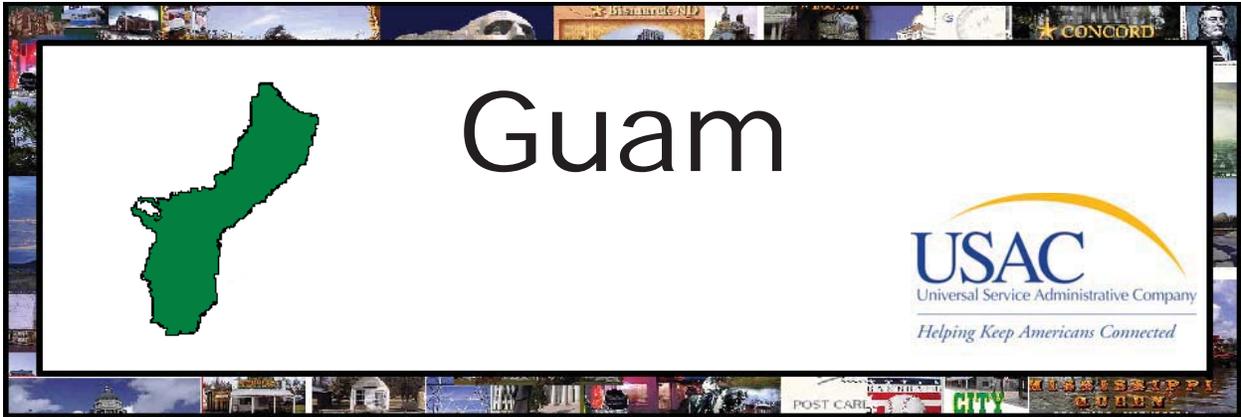
Blakely, GA

A representative from the school indicated that Universal Service Fund support enables the school to effectively utilize web-based resources for educational and professional needs, and to equip classrooms with technology. The representative indicated that the school is an alternative approach to learning for students who have struggled in more traditional learning environments. The representative stated that the Internet access purchased with Universal Service Funds allows the school to access the Georgia Virtual School, a state educational initiative that provides students with access to Advanced Placement, college preparatory, career and technical elective classes online. The representative noted that the Georgia Virtual School allows students to participate in classes that would not otherwise be available at the school.

A teacher at the school indicated that as a result of the range of needs and achievement levels of students at the school, as well as the diversity of the subjects that are taught, computers with Internet access are necessary for the continual professional development of teachers. The teacher stated that the technology purchased with Universal Service Funds helps the school provide training to its staff and meet the associated requirements of the No Child Left Behind Act. The school representative indicated that the receipt of Universal Service Fund support has helped the school secure additional grants to support professional development, as well as to purchase educational software, workstations and hardware. The representative stated that without Universal Service Fund support, the district would only have 300 to 400 computers with Internet access, and noted that the school currently has between 1,600 and 1,700 computers with Internet access.

Georgia Schools and Libraries Visited:

- APPLING COUNTY ELEM SCHOOL
- APPLING COUNTY SCHOOL DISTRICT
- BAXLEY WILDERNESS INSTITUTE
- BIBB COUNTY PUBLIC SCHOOLS
- BRANTLEY COUNTY SCHOOL DIST
- BROOKS COUNTY SCHOOL DISTRICT
- BURKE COUNTY BOARD OF EDUCATION
- CALHOUN COUNTY SCHOOL DISTRICT
- CARROLLTON CITY SCHOOL DIST
- CHATHAM COUNTY PUBLIC DISTRICT
- CHATTOOGA COUNTY SCHOOL DIST
- CHEROKEE REGIONAL LIBRARY
- CITY OF MAYSVILLE
- CLAYTON COUNTY PUBLIC SCHOOLS
- COLQUITT CO SCHOOL DISTRICT
- COOK COUNTY SCHOOL DISTRICT
- CRISP COUNTY SCHOOL DISTRICT
- DALTON PUBLIC SCHOOL DISTRICT
- DE KALB COUNTY SCHOOL DISTRICT
- DEVEREUX GEORGIA TREATMENT
- DOUGHERTY COUNTY SCHOOL SYSTEM
- EARLY COUNTY ALTERNATIVE SCHOOL
- ELBERT COUNTY SCHOOL DISTRICT
- EMANUEL COUNTY SCHOOL DIST
- EVANS COUNTY SCHOOL DISTRICT
- FLOYD COUNTY SCHOOL DISTRICT
- GEORGIA BOARD OF REGENTS
- GORDON COUNTY SCHOOL DISTRICT
- GREENE COUNTY SCHOOL DISTRICT
- GWINNETT COUNTY SCHOOL DIST
- HART COUNTY SCHOOL DISTRICT
- JENKINS COUNTY ELEM SCHOOL
- LANIER COUNTY SCHOOL DISTRICT
- LAURENS COUNTY SCHOOL DISTRICT
- LIBERTY COUNTY SCHOOL DISTRICT
- MACON COUNTY SCHOOL SYSTEM
- MARIETTA CITY SCHOOL DISTRICT
- MCINTOSH COUNTY SCHOOL DISTRICT
- MITCHELL COUNTY BOARD OFFICE
- MITCHELL COUNTY SCHOOL DIST
- MONTGOMERY COUNTY SCHOOL DIST
- MURRAY COUNTY SCHOOL DISTRICT
- MUSCOGEE COUNTY SCHOOL DIST.
- PEACH COUNTY SCHOOL DISTRICT
- PELHAM CITY ELEMENTARY SCHOOL
- PELHAM CITY SCHOOL DISTRICT
- PINE MOUNTAIN REGIONAL LIBRARY
- RANDOLPH COUNTY SCHOOL DIST
- RICHMOND COUNTY SCHOOL DIST
- SCREVEN COUNTY SCHOOL DISTRICT
- SOCIAL CIRCLE BOARD ED
- SOUTHEAST ELEMENTARY SCHOOL
- STEWART COUNTY SCHOOL DISTRICT
- SUMTER COUNTY SCHOOLS
- TALIAFERRO COUNTY SCHOOL
- TALIAFERRO COUNTY SCHOOL DIST
- TAYLOR COUNTY UPPER ELEM SCHOOL
- TELFAIR COUNTY SCHOOL DISTRICT
- THOMASTON-UPSON COUNTY PUBLIC SCHOOL SYSTEM
- TREUTLEN COUNTY SCHOOL DIST
- TROUP COUNTY SCHOOL SYSTEM
- TWIGGS COUNTY SCHOOL DISTRICT
- VALDOSTA CITY SCHOOL DISTRICT
- VIDALIA CITY SCHOOL DISTRICT
- WALKER COUNTY SCHOOL DISTRICT
- WARREN COUNTY SCHOOL DISTRICT
- WILKES COUNTY SCHOOL DISTRICT

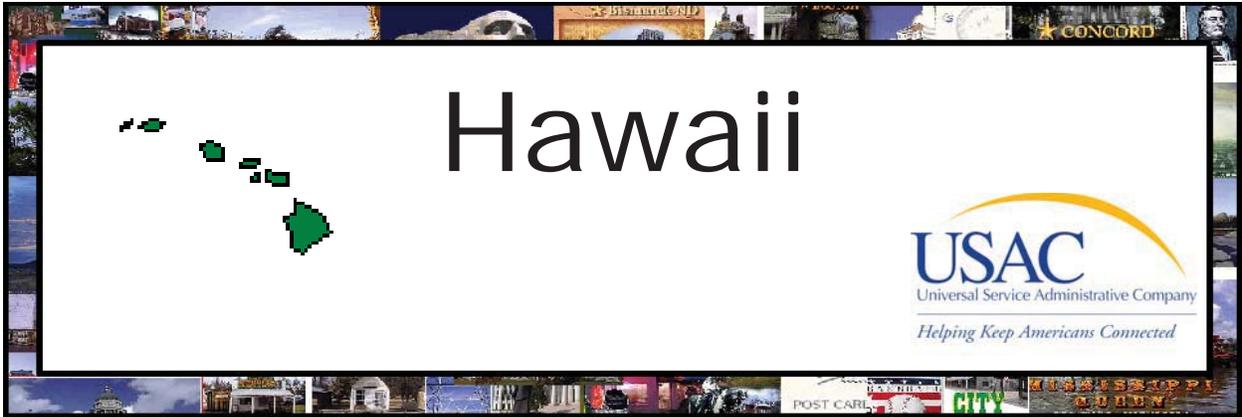


Guam Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$18.5 million
Number of Sites Visited in Guam:	3

Here is an example of how the Universal Service Fund has helped schools and libraries in the Territory of Guam:

Hagatna, GU
<p>A representative from the school district stated that without Universal Service Fund support “the schools would not be wired and there would be no interconnectivity between the [district’s] schools.” The representative added that each of the district’s thirty-seven schools and three Non-Instructional Facilities now have Internet access as a result of Universal Service Fund support. The representative noted that approximately ninety-five to one hundred percent of the district’s classrooms have Internet access purchased with Universal Service Funds. The representative indicated that Universal Service Fund support has enabled the district to meet the requirements of the No Child Left Behind Act because it has allowed the school system to adopt an instructional methodology that is helping improve students’ reading scores. A teacher concurred, and stated that the school where she teaches is now better equipped to meet the requirements of the No Child Left Behind Act because educational resources are more readily available to students. The teacher stated, “I don’t know how I’d go back [to teaching without the Internet access purchased with Universal Service Funds,] it’s such a wonderful resource, and a lot of our students don’t have [Internet access] at home, so this is the only place they can use it.” The representative noted that each school within the district has reporting requirements related to the No Child Left Behind Act and that, as a result of Universal Service Fund support, the schools are increasingly able to meet these requirements and to monitor student progress.</p>

Guam Schools and Libraries Visited:
- GUAM PUBLIC SCHOOL SYSTEM



Hawaii Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$30.6 million
Number of Sites Visited in Hawaii:	11

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Hawaii:

Honolulu, HI
<p>A representative of the school stated that Universal Service Fund support has helped the school meet educational requirements. The representative stated that Universal Service Fund support has provided "more exposure to instrumental resources," and that, currently, "everyone is doing something on computers." The representative noted that the Internet access purchased with Universal Service Funds allows students to make use of online applications. In addition, teachers use the Internet access purchased with Universal Service Funds to administer exams, design the school's curriculum and submit reports to the State of Hawaii. The representative noted that quarterly reports, financial plans and student services reports are all submitted online, and that the teachers are receiving training on the creation of online report cards. The representative stated that Universal Service Fund support has also been "instrumental" in the school's safety program, which relies upon the school's telephony system to provide immediate access to the administrative office. The representative stated that public schools in Hawaii "wouldn't have a network like we have now" in the absence of Universal Service Fund support.</p>

Honolulu, HI
<p>Universal Service Fund support enabled the organization to implement a fast, reliable network infrastructure. A representative of the organization stated that the State of Hawaii uses underwater fiber optic cabling to connect all of the islands to one Wide Area Network (WAN), and that this network enables the schools to utilize videoconferencing connectivity with all of the Hawaiian Islands, Japan and the continental United States. This connectivity, along with the Internet access purchased with Universal Service Funds, enables the schools on the Hawaiian Islands to share teaching resources and access educational materials that were previously unavailable. The representative stated, "Without Universal Service Fund support, schools in Hawaii would not be able to redistribute funds to replace aging equipment, spend limited funds on other priority items or refresh network equipment."</p>

Pahoa, HI

In the absence of Universal Service Fund support, the school would not be able to integrate as many educational tools into its curriculum. A representative from the school stated, "Prior to receiving Universal Service Fund support, the wireline drops were done by volunteers who learned through trial-and-error...Universal Service Fund support has enabled the school to direct funds toward upgrading the computer lab, and the infrastructure allows us to use it to its fullest extent." The representative added that less than twenty-five percent of the students attending the school have Internet access at home, and that many students live in homes that lack electricity, cable and telephony services. The representative added that the valedictorian of the district's high school in 2006 did not have electricity at home, studied by candlelight, and relied upon the technology purchased with Universal Service Funds to develop technical skills. A teacher from the school stated, "The technology in the computer lab is used as a vehicle for students and teachers to rise to state expectations."

In addition, technology purchased with Universal Service Funds enables the school to make use of videoconferencing services. The representative from the school stated that the videoconferencing services are used to promote communication among administrative staff members located throughout the Hawaiian Islands, and has enabled administrators to eliminate the costs associated with traveling to meetings held on other islands.

Kihei, HI

A representative from the school stated that many schools in Hawaii are poor and isolated, and that Universal Service Fund support has enabled these schools to obtain Internet access, as well as Local Area Network (LAN) components and connectivity. The school representative indicated that in the absence of Universal Service Fund support, it would not have been possible to network and connect these schools. The school representative stated, "A school on Kauai purchased a server-based reading assessment program, but the school's network was so bad the program was unusable until they received Universal Service Fund support for a new network. Other schools have similar stories." The school representative indicated that network connectivity provides students with access to resources that help them meet the requirements of the No Child Left Behind Act, and allows teachers to participate in web-based professional development courses that improve instruction.

Hawaii Schools and Libraries Visited:

- DEPARTMENT OF EDUCATION, STATE OF HAWAII
- H.P. BALDWIN HIGH SCHOOL
- KAMALII ELEMENTARY SCHOOL
- LINAPUNI ELEMENTARY SCHOOL
- MAUI HIGH SCHOOL
- NANAKULI HIGH & INTER SCHOOL
- PA'AUILO ELEM & INTER
- PAHOA ELEMENTARY SCHOOL
- PA'IA SCHOOL
- PEARL CITY HIGHLANDS ELEM SCH
- WAIANAE HIGH SCHOOL



Idaho Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$32.5 million
Number of Sites Visited in Idaho:	13

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Idaho:

Avery, ID

A representative from the school district stated that the Universal Service Fund Schools and Libraries program has provided “critical funding” for the district. The representative noted that, in the absence of the Universal Service Fund, the district may have been able to purchase computers for classrooms, but that the district would lack the network infrastructure currently available. The representative indicated that there is only one Internet service provider operating in the district’s region, which limits its schools to Internet access at a speed of fifty-six Kbps. The representative stated that as a result of the network infrastructure purchased with Universal Service Funds, the district is able to more effectively utilize its limited bandwidth to provide educational resources to its students and staff. The representative stated that the equipment and services purchased with Universal Service Funds have allowed the district to implement web-based and network-based educational and testing applications, including Accelerated Reader, Accelerated Math and Read Naturally. In addition, the representative indicated that the State of Idaho requires all schools to conduct student assessments online, and that without the equipment and services purchased with Universal Service Funds, the district would likely not be able to comply with this state requirement. The representative stated, “I don’t think [the district] would be able to have Internet [access],” and added that the district could not purchase or maintain the network infrastructure that is vital to its day-to-day operations in the absence of Universal Service Fund support.

Kendrick, ID

Prior to receiving Universal Service Fund support, the school district relied upon a single dial-up connection to the Internet. Currently, the school district is able to provide its students and staff members with a T1 Internet connection using 150 computers throughout the district. A representative from the district stated that without the Universal Service Fund, the district would be at least three to four years behind its current implementation. The representative added, “Our district would not be able to afford the Internet connection without the Universal Service Fund,” and added that Universal Service Fund support has “increased use of telecommunications services and the Internet” throughout the district.

Caldwell, ID

A school district representative stated that Universal Service Fund support has allowed the district to “network every classroom,” adding, “Eight of our ten campuses were wired [with cabling and equipment purchased with Universal Service Funds]. We have been able to keep our network up to date, and increase our bandwidth. We have also installed telephony services [purchased with Universal Service Funds] into each classroom, which probably wouldn’t have happened” in the absence of the Universal Service Fund Schools and Libraries program. The representative stated that the district saves “\$90,000.00 to \$100,000.00 per year” on Internet access and telecommunications services, and that the district’s savings on these services are redirected toward the purchase of software, desktop computers and other classroom equipment. The representative explained that the network infrastructure and high-speed Internet connection have allowed the district to become “one of the more [technologically] advanced districts in the state,” and added, “I don’t think we would be there” in the absence of Universal Service Fund support.

Coeur d’Alene, ID

A representative from the school district stated that, as a result of the Internet access and telecommunications services purchased with Universal Service Funds, the district was recently able to significantly increase the bandwidth in its high schools from ten Mbps to 100 Mbps. The representative stated that the district “couldn’t pay [the additional costs] without the Universal Service [Fund Schools and Libraries program] discounts.” The representative stated that the increased bandwidth, purchased with Universal Service Funds, allowed the district to bring more computers into its high schools. The representative indicated that the increased bandwidth also enabled the district to increase its use of mobile computer labs, which were previously used solely for testing, to deliver a range of educational applications. The representative noted that the district’s high-speed network connectivity has allowed the district to comply with the State of Idaho’s requirement that standardized tests be conducted online. In addition, students use the Internet to access PLATO Learning software that was provided by the State of Idaho; the improved connectivity has also allowed the district to implement an online student information management system. The representative noted that Universal Service Fund support has helped the district update its network infrastructure, and explained that the district reinvests all of the monies it saves as a result of Universal Service Fund support into technology. The representative indicated that the district saves “over \$100,00.00 per year” by applying for Universal Service Fund support, and noted that this figure constitutes “\$100,000.00 of equipment we would otherwise be unable to purchase for our students.”

Desmet, ID

A school representative stated that Universal Service Fund support helped the school establish a reliable telecommunications infrastructure. In addition, the representative stated that Universal Service Fund support has helped the school maintain its equipment and cover the costs associated with its telephony services. The representative noted that the equipment and services purchased with Universal Service Funds provide the backbone for all of the school’s administrative and educational efforts. The representative stated that in the absence of Universal Service Fund support, the school “would be way, way behind in terms of technology.” The representative added that the equipment and services purchased with Universal Service Funds allow the school to provide students with access to network-based educational applications, which helps them meet the requirements of the No Child Left Behind Act, as well as the State of Idaho’s standardized testing requirements.

Idaho Schools and Libraries Visited:

- AVERY ELEM SCHOOL DIST 394
- CALDWELL SCHOOL DISTRICT 132
- COEUR D'ALENE SCHOOL DIST 271
- COEUR D'ALENE TRIBAL SCHOOL
- HOLY FAMILY CATHOLIC SCHOOL
- HOMEDALE JOINT SCHOOL DIST 370
- KAMIAH JOINT SCHOOL DISTRICT NUMBER 306
- KENDRICK JOINT SCHOOL DIST 283
- OROFINO JT SCHOOL DISTRICT 171
- PLUMMER-WORLEY JT SCH DIST 44
- PROJECT C D A SCHOOL
- RAMSEY ELEMENTARY SCHOOL
- WILDER SCHOOL DISTRICT 133



Illinois Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$725 million
Number of Sites Visited in Illinois:	55

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Illinois:

Harrisburg, IL

An administrator indicated that Universal Service Fund support helps the two alternative schools that are operated by the Regional Office of Education (ROE) to meet state requirements, as well as requirements established by the No Child Left Behind Act. The administrator explained that the ROE oversees the two schools as part of “the safe school program and the truant alternative education program.” The administrator indicated that the schools use the Internet connectivity supported by the Universal Service Fund to access web-based educational applications such as NOVEL, a curricular resource provided by the State of Illinois for use in credit recovery efforts. The representative added that the schools also use WorkKeys, an “internal occupational-based program” that assesses students and reports on metrics associated with different careers; WIN, a web-based remediation curriculum; and WhyTry, a web-based skills bank. The administrator stated that the ROE uses the funds it saves as a result of its participation in the Universal Service Fund Schools and Libraries program to support other technology initiatives, such as the purchase of computers or staff development. The administrator noted that in the absence of Universal Service Fund support, the ROE would have to evaluate priorities annually when constructing the budget, which would adversely impact technology. The administrator added that the technology available to the schools would be inconsistent from year to year, and that this “would be a great challenge.”

Zion, IL

A representative from the school district stated that Universal Service Fund support has helped the district provide its students with the same level of technology services as those available in wealthier school districts in the area. The representative indicated that Universal Service Fund support helped the district upgrade its fifteen year old Centrex telephony system to a Voice over Internet Protocol (VoIP) system and to upgrade its Internet access to a fiber connection. The representative noted that the Centrex telephony system was unreliable, and that the district was unable to have a telephone in each classroom prior to receiving Universal Service Fund support. The representative indicated that the VoIP telephony system purchased with Universal Service Funds is more reliable and has enhanced communication within the district.

Benton, IL

A representative from the school district stated that, in addition to receiving Universal Service Fund support for telecommunications services and Internet access, the district recently purchased a server with Universal Service Funds. A district administrator stated that the district needed the server "desperately," noting, "at the time, [the district] had a quarter of a million dollar deficit," and adding that it would have been difficult to receive approval from the district's Board of Education to purchase the server in the absence of Universal Service Fund support. The administrator stated that the district has had a budget deficit for six of the last eight years, and that without Universal Service Fund support, the district "would have to sacrifice something else or go without." The administrator indicated that the district has to meet its technology goals with "as much creativity as we can," noting, "We try to keep technology [current] in a district that has no money." The administrator added that the district uses applications such as United Streaming, Inspiration, Cognitive Tutor and Scholastic Reading 180 to support instruction. The administrator noted that Universal Service Fund support has helped the district change its "instructional strategies" to meet students' needs and progress toward achieving literacy across all disciplines. The administrator stated that Universal Service Fund support allows the district to "offer good equipment and services for kids with what we have." Universal Service Fund support has also allowed the district to redirect funding to purchase computers for its classrooms and leverage other grants that help its schools acquire equipment. The administrator stated that in the absence of Universal Service Fund support, the district would provide its students with "minimal hands-on exposure" because the district would have to limit its technology expenditures to the purchase of T1 Internet access.

Madison, IL

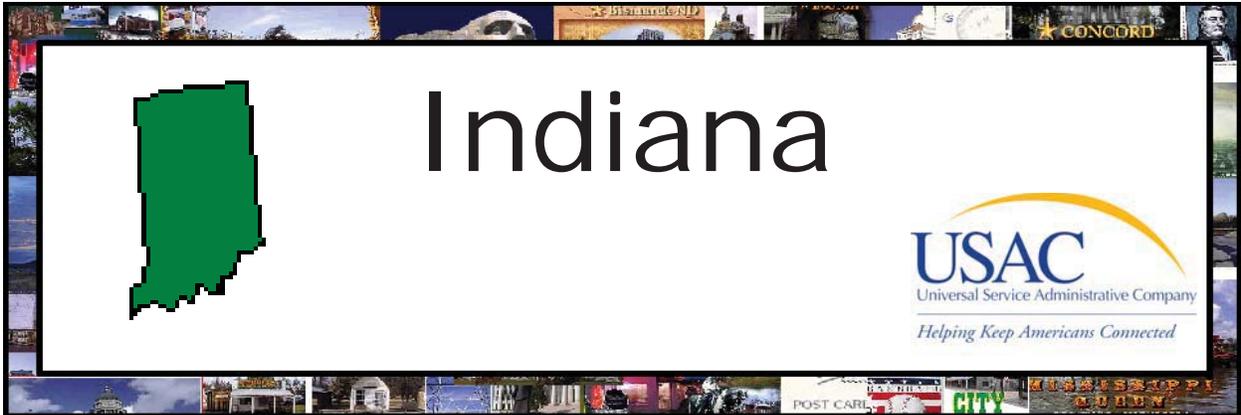
A representative indicated that if the district did not receive Universal Service Fund support for cellular telephony services, the district would "be without cell phone service." The representative indicated that Universal Service Fund support helped the district establish a network infrastructure and provide connectivity to its schools. The representative added that the district relies on the Internet access purchased with Universal Service Funds for instructional purposes, and that it is used for the district's credit recovery program, as well as other educational functions. The representative added that in the absence of the Universal Service Fund Schools and Libraries program, the district would "feel like it was back in the 50s." The representative indicated that Universal Service Fund support is helping the district meet the requirements of the No Child Left Behind Act and reach Annual Yearly Progress goals set by the State of Illinois. When speaking of the technology purchased with Universal Service Funds, the representative noted, "Anything we can bring in broadens horizons for our students and teachers."

Chicago, IL

A representative stated that the school has upgraded its cabling and acquired a faster Internet connection as a result of Universal Service Fund support. The representative stated that the Internet connectivity purchased with Universal Service Funds has allowed the district to provide its students and staff members with access to audio and video streaming services. The representative stated that six years ago, prior to the receipt of Universal Service Fund support, the school's Internet connection was inadequate and the school relied upon one computer lab with a total of thirty computers. The representative indicated that the school currently has 200 computers, all of which have Internet access. The representative indicated that the students at the school use the technology purchased with Universal Service Funds to prepare for assessments, such as the ACT, and to research and apply to colleges. In addition, the representative stated that the technology purchased with Universal Service Funds helped the school qualify for the Beaumont grant, which supported the purchase of a laptop cart with thirty laptops.

Illinois Schools and Libraries Visited:

- ARBOR PARK SCHOOL DISTRICT 145
- BENTON HIGH SCHOOL DIST 103
- CAHOKIA SCHOOL DISTRICT 187
- CHICAGO CHRISTIAN ACADEMY
- CHICAGO PUBLIC LIBRARY
- CHICAGO PUBLIC SCHOOLS
- CICERO SCHOOL DISTRICT 99
- COMMUNITY HIGH SCHOOL DIST 094
- COOK COUNTY SCHOOL DIST 130
- CORTLAND HIGH SCHOOL CAMPUS
- CRESTON-DEMENT PUBLIC LIBRARY DISTRICT
- DOLTON SCHOOL DISTRICT 148
- ESPERANZA SCH ASSOC OF CHICAGO
- EXCEPT CHILDREN/OPPOR SCHS
- FORD HEIGHTS SCHOOL DIST 169
- FRANKLIN-JEFFERSON SP ED DIST
- HARVEY PUBLIC LIBRARY DISTRICT
- HARVEY SCHOOL DISTRICT 152
- ILLINOIS SCHOOL FOR THE VISUAL IMPAIRED
- ILLINOIS SCHOOL FOR THE DEAF
- IROQUOIS COUNTY SCHOOL DIST 9
- JOLIET PUBLIC SCHOOLS, DISTRICT 86
- KANKAKEE SCHOOL DISTRICT 111
- LEARN CHARTER SCHOOL
- LINCOLN ELEMENTARY SCHOOL
- MADISON COMM UNIT SCH DIST 12
- MARIAN CATHOLIC HIGH SCHOOL
- MERIDIAN SCHOOL DISTRICT 101
- MOUNT VERNON CITY SCH DIST 80
- MUHAMMAD UNIVERSITY
- NEW WAY LEARNING CENTER
- NILES TOWNSHIP H S DIST 219
- NORTH LAWNSDALE COLLEGE PREP. CHARTER HIGH SCHOOL
- OHIO COMM HIGH SCHOOL DIST 505
- OHIO STREET HIGH SCHOOL CAMPUS
- OUR LADY OF GRACE SCHOOL
- PALATINE CC SCHOOL DISTRICT 15
- PARK FOREST SCHOOL DIST 163
- PERSPECTIVES CHARTER SCHOOL
- POSEN-ROBBINS SCH DIST 143 1/2
- REGIONAL OFFICE OF EDUCATION #20
- RIVER FOREST SCHOOL DIST 90
- ROCKFORD PUBLIC LIBRARY
- SHIRLAND C C SCHOOL DIST 134
- SOUTH COOK EDUCATIONAL CONSORTIUM
- SOUTH HOLLAND SCHOOL DIST 151
- SPECIAL EDUCATION SERVICES, INC.
- ST ETHELREDA SCHOOL
- ST MARY OF THE LAKE SCHOOL
- ST SABINA SCHOOL
- ST. AGATHA CAMPUS
- WEST PIKE COMM UNIT SCH DIST 2
- WEST SIDE HOLISTIC FAMILY SERVICES
- WILMINGTON SCHOOL DIST 209 U
- ZION SCHOOL DISTRICT 6



Indiana Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$174.3 million
Number of Sites Visited in Indiana:	29

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Indiana:

Columbus, IN
<p>A representative from the school district stated that Universal Service Fund support enabled the district to greatly enhance its bandwidth from a “simple T1 connection to a 100 Mbps service, without affecting the schools’ budgets.” The representative indicated that the increased bandwidth allows the district to offer streaming audio and video capabilities to teachers and students, while helping the district consolidate services, lower its overall operating costs and achieve more reliable network connectivity. The representative indicated that the Internet access purchased with Universal Service Funds has also allowed the district to offer online testing and meet associated requirements established by the State of Indiana. The representative noted that the district has also deployed a network-based student information system, which helps its staff report on students’ progress to state and federal agencies.</p> <p>The representative stated that the district is now better able to track and manage the needs of special education students, as well as students requiring social services, than prior to the receipt of Universal Service Fund support. In addition, the district has an improved ability to fulfill state safety requirements as a result of the Internet access purchased with Universal Service Funds, and communication among staff members has become more effective. The representative indicated that without Universal Service Fund support, the district would be “about ten years back” in its technology implementation. The representative explained that if the district did not participate in the Universal Service Fund Schools and Libraries program, its schools would have “slower networks” and “wouldn’t be offering many of the instructional services [they] offer today.”</p>

Richmond, IN

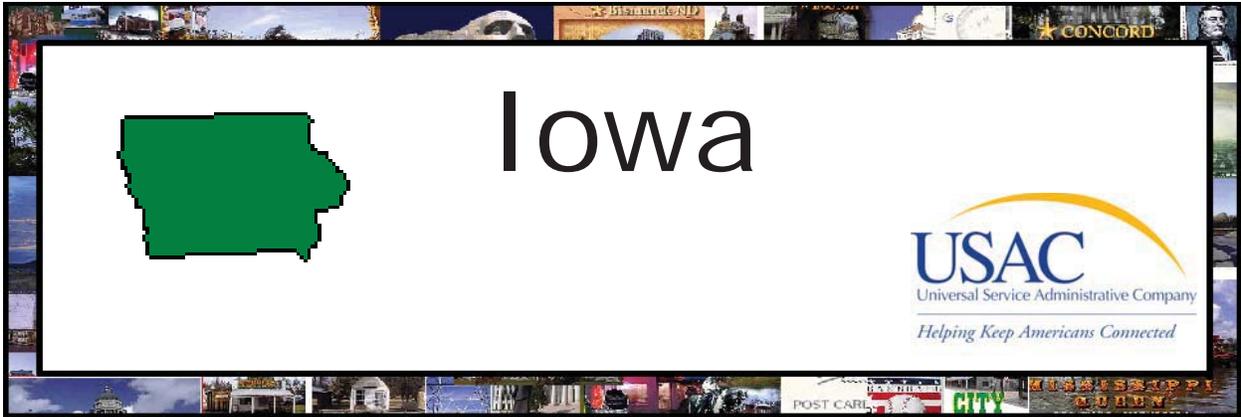
A representative from the school stated, "School budgets get smaller and smaller each year, and the more [the Universal Service Fund Schools and Libraries program] supports connectivity, the more end user technology and resources can be provided to the classroom." The representative stated that the district's broadband connection, which was purchased with Universal Service Funds, enables the schools to utilize an "intra-distance" learning network, and added that the network between the district's alternative school and the high school enables the district to provide classes to students that would otherwise not be available. The district uses the connectivity supported by the Universal Service Fund to access Moodle, a course management system designed to help educators create online courses, and PowerSchool, a web-based student information system. The representative added that the State of Indiana requires that the Core 40 End-of-Course Assessments be completed online, and that students in grades three through ten must also take the Indiana State-wide Testing for Educational Progress-Plus (ISTEP+). The representative indicated that the district is able to adhere to these requirements as a result of the Internet access purchased with Universal Service Funds, and that the district would not be able to provide a network infrastructure to support or administer state-mandated exams in the absence of Universal Service Fund support. The representative indicated that the broadband connection also helps the district facilitate online professional development, through an application that contains web-based professional development videos. The representative stated, "By leveraging the benefits associated with [Universal Service Fund support], the [district] can provide quality end user technology in the classroom. If [Universal Service Fund support] was unavailable, the backbone of the network infrastructure would not be able to be maintained, and refreshing the workstations in the classroom would not occur as often as needed."

Indianapolis, IN

A representative from the consortium stated that member school districts' Internet access is purchased with Universal Service Funds, which enables the school districts to participate in a distance learning network. The representative stated, "Due to limited resources, school districts' budgets do not allow for the hiring of the necessary number of teachers per school," and added, "The distance learning network allows for the sharing of teachers between schools and satisfies student educational opportunities in a cost effective manner and in a way that would otherwise be unavailable." The representative indicated that the consortium members also use the broadband connection to administer state-mandated exams online. The representative indicated that the State of Indiana requires the Core 40 End-of-Course Assessments and the Indiana State-wide Testing for Educational Progress-Plus (ISTEP+) to be completed online, and that without Universal Service Fund support, it would be difficult for the school districts participating in the consortium to maintain the network infrastructure required to administer the state-mandated exams. In addition, the representative stated, "United Streaming and other digital media resources can only be implemented with sufficient bandwidth; [Universal Service Fund support] has allowed school districts to provide the necessary bandwidth to make digital media resources available for classroom instruction." The representative added that without Universal Service Fund support, "the school districts would have to spend local funds on network infrastructure and [would] have little money left for end user technology."

Indiana Schools and Libraries Visited:

- BARTHOLOMEW CONS SCHOOL CORP
- BOARD OF SCHOOL COMMISSIONERS CITY OF INDIANAPOLIS
- CARMEL CLAY SCHOOLS
- CENTRAL INDIANA EDUC SRVC CTR
- CLARK PLEASANT SCHOOL DISTRICT
- CRAWFORD COUNTY PUB LIBRARY
- DECATUR TWP METRO SCHOOL DIST
- EAST ALLEN CO SCHOOL DISTRICT
- ELKHART COMM SCHOOL DISTRICT
- EVANSVILLE-VANDEBURGH S D
- FORT WAYNE COMM SCHOOL DIST
- GREATER MORNING STAR PREPATORY CHRISTIAN SCHOOL
- HAMILTON SOUTHEASTERN SCHOOLS
- INDIANA SCHOOL FOR THE DEAF
- INDIANAPOLIS MARION CO PUB LIB
- JULIA E. TEST MIDDLE SCHOOL
- MARION COMM SCHOOL CORPORATION
- MICHIGAN CITY AREA SCHOOLS
- MSD LAWRENCE TOWNSHIP
- NEW CASTLE COMM SCHOOL CORP
- NOBLESVILLE SCHOOLS
- PORTAGE TOWNSHIP SCHOOLS
- RICHARDSON ELEMENTARY SCHOOL
- SOUTH MADISON COMM SCH CORP
- SOUTH VERMILLION SCHOOL DIST
- STARR ELEMENTARY SCHOOL
- VALPARAISO COMM SCHOOL DIST
- VIGO COUNTY SCHOOL CORPORATION
- WARSAW COMM SCHOOL DISTRICT



Iowa Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$70.7 million
Number of Sites Visited in Iowa:	28

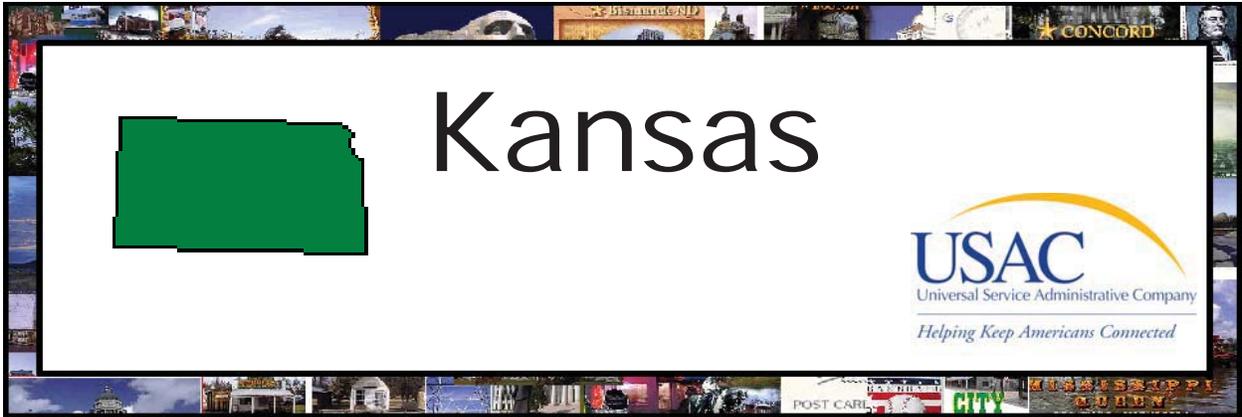
Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Iowa:

Leon, IA
<p>A district representative stated that the services purchased with Universal Service Funds have allowed the district to provide its students with access to information that would not otherwise be available, and noted that Universal Service Fund support has been a “huge benefit.” The representative stated that Universal Service Fund support has “pushed the [district] to go past the minimum.” The representative stated that the Internet connectivity purchased with Universal Service Funds allows students to access the databases, college-level resources and online educational tools offered by the Area Education Agency. The representative indicated that the Internet access purchased with Universal Service Funds also allowed the district to implement Skills Tutor, to meet the requirements of the No Child Left Behind Act, and to more efficiently report student assessment data to state and federal agencies. The representative noted that in the absence of Universal Service Fund support, it is possible that the district would have only “a few computers hooked to the Internet” and would most likely lack network capabilities.</p>

Harlan, IA
<p>The district representative stated that Universal Service Fund support allows the district to provide fast, reliable Internet access to its students. The representative added that having reliable Internet access enabled the district to create an online portal where parents can access their student’s grades, attendance records and lunch purchase history. In addition to helping parents gain insight into their children’s progress, the online portal also provides a venue for communication between teachers and parents. The representative stated that Universal Service Fund support for telecommunications services and Internet access has also allowed the district to redirect funds to purchase other equipment and services that would be considered ineligible according to Universal Service Funds Schools and Libraries program rules. The representative added that without Universal Service Fund support, the district would not be able to maintain a five year “refresh rate” on its computers.</p>

Iowa Schools and Libraries Visited:

- ALTERNATIVE SCHOOL
- AREA ED AGENCY 10-GRANT WOOD
- AREA EDUCATION AGENCY 267
- CARLISLE PUBLIC LIBRARY
- CENTRAL COMM SCH DIST
- CENTRAL DECATUR SCHOOL DIST
- CLARKE COMMUNITY SCHOOL DIST
- CRESTON COMM SCHOOLS
- CRESTON COMM SCHOOLS
- DAVENPORT COMM SCHOOL DISTRICT
- DES MOINES INDEP SCHOOL DIST
- DOWS/CAL MIDDLE SCHOOL
- EAST CENTRAL COMM SCHOOL DIST
- EAST MARSHALL COMM SCHOOL DIST
- GERARD OF IOWA
- GRINNELL-NEWBURG SCHOOL DIST
- HARLAN COMMUNITY SCHOOL DIST
- IOWA DEPARTMENT FOR THE BLIND
- IOWA DEPARTMENT OF EDUCATION
- MAHARISHI SCHOOL
- NE IOWA LIBRARY SERVICE AREA
CONSORTIUM
- NORTH KOSSUTH COMM SCHOOL DIST
- RIVER VALLEY COMMUNITY SCHOOL
DISTRICT
- SIOUX CITY COMM SCHOOL DIST
- SIOUX RAPIDS MEMORIAL LIBRARY
- SOUTHEAST WEBSTER GRAND COMMUNITY
SD
- SPENCER COMM SCHOOL DISTRICT
- WESTERN DUBUQUE COMM SCH DIST
- WOODWARD ACADEMY



Kansas Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$100.3 million
Number of Sites Visited in Kansas:	37

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Kansas:

Osborne, KS
<p>A school district administrator stated that the district’s Interactive Television (ITV) service allows students to enroll in courses that the district would not be able to offer in the absence of Universal Service Fund support. The administrator noted that the ITV service would be cost prohibitive for the district if it was not supported by the Universal Service Fund. The administrator added that the district’s teachers are also able to continue their professional development by taking virtual learning classes that are offered through the ITV service. In addition, a consultant to the district indicated that the receipt of Universal Service Funds support allows the district to redirect funding to facilitate the upgrade of technology equipment. The administrator added that the equipment upgrades at the district allow students to “compete with a global society.”</p>

Meade, KS
<p>A representative from the consortium stated that Universal Service Fund support for telecommunications services allows member school districts to offer distance learning courses to their students. The representative indicated that in the absence of Universal Service Fund support, the courses that are offered via distance learning would not be available. The representative explained that the member districts lack the financial resources required to keep pace with technological developments or hire teachers to teach all subjects. The representative noted that Universal Service Fund support helps these school districts provide their students with access to technology, and stated that in the absence of these resources, students “would suffer.” A representative from one of the consortium’s member school districts indicated that the distance learning classes that are offered as a result of Universal Service Fund support help students meet curricular requirements established by the State of Kansas.</p>

Columbus, KS

A school district representative stated that the Internet access purchased with Universal Service Funds has helped the district enhance its classroom activities. The representative stated that the district uses the Internet access purchased with Universal Service Funds to support its credit recovery program. Students participate in this program during in-school suspension or when they enroll in classes after the beginning of the academic year, and make use of A+ Learning while obtaining credit in subjects such as Biology and Chemistry. The representative noted that the district also uses the Internet access purchased with Universal Service Funds to submit grades and attendance information to state educational agencies electronically. The representative indicated that the district would not have the same high-speed Internet access in the absence of Universal Service Fund support, noting that a slower connection would hinder the district's ability to conduct assessments online and conduct other web-based educational activities.

Great Bend, KS

A district representative stated that the district would have reduced bandwidth and unreliable services in the absence of Universal Service Fund support. The representative stated that Universal Service Fund support has allowed the district to redirect funding toward the purchase of additional technology, including computers, SmartBoards, mobile laptop carts and educational software. The representative added that the district uses a student information management system, which relies upon the Internet access purchased with Universal Service Funds, to manage data associated with student attendance, grades and behavior. The representative stated that the Kansas Department of Education requires an electronic transfer of student information, and that the technology purchased with Universal Service Funds helps the district meet this requirement. In addition, the district recently applied for a Technology Rich Classroom grant, which requires an active Internet connection and filtering capabilities. The representative stated that the Internet access purchased with Universal Service Funds helped the district meet the requirements associated with this grant. The representative added that the grant will be used to support the purchase of computers and the provision of professional development opportunities.

Phillipsburg, KS

A representative from the school district stated that in the absence of Universal Service Fund support, the speed of the district's Internet connectivity would decrease by thirty percent. The representative stated that several grade six students from the district were awarded a grant from a local business to attend the World Leadership Forum in Washington, DC. The representative stated that one of the criteria for the grant was that the students share their experiences with the community through daily Podcasts. The representative stated that these students would not have access to Podcasts without the Internet access purchased with Universal Service Funds. In addition, the representative stated that the technology purchased with Universal Service Funds allowed the district to qualify for an Enhancing Education Through Technology (EETT) grant that supported the purchase of forty-six laptops, two Wireless Access Points (WAPs), two mobile laptop carts, two scanners and two printers. The district representative noted that the Internet connectivity purchased with Universal Service Funds also allows the district to use PowerSchool to manage student information. The representative added that parents have remote access to their children's grades, attendance and assignments through PowerSchool, and that the system helps the district meet State of Kansas requirements associated with electronic data submission.

Kansas Schools and Libraries Visited:

- AUGUSTA UNIFIED SCH DIST 402
- BONNER SPRINGS CITY LIBRARY
- COLUMBUS UNIF SCHOOL DIST 493
- CUNNINGHAM UNIF SCH DIST 332
- DERBY UNIFIED SCHOOL DIST 260
- EUREKA UNIFIED SCHOOL DIST 389
- FORT LEAVENWORTH UNIF S D 207
- FRONTENAC CRAWFORD DIST 249
- GARDEN CITY UNIF SCH DIST 457
- GARDNER SCHOOLS
- GREAT BEND UNIF SCH DIST 428
- HAVEN UNIF SCHOOL DISTRICT 312
- HOISINGTON UNIF SCH DIST 431
- HOISINGTON UNIF SCH DIST 431
- INTERLOCAL 625
- KANED PROJECT
- KANSAS CITY PUBLIC LIBRARY
- KANSAS CITY UNIF SCH DIST 500
- LEAVENWORTH CATHOLIC SCHOOL SYSTEM
- LIBERAL UNIF SCHOOL DIST 480
- LITTLE RIVER UNIF SCH DIST 444
- MAIZE UNIF SCHOOL DISTRICT 266
- MANHATTAN UNIF SCHOOL DIST 383
- MILL CREEK VALLEY U S D 329
- MORRIS COUNTY SCHOOL DIST 417
- OSBORNE UNIF SCHOOL DIST 392
- OTTAWA LIBRARY
- PARSONS UNIFIED SCH DIST 503
- PAUL B COOPER ELEM SCHOOL
- PHILLIPSBURG UNIF SCH DIST 325
- PRAIRIE VIEW UNIF SCH DIST 362
- RILEY COUNTY UNIF SCH DIST 378
- SHAWNEE MISSION SCH DIST 512
- SMOKY HILL/CENTRAL KS ESC
- SOUTH CENTRAL KS SPEC ED COOP
- TURNER UNIFIED SCHOOL DIST 202
- UDALL UNIFIED SCHOOL DIST 463
- USD 379



Kentucky Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$264.1 million
Number of Sites Visited in Kentucky:	41

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Kentucky:

Paducah, KY

A representative from the school district stated that the district maintains a fully switched network in every building and is able offer a high-speed to each computer workstation as a result of Universal Service Fund support. The representative stated the one gigabit connection offers staff and students access to research and communication media and added that, in the absence of Universal Service Fund support, the district would not have this level of connectivity. The representative noted that Universal Service Fund support has made it possible for the district to support a network that is robust enough for web-based credit recovery and remediation programs, which help struggling students earn high school diplomas. The representative stated that these are services that the district cannot afford to employ staff to oversee. The representative stated that the district “would be stuck between a rock and a hard place” without Universal Service Fund support and added, “[The technology improvements] could not have been completed without the Universal Service Fund Schools and Libraries program. We would be far behind from where we are today.” The representative added that because the district receives Universal Service Fund support, it does not have to “make the hard choices between buying more computers and improving the network,” and that without this source of funding, the district would only be able to afford network connectivity or end user equipment.

Hazard, KY

The school district representative stated that the district purchased internal connections equipment and Internet access with Universal Service Funds, which has increased the online resources available to students and enabled the district to conduct videoconferences. The representative indicated that the district would not be able to afford the same level of Internet access in the absence of Universal Service Fund support. The Internet connectivity purchased with Universal Service Funds allows students to participate in an online Virtual University program and enroll in Advanced Placement (AP) classes that would not otherwise be offered. The representative noted that these virtual classes are offered in conjunction with a program that encourages students to work toward the district’s “College Prep Diploma.”

Russellville, KY

A representative from the school district stated that Universal Service Fund support enabled the district to provide additional workstations for student use, which has helped meet the state requirements of having one computer for every six students. The district representative added, "Technology is not cheap and Universal Service Fund support helps the district buy equipment at a discount." The district is using the technology purchased with Universal Service Funds to provide additional services to teachers and students. The district representative stated that the terminal server allows older technology to interface with newer technology, which helps to extend the life cycle of desktop computers. In addition, the Web server purchased with Universal Service Funds has helped the district provide information to the community, parents, students and other school districts. The Internet access purchased with Universal Service Funds has helped the school district meet the state-mandated online testing requirement for grades three, six and twelve and the terminal server purchased with Universal Service Funds allows students to access Read Write Goal, a program designed to help students improve their reading skills while providing students with individualized support without requiring the presence of a teacher.

Columbia, KY

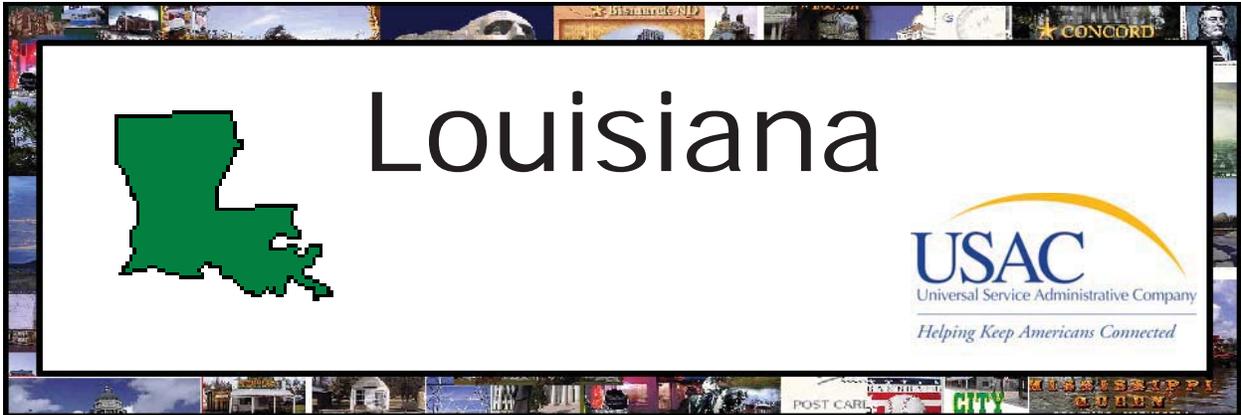
Prior to receiving Universal Service Fund support, the school district was limited to a token ring network that provided very limited access to the Internet. Universal Service Fund support has enabled the district to implement a robust network featuring a T1 backbone circuit and fiber optic cabling connections to five campuses. A representative from the district stated that the Internet access purchased with Universal Service Funds has helped the district improve its curriculum. As an example, the district representative stated that high school students currently provide technical support via an online help desk. The district representative also described a program called "The Technology Information Program" that involves students in classes in the areas of network design, PC repair, website design and video design.

Mayfield, KY

Prior to receiving Universal Service Fund support, the school district lacked a network infrastructure and had no way to connect its five member schools. A representative from the school district stated that communication among administrators formerly required one administrator to drive to the principal's office, which had one computer that stored all emails. The administrator would print the relevant emails, and the printed correspondence was provided to others, who wrote their responses on the printed copies of the emails. The administrator then returned to the principal's office to type out the responses to the correspondence. The district representative stated that Universal Service Fund support has enabled the district to "keep routers and switches up to date and offer high-speed Internet access...providing a stable network where administrators can communicate and the teachers aren't afraid to use the Internet for educational purposes." The district representative added, "I can't believe how much money this district has saved...we were able to wire all buildings for what it otherwise would have cost to wire one building."

Kentucky Schools and Libraries Visited:

- ADAIR COUNTY SCHOOL DISTRICT
- BATH COUNTY SCHOOL DISTRICT
- CALLOWAY COUNTY SCHOOL DIST
- CLINTON COUNTY SCHOOL DISTRICT
- DANVILLE INDEP SCHOOL DISTRICT
- DAVIESS COUNTY SCHOOL DISTRICT
- ELLIOTT COUNTY SCHOOL DISTRICT
- FLOYD COUNTY SCHOOL DISTRICT
- FULTON CITY INDEP SCHOOL DIST
- GRAYSON COUNTY SCHOOL DISTRICT
- HARDIN COUNTY SCHOOL DISTRICT
- HARLAN COUNTY SCHOOL DISTRICT
- JACKSON COUNTY SCHOOL DISTRICT
- JEFFERSON COUNTY PUBLIC SCHOOLS
- JOHNSON COUNTY SCHOOL DISTRICT
- KENTUCKY STATE DEPT OF EDUC
- KNOTT COUNTY SCHOOL DISTRICT
- KNOX COUNTY SCHOOL DISTRICT
- LAUREL COUNTY SCHOOL DISTRICT
- LAWRENCE COUNTY SCHOOL DIST
- LEWIS COUNTY SCHOOL DISTRICT
- LOUISVILLE FREE PUBLIC LIBRARY
- MAGOFFIN CO SCHOOL DISTRICT
- MARTIN COUNTY SCHOOL DISTRICT
- MAYFIELD INDEP SCHOOL DISTRICT
- MCCREARY COUNTY SCHOOL DIST
- MEADE COUNTY SCHOOL DISTRICT
- MUHLENBERG COUNTY SCHOOL DIST
- NORTH BUTLER ELEMENTARY SCHOOL
- OWENSBORO INDEP SCHOOL DIST
- OWSLEY COUNTY PUBLIC LIBRARY
- PADUCAH INDEP SCHOOL DISTRICT
- PERRY COUNTY SCHOOL DISTRICT
- PIKE COUNTY SCHOOL DISTRICT
- PULASKI COUNTY SCHOOLS
- RUSSELLVILLE INDEP SCHOOL DIST
- WALTON-VERONA INDEP SCH DIST
- WAYNE COUNTY SCHOOL DISTRICT
- WEST POINT INDEP SCHOOL DIST
- WHITLEY COUNTY SCHOOL DISTRICT
- WOLFE COUNTY SCHOOL DISTRICT



Louisiana Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$278.4 million
Number of Sites Visited in Louisiana:	21

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Louisiana:

Winnsboro, LA

A district representative stated that Universal Service Fund support has allowed the district to “obtain telecommunications services and Internet access for our students,” which “helps to bring them into the current world.” The representative indicated that the “digital divide” would be apparent within the district in the absence of Universal Service Fund support and added that Internet access helps students “become the learners they need to be to succeed.” The representative added that Universal Service Fund support is helping the district meet the requirements associated with the State of Louisiana’s “comprehensive curriculum,” which requires schools to change their curricula to become aligned with the most up-to-date texts. The representative stated that the district does not have sufficient funds to purchase new textbooks annually, and added that the Internet connectivity purchased with Universal Service Funds provides students with access to online texts, which allows the district to meet the State of Louisiana’s curricular requirements.

Ville Platte, LA

A school district official stated that the district received Universal Service Fund support for a district-wide cabling project that improved the network connectivity in its classrooms. The official stated that prior to the cabling project, each classroom relied upon one wireline drop, but that Universal Service Fund support allowed the district to install four wireline drops in each of its classrooms. The representative noted that the district could not have achieved its current level of network connectivity in the absence of Universal Service Fund support. The official stated that the increased number of wireline drops is helping the district meet a goal set by the State of Louisiana to establish a one-to-five computer-to-student ratio. The district relies upon its increased connectivity to support students’ use of web-based resources such as United Streaming and Moodle. The district official stated that students also use the technology purchased with Universal Service Funds to prepare for the 21st Century exam.

Louisiana Schools and Libraries Visited:

- AVOYELLES PARISH SCHOOL DIST
- CADDO PARISH SCHOOL DISTRICT
- CALDWELL PARISH SCHOOL DIST
- CONCORDIA PARISH SCHOOL DIST
- DE SOTO PARISH SCHOOL DISTRICT
- DELHI CHARTER SCHOOL
- DORSEYVILLE ELEMENTARY SCHOOL
- EAST BATON ROUGE PARISH DIST
- EVANGELINE PARISH SCHOOL DIST
- FRANKLIN PARISH SCHOOL DIST
- GRANT PARISH SCHOOL BOARD
- JEFFERSON PARISH SCHOOL DIST
- JOB CHALLENGE PROGRAM
- LAFAYETTE CHRISTIAN ACADEMY
- MADISON PARISH SCHOOL BOARD
- OUACHITA PARISH SCHOOL DIST
- RAPIDES PARISH SCHOOL DISTRICT
- RED RIVER PARISH SCH DISTRICT
- SHREVE MEMORIAL LIBRARY
- ST FRANCIS XAVIER SCHOOL
- ST. AUGUSTINE HIGH SCHOOL



Maine Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$42.7 million
Number of Sites Visited in Maine:	20

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Maine:

Hinckley, ME
<p>A representative from the school stated that the school would not have an advanced network infrastructure for telecommunications services in the absence of Universal Service Fund support. The representative indicated that the school purchased copper wiring with Universal Service Funds for a campus-wide Private Branch Exchange (PBX) telephony system, and added that the school's campus is a large facility that includes a middle school, high school and separate boys' and girls' learning centers that require an advanced telecommunications system. The representative indicated that Universal Service Fund support enabled the school to upgrade its telephony infrastructure years earlier than would have otherwise been possible. The representative indicated that the school has also been able to redirect technology funds as a result of Universal Service Fund support, and that the school has used these savings to purchase educational resources, such as Lexia, PLATO Learning and Gaggle.net. The representative added that these educational resources "help students' language skills, editing skills and thought processing skills, and provide a greater point of focus on the work they produce."</p>

Old Town, ME
<p>A representative from the school district stated that Universal Service Fund support enables the district to redirect funding formerly spent on telecommunications services toward the purchase of additional educational resources. A teacher indicated that she conducts her art classes using web-based applications such as Macromedia Flash, web page design software. The teacher noted that students enjoy the work, and often use their free period to work on their online projects. The teacher indicated that Universal Service Fund support is helping the school meet the requirements of the No Child Left Behind Act, and that the school's new motto, "Failure is Not an Option," encourages school employees to work with students to ensure their success.</p>

Maine Schools and Libraries Visited:

- AUBURN PUBLIC LIBRARY
- AUGUSTA SCHOOL DISTRICT
- COMMUNITY SCHOOL
- EAST GRAND SCHOOL - SAD #14
- GOODWILL-HINCKLEY
- HANCOCK GRAMMAR SCHOOL
- KIDS PEACE - NEW ENGLAND
- LAFAYETTE ELEMENTARY SCHOOL
- LEWISTON SCHOOL DEPARTMENT
- MAINE APPLIED TECHNOLOGY REGION 02
- MAINE SCHOOL ADMIN DISTRICT 34
- MAINE SPECIAL EDUCATION MENTAL HEALTH COLLABORATIVE
- MAINE STATE DEPT OF EDUCATION
- MSAD 58
- MSLN2
- OLD TOWN SCHOOL DEPARTMENT
- SCHOOL ADMIN DISTRICT 04
- SCHOOL ADMIN DISTRICT 19
- SCHOOL ADMIN DISTRICT 38
- SWEETSER



Maryland Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$141 million
Number of Sites Visited in Maryland:	11

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Maryland:

Centreville, MD
<p>A representative from the school district stated that Universal Service Fund support enables the district to redirect funding formerly spent on telecommunications services toward the purchase of additional educational resources. The representative stated that the amount of money the district received as a reimbursement associated with a recent funding year, “accounted for approximately one third of the district’s technology budget.” The representative indicated that the district uses the reimbursements from the Universal Service Fund Schools and Libraries program for technology-related purchases, and tries “to apply it to infrastructure improvements as much as possible.” The representative added that the district’s Technology Plan includes a goal of replacing twenty-five percent of classroom computers in all schools every five years, which is now possible, as a result of the district’s enhanced technology budget. The representative stated that the enhanced budget has allowed the district to increase its bandwidth, which he considers the biggest improvement the district has made as a result of Universal Service Fund support. The representative indicated that Universal Service Fund support is making a curricular impact and helps the district meet the requirements of the No Child Left Behind Act. The representative added that the funds help “right down to the classroom level.” The representative noted that the district has purchased computers for classrooms serving special needs students with the redirected funds, and that these computers are capable of supporting educational applications and other software used by the district.</p>

Denton, MD
<p>A consultant for the school district stated that the district was able to wire six or seven of its schools during the first two years of the Universal Service Fund Schools and Libraries program. The consultant indicated that Universal Service Fund support is helping the district meet the requirements of the No Child Left Behind Act by facilitating the use of Internet access for classroom instruction in district schools.</p>

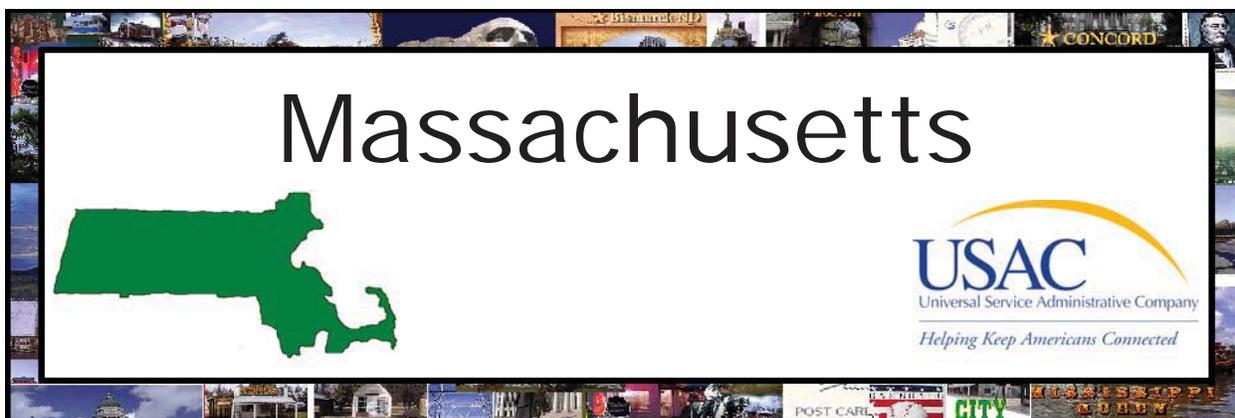
Baltimore, MD

The organization operates three schools in Baltimore, Annapolis and Chillum that serve students with behavior problems that prevent their participation in mainstream educational settings. A representative from the organization indicated that despite the severity of the emotional and mental disorders that the students from the school are facing, the schools maintain a seventy percent graduation rate, which is twenty-three percentage points higher than the national average for similar schools.

The representative stated that the schools "have a network infrastructure that is ten years ahead of what it would be without Universal Service Fund support." The representative explained that Universal Service Fund support has enabled the schools to redirect funding toward the purchase of technology that supports improved instruction, including SmartBoards. A teacher from one of the organization's member schools stated that the technology available in the classrooms has helped students to become more engaged during lessons, and has reduced the time needed to correct behavior problems. The teacher added that students in her classes absorb educational material more effectively when it is presented in conjunction with the use of technology, rather than simply relying upon books. The teacher added that her students have recently shown improvement in online tests, and that this improvement may be associated with the use of technology made possible by the Universal Service Fund.

Maryland Schools and Libraries Visited:

- BALTIMORE COUNTY SCHOOL DIST
- BARCLAY ELEM/MIDDLE SCHOOL
- BOWLING BROOK PREP SCHOOL
- CAROLINE COUNTY PUBLIC SCHOOLS
- CHILDREN'S GUILD INC.
- GOOD SHEPHERD SCHOOL
- HARFORD COUNTY LIIBRARY
- HARFORD COUNTY SCHOOL DISTRICT
- HOLY CROSS SCHOOL
- QUEEN ANNE'S COUNTY BOARD OF ED.
- ST IGNATIUS LOYOLA ACADEMY



Massachusetts Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$266.4 million
Number of Sites Visited in Massachusetts:	32

Here are examples of how the Universal Service Fund has helped schools and libraries in the Commonwealth of Massachusetts:

Lawrence, MA
<p>A representative from the school district stated that Universal Service Fund support enabled the district to upgrade its telephony system, providing voicemail capabilities to all teachers and administrators. The representative added that prior to upgrading the telephony system, teachers and administrators relied on Post-It notes to document messages. The representative added that Universal Service Fund support also enabled the district to upgrade its network to a speed of 100 Mbps, and noted that fewer educational resources would be available to students in the absence of this network connectivity. The representative indicated that Universal Service Fund support for Internet access allows the district to provide web-based educational resources to its teachers and students, and noted that the district is also able to utilize PowerSchool, PLATO Learning and United Streaming. The representative indicated that the district has noticed an increase in student participation when United Streaming, a digital video service, is used in the classroom.</p> <p>The district also uses the Internet connectivity supported by the Universal Service Fund to provide students with access to preparatory resources for the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments. The NWEA MAP assessments are state-aligned computerized adaptive evaluations that provide information about student achievement and growth. The NWEA's resources allow students to participate in exams, and provide educators with results within twenty-four hours that enable them to direct classroom instruction toward student weaknesses. In addition, the representative stated that Universal Service Fund support for telecommunications services and internal connections allowed the district to redirect funds toward the purchase of additional end user equipment and software. The representative added that the district is able to provide at least three Internet-ready computers per classroom as a result of its participation in the Universal Service Fund Schools and Libraries program.</p>

Boston, MA

A school representative indicated that the technology purchased with Universal Service Funds allows the school's students to access web-based resources such as scholarly journals, the online Library of Congress and other resources that support "information literacy." The representative stated that the technology purchased with Universal Service Funds helps to decrease the technology gap between the economically disadvantaged schools and the more affluent schools. The representative indicated that the school uses the technology purchased with Universal Service Funds to provide classes via a videoconferencing network, and noted that the school offers a Criminal Justice and Psychology course through a local community college using the videoconferencing technology. The representative stated that access to college courses using online methods helps prepare students for college and noted that, in the absence of the Universal Service Fund Schools and Libraries program, the school would be in the "Stone Ages" of technology. The representative stated that without Universal Service Fund support, the school would provide Internet access at fifty-six Kbps, and noted that the current speed of the available Internet access is three Mbps. In addition, the representative stated that the school has leveraged the technology purchased with Universal Service Funds to pursue end user equipment grants. The representative indicated that Universal Service Fund support has also enabled the school to meet the curriculum framework required by the Commonwealth of Massachusetts, and to provide the opportunity for its students to fulfill the state-mandated requirements to graduate.

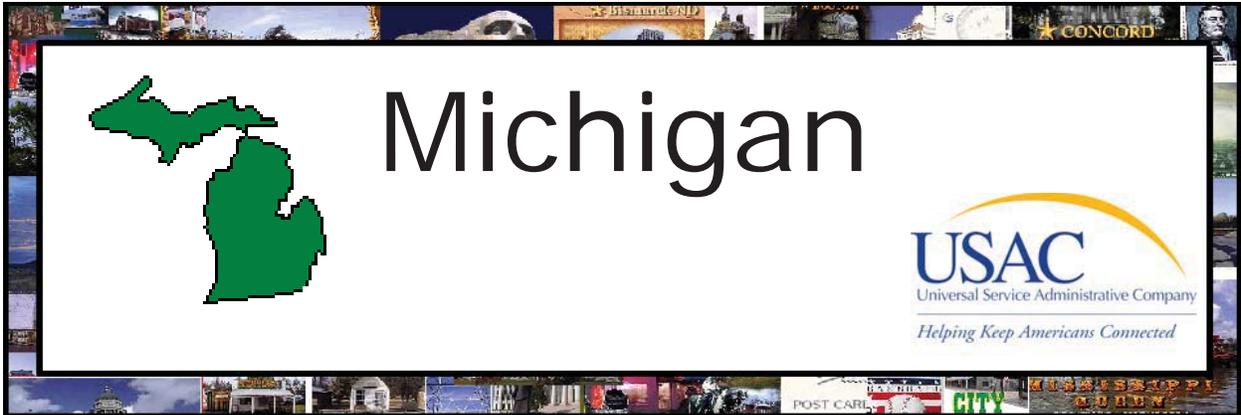
Lawrence, MA

A school representative stated that the technology purchased with Universal Service Funds "allowed [the school] to bridge the digital divide between our students and the students who attend more affluent schools." The representative indicated that the technology has enabled the school to provide online educational resources in the classroom, and noted that teachers currently utilize online resources such as Read180 and LearningWebs. In addition, the representative stated that through videoconferencing, "[the school] has been able to partner with a sister school doing outreach in Nigeria." The representative explained, "Our students are able to have periodic discussions with the sister school concerning the implementation of solar power technology in a Nigerian community." The representative stated that the videoconferencing technology provides educational experiences that would otherwise be unavailable to the students.

The representative stated that Universal Service Fund support has enabled the school to establish a network infrastructure that is "light years ahead" of where it would be in the absence of the program, and that the school is "10,000 times ahead of where it was" prior to receiving Universal Service Fund support. The representative indicated that the technology purchased with Universal Service Funds has enabled the school to meet the curriculum framework required by the Commonwealth of Massachusetts, including the requirement that students earn at least one online educational credit prior to high school graduation. The representative added that the school is also subject to requirements set forth by the consortium of Catholic schools of which it is a member, such as the required administration of a web-based competency test. The representative indicated that the technology purchased with Universal Service Funds allows the school to provide students with the resources they need to meet the graduation requirements set forward by the state and consortium.

Massachusetts Schools and Libraries Visited:

- BISHOP FENWICK HIGH SCHOOL
- BOSTON PUBLIC LIBRARY/MBLN
- BOSTON SCHOOL DISTRICT
- BROCKTON PUBLIC SCHOOL DIST
- CAMBRIDGE CITY HALL
- CATHEDRAL HIGH SCHOOL
- CHELSEA SCHOOL DISTRICT
- CITY OF BOSTON, DEPT OF NEIGHBORHOOD DEVELOPMENT
- CITY OF SPRINGFIELD
- COMPASS
- DEVEREUX MASSACHUSETTS
- FALL RIVER PUBLIC SCHOOL DIST
- FITCHBURG SCHOOL DISTRICT
- FRAMINGHAM SCHOOL DISTRICT
- GREATER LAWRENCE EDUCATIONAL COLLABORATIVE
- HILLCREST EDUCATIONAL CENTERS INC.
- HOLYOKE SCHOOL DISTRICT
- JUDGE ROTENBERG EDUCATION CENTER
- LAKE GROVE AT MAPLE VALLEY, INC.
- LATHAM SCHOOL
- LAWRENCE PUBLIC SCHOOLS
- MASSACHUSETTS DEPT OF YOUTH SERVICES
- MENDON-UPTON REG SCH DISTRICT
- NASHOBA REG SCHOOL DISTRICT
- NORTHBRIDGE SCHOOL DISTRICT
- NOTRE DAME HIGH SCHOOL
- PEABODY SCHOOL DISTRICT
- SAVOY SCHOOL DISTRICT
- SOMERVILLE SCHOOL DISTRICT
- SPRINGFIELD CITY LIBRARY
- ST VINCENT HOME SCHOOL
- WEST BOYLSTON SCHOOL DISTRICT



Michigan Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$458.9 million
Number of Sites Visited in Michigan:	53

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Michigan:

Schoolcraft, MI

A representative from the school district stated that the Universal Service Fund Schools and Libraries program provides the district with a forty percent discount on telephony services and Internet access and noted, "Every bit [of funding] is helpful in a school district." The representative indicated that Universal Service Fund support allows the district to access the Internet for educational purposes, and that Internet access is "as important or more important to education" than other resources. The representative noted that in the State of Michigan, "lots of state documents [are] sent online by PDF," and that the use of email is prevalent. The representative indicated that the district also uses the Internet access for administrative purposes, including posting grades online for middle and high school students. The representative indicated that Universal Service Fund support is helping the district meet Michigan state educational requirements, such as providing access to web-based resources at the high school and middle school levels, where "Internet education [is a] big part of [the] curriculum." The representative indicated that the Internet access purchased with Universal Service Funds is also used widely by students who wish to access the Michigan Virtual School, a web-based curriculum that is used by the district for course recovery and for curriculum enrichment purposes.

Chesaning, MI

A school district representative stated that the Internet access purchased with Universal Service Funds allows students to participate in videoconferences. The representative noted that students enrolled in anatomy classes in grades eight and twelve recently participated in a videoconference led by a physician from Vanderbilt University. The representative indicated that the videoconferences give students the opportunity to learn from experts in many fields, which enriches their learning experience. The representative noted that the district participates in approximately fifty videoconferences each year. The district also uses the Internet connectivity purchased with Universal Service Funds to provide its students with access to Virtual University. The district representative explained that Virtual University provides students with remote access to courses that would not otherwise be offered by the district's member schools.

Hartford, MI

A district administrator stated that Universal Service Fund support has had a significant impact on the school district, and has improved both administrative functions and the ways in which the district's teachers "deliver instruction." The administrator stated that the Internet access purchased with Universal Service Funds is a "tool [students] need to have, [and is] part of the way [students] have to do business as student[s]." The administrator stated that Universal Service Fund support for Internet access and for internal connections is helping the district work toward its goal of increasing competency in written language skills, by providing students with the opportunity to familiarize themselves with online resources. The administrator explained that the educational requirements established by the State of Michigan include a "writing component" under which students must develop research skills, and noted that for the purpose of this requirement, "libraries are basically computer labs." The administrator indicated that the implementation of these requirements has coincided with some "funding cuts" at the state level, and noted that Universal Service Fund support has allowed the district to reallocate funding to overcome some of these budgetary setbacks. A representative from the school district stated that the district also uses the Internet connectivity purchased with Universal Service Funds to access the Michigan Education Grant System (MEGS), which allows the district to perform tasks related to state reporting online and file state-mandated educational reports electronically.

Baldwin, MI

A representative from the school district stated that Universal Service Fund support has enabled the district to upgrade to a fast, reliable network infrastructure at least five years earlier than would otherwise have been possible. The representative added that the Internet access purchased with Universal Service Funds allowed a district high school to offer advanced Calculus classes to its students via a distance learning network. The representative noted that without distance learning, students would be unable to meet Michigan State standards for mathematics competency. The representative added that the technology purchased with Universal Service Funds allowed the district to qualify for the Freedom to Learn grant to support the purchase of one-to-one wireless computing technology. The representative stated that the district also received a grant for an after-school, technology-driven program designed to help middle school students build reading and writing skills. The representative noted that Universal Service Fund support has aided the district in its efforts to improve student achievement and provide students with greater access to technology, which contribute to its ability to meet the requirements of the No Child Left Behind Act.

Roscommon, MI

An organization official stated that Universal Service Fund support enables member school districts to receive Internet access. The representative indicated that it would be impossible to provide these districts with even a basic level of Internet access without Universal Service Fund support. The representative indicated that the Internet access allows districts to enroll their gifted and talented students in NovaNet, a web-based college preparatory program. The representative added that the Internet access is also used by districts to access the Michigan Electronic Library, an electronic card catalog for all public and university libraries in the state.

Michigan Schools and Libraries Visited:

- ACADEMY OF FLINT
- ALGONAC COMM SCHOOL DISTRICT
- BALDWIN COMMUNITY SCHOOL DIST
- BARBER FOCUS ELEMENTARY SCHOOL
- BAY CITY SCHOOL DISTRICT
- BENTON HARBOR AREA SCHOOLS
- BENTON HARBOR CHARTER SCHOOL
- BERRIEN CO INTER SCHOOL DIST
- BIG RAPIDS PUBLIC SCHOOLS
- BOYNE FALLS PUBLIC SCHOOLS
- BRIDGEPORT SPAULDING SCH DIST
- BUENA VISTA SCHOOL DISTRICT
- CAPITAL AREA DISTRICT LIBRARY
- CASA RICHARD ACADEMY
- CHESANING UNION SCHOOL DIST
- CORNERSTONE SCH-NEVADA
- DETROIT PUBLIC SCHOOL DISTRICT
- DURAND AREA SCHOOL DISTRICT
- EASTERN UPPER PENNINSULA ISD
ADMINISTRATION BUILDING
- FLINT CITY SCHOOL DIST
- GOBLES PUBLIC SCHOOL DISTRICT
- GRAND RAPIDS PUBLIC SCHOOLS
- HARBOR BEACH COMM SCHOOL DIST
- HARTFORD PUBLIC SCHOOL DIST
- HAZEL PARK PUBLIC SCHOOLS
- HENRY FORD ACADEMY
- HIGHLAND PARK COMMUNITY HIGH
SCHOOL
- HIGHLAND PARK COMMUNITY JR HIGH
SCH
- KALAMAZOO ADVANTAGE ACADEMY
- KALAMAZOO PUBLIC SCHOOL DIST
- LAKE ORION COMM SCHOOL DIST
- LANSING SCHOOL DISTRICT
- MARILYN F. LUNDY ACADEMY
- MID-MICHIGAN LEADERSHIP ACADEMY
- MOUNT CLEMENS COMM SCHOOL DIST
- MUSKEGON HEIGHTS PUBLIC SCHOOL
- MUSKEGON PUBLIC SCHOOL DIST
- NMEC INTERNET GROUP
- PONTIAC CITY SCHOOL DISTRICT
- PONTIAC PUBLIC SCHOOL ACADEMY
- PORT HOPE COMMUNITY SCH DIST
- PORT HURON AREA SCHOOL DIST
- RIVER ROUGE SENIOR HIGH SCHOOL
- ROSS HILL ACADEMY
- SABBATH ELEMENTARY SCHOOL
- SAGINAW PUBLIC SCHOOL DISTRICT
- SCHOOLCRAFT COMM SCHOOL DIST
- SHIAWASSEE R E S D
- TAYLOR SCHOOL DISTRICT
- TRAVERSE BAY AREA I S D
- UNIVERSAL / STAR INTERNATIONAL
ACADEMIES
- WESTWOOD COMM SCHOOL DISTRICT
- WHITTEMORE PRESCOTT AREA
SCHOOLS



Minnesota Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$188.1 million
Number of Sites Visited in Minnesota:	29

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Minnesota:

Virginia, MN

A school district representative stated that the district has been able to purchase technology that would have been “unthinkable” prior to the district’s participation in the Universal Service Fund Schools and Libraries program. The representative stated that Universal Service Fund support allowed the district to install two T1 lines in each of its schools, which would not otherwise have been possible. The representative stated that prior to receiving Universal Service Fund support, the district relied upon Internet access that was provided through a fifty-six Kbps modem at one school, and noted that the district’s students are becoming more technologically literate as a result of the improved Internet access that is now available throughout the district. The representative added that the Interactive Television (ITV) service supported by the Universal Service Fund allows the district to offer courses that would not otherwise be provided. The representative explained that individual schools within the district are unable to hire full time foreign language instructors, and that the district was able to use the ITV system to broadcast Spanish classes taught at one school to other member schools in the district. The representative explained that this technology is especially important because the district is the largest in Minnesota, with a geographic area of over 5,000 square miles. In addition to offering distance learning opportunities to students, the ITV is also used to conduct virtual meetings when administrators are unable to travel between sites.

Minneapolis, MN

A representative of the library system described the impact of Universal Service Fund support on the member libraries, noting that the State of Minnesota has received between \$19 and \$22 million in Universal Service Fund support for eligible libraries throughout the state. The representative stated that the Universal Service Fund Schools and Libraries program is “part of the state infrastructure; it helps keep the lights on.” The representative indicated that the State of Minnesota relies heavily on the financial assistance received through Universal Service Fund support for the library system, and noted that the state’s funding in the absence of Universal Service Fund support would not be adequate to finance a library system.

Goodhue, MN

A school district representative stated that the Universal Service Fund Schools and Libraries program is "a real lifeline for the [district]." The representative stated that it would be difficult for the district to maintain its fiber optic Internet access in the absence of Universal Service Fund support. The representative added that the program helps to keep the district on "solid financial footing." The representative indicated that the district enables students to enroll in college preparatory courses that are administered through the Interactive Television (ITV) classroom, which the district would be unable to afford in the absence of Universal Service Fund support. The representative indicated that the program is a "fantastic" opportunity for students because it improves their educational experiences, in particular, for those students and educational facilities that are unable to afford the best technology available without this source of support.

Madison, MN

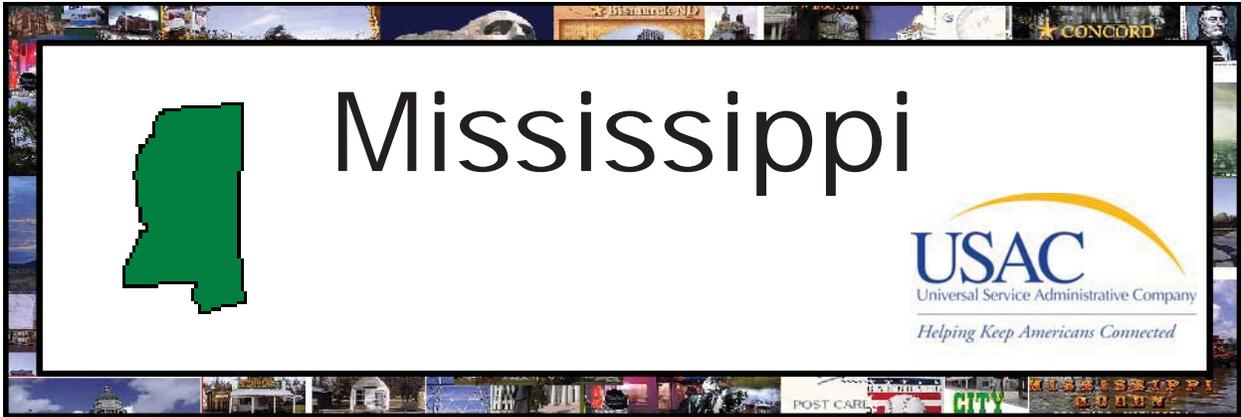
A representative from the school district stated that the district uses the Internet access purchased with Universal Service Funds to offer online courses that would not otherwise be available. The representative explained that the district uses an Internet Protocol (IP) television system to provide distance learning courses, and that this system relies upon the leased fiber optic connectivity purchased with Universal Service Funds. The representative stated that the Internet access purchased with Universal Service Funds also allows staff members in the district to meet requirements associated with the International Standards for Technology Education. The representative stated that teachers use the Internet to continually update their curriculum as required by the State of Minnesota.

St. Paul, MN

A representative from the school indicated that Universal Service Fund support has facilitated online testing at the school. The representative stated that prior to receiving Universal Service Fund support the school had lower-speed Internet access on only ten computers. The representative added that the Internet access was particularly slow when multiple students participated in online activities, which presented problems when online assessments were conducted. The representative indicated that groups of five students had to cycle through the computer lab in order to take the Northwest Evaluation Association assessment. The representative stated that the school received Universal Service Fund support for its network infrastructure and high-speed Internet access. The representative indicated that the school purchased additional computers and now has a total of fifty workstations that can all be used simultaneously. The representative added that Universal Service Fund support has made it possible for students in grades two through seven to be tested three times a year in math, reading, and science.

Minnesota Schools and Libraries Visited:

- ANNANDALE PUBLIC SCHOOLS
- BATTLE LAKE SCHOOL DIST 542
- BLACKDUCK SCHOOL DISTRICT 32
- BLOOMINGTON SCHOOL DIST 271
- BUTTERFIELD INDEPENDENT SCHOOL DIST.#836
- COMMUNITY OF PEACE ACAD-4015
- CONCORDIA CREATIVE LEARNING ACADEMY
- EXCEL ACADEMY FOR HIGHER LEARNING
- GOODHUE SCHOOL DISTRICT 253
- HERMANTOWN SCHOOL DISTRICT 700
- LAC QUI PARLE VALLEY DIST 2853
- MINNEAPOLIS PUBLIC LIBRARY
- MINNEAPOLIS SCHOOL DISTRICT 1
- MINNESOTA RIVER VALLEY ED DISTRICT
- NEW VISIONS SCHOOL
- NORTH BRANCH SCHOOL DIST 138
- ORTONVILLE SCHOOL DISTRICT 62
- PARTNERSHIP ACADEMY
- PINE POINT PUBLIC SCHOOL
- PIONEERLAND LIBRARY SYSTEM
- PLUM CREEK LIBRARY SYSTEM
- PROJECT SOCRATES
- ST BERNARD'S SCHOOL
- ST LOUIS CO IND SCH DIST 2142
- ST MARY'S ELEMENTARY SCHOOL
- STAPLES MOTLEY I S D 2170
- TAREK IBN ZIYAD ACADEMY
- THE CITY INC SOUTH
- ZUMBROTA-MAZEPPA INDEPENDENT SCHOOL DISTRICT



Mississippi Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$263.8 million
Number of Sites Visited in Mississippi:	34

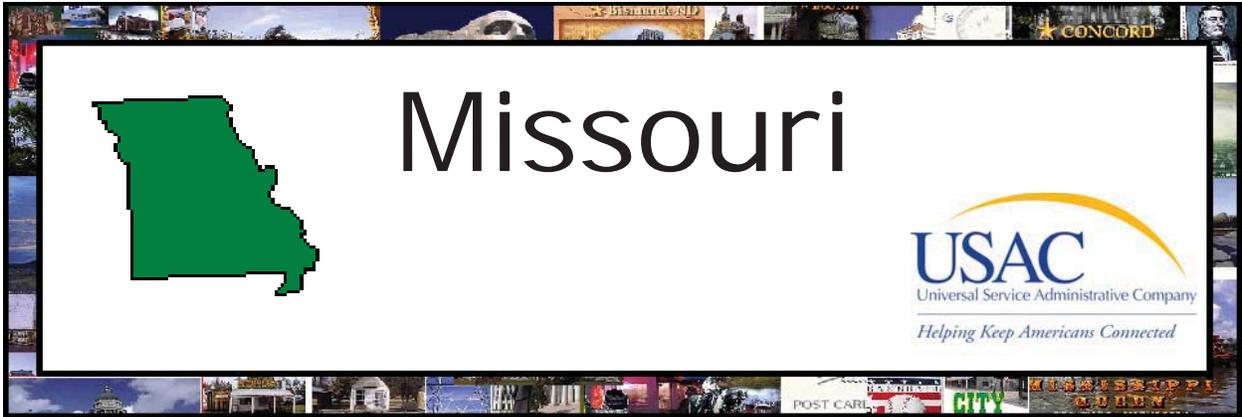
Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Mississippi:

Tunica, MS
<p>A school district official stated that the broadband connectivity purchased with Universal Service Funds enabled the school district to offer foreign language courses via a distance learning network. The official added that in the absence of Universal Service Fund support, students would not be able to participate in foreign language classes. The official stated that the broadband connection enables staff members to access the Mississippi Department of Education's Office of Leadership and Professional Development, which is instrumental in the professional development of teachers in the district.</p> <p>The school district official stated that the State of Mississippi requires high school students to pass state-mandated exams to graduate. The official added that the Internet connectivity purchased with Universal Service Funds enables students to access practice tests and provides teachers with resources to assess students' scores, identify weaknesses and create Individualized Education Plans (IEPs) when necessary. The school official noted that without the Internet access purchased with Universal Service Funds, students would be unable to re-take the state-mandated exams and graduate on time.</p>

Houlka, MS
<p>A school district representative stated that the State of Mississippi would not have a reliable, well-developed network infrastructure in the absence of Universal Service Fund support. The official stated that the technology purchased with Universal Service Funds allowed the district to support a program called "Follow the Leader," which provides the district with access to My Skills Tutor, a web-based application that delivers individualized student instruction. The official noted that students have also used the program to take Advanced Placement courses that are not offered by the district. The representative added that the district has used Universal Service Fund support for other projects including cabling facilities and opening a new high school. The official noted that the district "would not be where we are" in the absence of Universal Service Fund support, and that, "for a small district, most people are very surprised to see what we have."</p>

Mississippi Schools and Libraries Visited:

- AMORY SCHOOL DISTRICT
- BENTON COUNTY SCHOOL DISTRICT
- CANTON PUBLIC SCHOOL DISTRICT
- CARROLL COUNTY SCHOOL DISTRICT
- CHICKASAW COUNTY SCHOOL DIST
- CLARKSDALE SEPARATE SCH DIST
- CLAY COUNTY SCHOOL DISTRICT
- DESOTO COUNTY SCHOOL DISTRICT
- FRANKLIN LOWER ELEM SCHOOL
- FRANKLIN UPPER ELEM SCHOOL
- GREENVILLE PUBLIC SCHOOLS
- GREENWOOD PUBLIC SCH DISTRICT
- GULFPORT SCHOOL DISTRICT
- HATLEY SCHOOL
- HOLLY SPRINGS SCHOOL DISTRICT
- HOUSTON SCHOOL DISTRICT
- INDIANOLA SCHOOL DISTRICT
- LEAKE COUNTY SCHOOL DISTRICT
- MARSHALL COUNTY SCHOOL DIST
- NORTH BOLIVAR SCHOOL DISTRICT
- NORTH PANOLA CONSOL SCH DIST
- OKOLONA MUNICIPAL SEPARATE SCHOOL DISTRICT
- OKTIBBEHA COUNTY SCHOOL DIST
- PICAYUNE SCHOOL DISTRICT
- SCMCEED
- SIMPSON COUNTY SCHOOL DISTRICT
- SOUTH PIKE SCHOOL DISTRICT
- STARKVILLE SCHOOL DISTRICT
- SUNFLOWER COUNTY LIBRARY
- SUNFLOWER COUNTY SCHOOL DIST
- TUNICA COUNTY SCHOOL DISTRICT
- WALTHALL COUNTY SCHOOL DIST
- WEST TALLAHATCHIE SCHOOL DIST
- WILKINSON COUNTY SCHOOL DIST



Missouri Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$320.1 million
Number of Sites Visited in Missouri:	46

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Missouri:

St. Louis, MO
<p>The applicant stated that Universal Service Fund support has allowed the library to “do more on a quicker timeline.” The applicant noted that the library has received Universal Service Fund support for telecommunications services, Internet access and internal connections. The applicant stated that Universal Service Fund support enables the library to provide Internet access to its patrons, noting that patrons registered for a total of 500,000 “library bookings” for two-hour “public access computer usage” sessions in a one year period. The applicant noted that the city of St. Louis falls short of the national average for computer ownership by city residents, and that the community relies on the library for Internet access. The applicant added that many St. Louis social service agencies require that forms be completed online, and that the agencies tell citizens to go to the library in order to access the Internet.</p> <p>In addition, the applicant stated that Universal Service Fund support allows the library to provide educational resources to the city of St. Louis. The applicant indicated that the library offers a web-based General Equivalency Diploma (GED) program using the Internet access purchased with Universal Service Funds. The applicant stated that the library also conducts a Public Technology Assistance Program to help patrons with both general and specialized technology needs. The applicant added that the library also conducts basic, intermediate and advanced level training sessions in various Microsoft applications. The library also offers an after-school program, and staff members known as “homework helpers” are available to assist students with assignments.</p>

Hillsboro, MO

A representative from the school district indicated that the district receives Universal Service Fund support for telecommunications services and Internet access. The representative indicated that the district has received an annual average of \$20,000.00 in Universal Service Fund support. The representative stated that Universal Service Fund support allows the district to redirect funding toward the purchase of SmartBoards, projectors and desktop computers, and added that the district has a goal of acquiring one SmartBoard and one projector for every elementary school classroom. The representative indicated that the telecommunications services purchased with Universal Service Funds have improved communication within the district, as well as with students' parents. The representative stated that Universal Service Fund support is also "[helping] students to become technology literate," and has allowed the district to make technology more readily available to its students.

St. Louis, MO

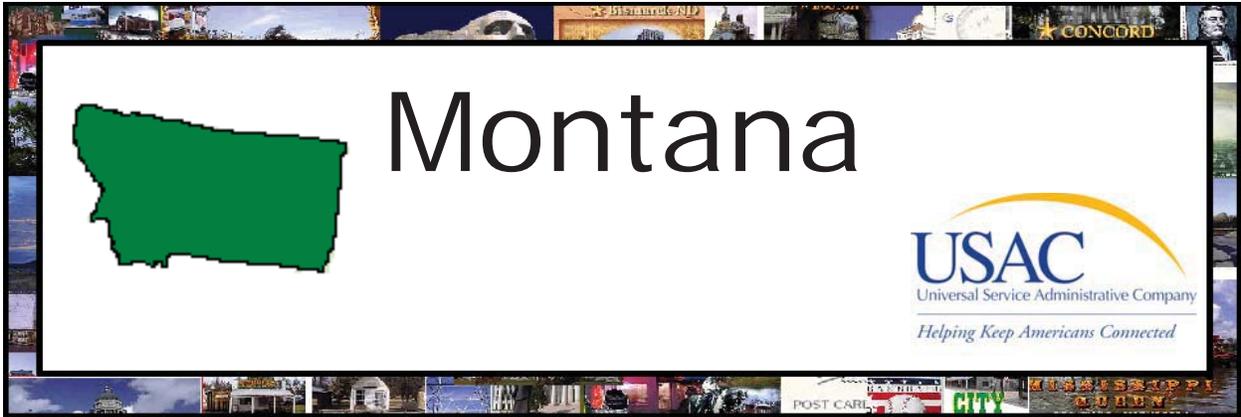
A school representative stated that the school has received Universal Service Fund support for telecommunications services, Internet access, internal connections and basic maintenance services. The representative indicated that the school would not have been able to implement its wireless network and "would still be working with cables" in the absence of Universal Service Fund support. The representative stated that a wireless network was always on the school's "wish list," but that its budget would be limited in the absence of Universal Service Fund support, which would require the school to reevaluate its priorities. The representative indicated that prior to the school's participation in the Universal Service Fund Schools and Libraries program, the school relied upon computers that were donated and many workstations were unreliable. The representative stated that the receipt of Universal Service Fund support allowed the school to redirect funding toward the purchase of new, more reliable computers. The representative indicated that the school currently has three computer labs and two mobile laptop carts for student use. The representative added that "technology is a way to reach students," and that Universal Service Fund support has improved the school's ability to expose students to technology. The representative added that the school uses the Carnegie Math Program, a web-based math application, and that the school has found that some students are "even using their free time to work with [the] math application." The representative indicated that the school is "starting to see the turn around" in students' scores on the Missouri Assessment Program (MAP) exams, and partially attributed this improvement to the technology purchased with Universal Service Funds.

Malden, MO

A district representative stated that Universal Service Fund support for internal connections has facilitated an increase in the use of technology throughout the district, noting that elementary school students' use of technology has increased "ten-fold." The representative stated that every elementary school teacher has created a website for students and parents to access educational resources outside of the classroom, and added that students in grades three through five conduct their schoolwork on laptop computers. The representative indicated that the district has placed increased emphasis on the use of technology in the classroom in recent years, and that students' test scores on state-mandated exams have improved substantially over this period of time. The representative stated that although he cannot directly attribute the students' improved performance to the use of technology, he believes that the presence of technology has contributed significantly.

Missouri Schools and Libraries Visited:

- ALL SAINTS SCHOOL
- BOWERMAN ELEMENTARY SCHOOL
- BOYD ELEMENTARY SCHOOL
- BRECKENRIDGE R-I SCHOOL
- COLUMBIA SCHOOL DISTRICT
- CONSTRUCTION CAREERS CENTER
- DELLA LAMB COMMUNITY SERVICES
- DELTA SCHOOL DISTRICT R 5
- DEXTER SCHOOL DISTRICT R 11
- DIXON SCHOOL DISTRICT R 1
- DON BOSCO EDUCATION CENTER
- EAST PRAIRIE R-II SCHOOL DISTRICT
- Evangelical Children's Home
- FAIRBANKS ELEMENTARY SCHOOL
- FERGUSON-FLORISSANT SCH DIST
- GENTRY COUNTY SCHOOL DIST R 2
- GORDON PARKS ELEMENTARY SCHOOL
- HILLSBORO SCHOOL DISTRICT R 3
- HUMANSVILLE SCHOOL DIST R 4
- JENNINGS SCHOOL DISTRICT
- KANSAS CITY PUBLIC LIBRARY
- KANSAS CITY SCHOOL DISTRICT
- LIBERTY PUBLIC SCHOOLS
- MALDEN R 1 SCHOOL DISTRICT
- MAPLEWOOD-RICHMOND HTS DIST
- MARILLAC CENTER
- NEW MADRID CO SCHOOL DIST R1
- NORMANDY SCHOOL DISTRICT
- NORTHWEST DISTANCE LEARNING CONSORTIUM
- PIPKIN JUNIOR HIGH SCHOOL
- PLEASANT HILL SCHOOL DIST R 3
- REED MIDDLE SCHOOL
- RICHWOODS R-7 SCHOOL DISTRICT
- ROCKWOOD SCHOOL DISTRICT R 6
- SCOTLAND COUNTY R-I SCHOOL DISTRICT
- SKYLINE SCHOOL DISTRICT R 2
- SPRINGFIELD SCHOOL DIST R 12
- ST LOUIS CHARTER ACADEMY
- ST LOUIS CITY SCHOOL DISTRICT
- ST LOUIS COUNTY LIBRARY
- ST LOUIS PUBLIC LIBRARY
- UNIVERSITY ACADEMY
- VAN BUREN ELEMENTARY SCHOOL
- WELLER ELEMENTARY SCHOOL
- WINSTON SCHOOL DISTRICT R 6
- YORK ELEMENTARY SCHOOL



Montana Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$29.9 million
Number of Sites Visited in Montana:	27

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Montana:

Kalispell, MT

A school district representative stated that the district would rely upon a slower connection to the Internet in the absence of Universal Service Fund support. The representative stated that the loss of a high-speed connection to the Internet would limit students' use of technology and web-based resources. Students in the school district currently use the high-speed Internet access purchased with Universal Service Funds to complete web-based assessments and check out books from the district's library. The district representative also noted that Universal Service Fund support has enabled the district to redirect funding toward the purchase of additional equipment and services that would not otherwise be available.

Heart Butte, MT

A school district representative indicated that the district is located in a very rural part of Montana, and that the Internet access purchased with Universal Service Funds provides a "virtual lifeline" from the district to the rest of the world. The representative stated that the district uses the large bandwidth purchased with Universal Service Funds to conduct videoconferences with other school districts as well as with elected officials in Montana. The representative indicated that the Internet access is also used for educational online applications, for teachers' professional development, and for online testing. The representative stated that it would be almost impossible for the district to meet the requirements of the No Child Left Behind Act in the absence of Universal Service Fund support. The representative added that the district would not be able to afford the quality of the Internet access it currently has without Universal Service Fund support. A teacher indicated that Universal Service Fund support enabled his students to participate in cultural exchanges with school districts in the State of New York and in Washington, D.C. The teacher noted that his students established contact with students via email, and met through videoconferences, which allowed his students to travel to New York and Washington, D.C. The teacher noted that Universal Service Fund support has allowed him to share his ideas and information regarding the tribe's Indian cultural heritage with other educators through the use of email.

Montana Schools and Libraries Visited:

- BRADY SCHOOL DISTRICT 19
- BROWNING SCHOOL DISTRICT 9
- DESMET SCHOOL DISTRICT 20
- DRUMMOND SCH DISTRICT 11 & 2
- EDGAR ELEMENTARY SCHOOL
- ELYSIAN SCHOOL DISTRICT 23
- ENNIS SCHOOL DISTRICT 52
- FAIRFIELD SCHOOL DISTRICT 21
- FORT BENTON SCHOOL DISTRICT 1
- GLACIER COUNTY LIBRARY
- HARDIN SCHOOL DIST 1 & 17-H
- HARLOWTON SCHOOL DISTRICT 16
- HAYS-LODGE POLE SCH DIST 50
- HEART BUTTE SCHOOL DISTRICT 1
- HELENA FLATS SCHOOL DIST 15
- HELMVILLE SCHOOL DISTRICT 15
- HINSDALE SCHOOL DIST 7 A & 7 C
- KREMLIN-GILDFORD SCH DIST 88 H
- LEWISTOWN SCHOOL DISTRICT 1
- MOORE SCHOOL DISTRICT 44
- OPHIR SCHOOL DISTRICT 72
- POPLAR SCH DISTRICT 9 & 9 B
- SEELEY LAKE SCHOOL DIST 34
- SHELBY SCHOOL DISTRICT 14
- ST MARY'S CATHOLIC SCHOOL
- SUN RIVER VALLEY SCH DIST 55 F
- THOMPSON FALLS SCH DISTRICT 2



Nebraska Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$52.2 million
Number of Sites Visited in Nebraska:	23

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Nebraska:

Pawnee City, NE

A representative from the consortium stated that Universal Service Fund support allows the consortium's member schools to offer students distance learning opportunities. The consortium representative indicated that Universal Service Fund support has allowed one district to offer its students media-on-demand resources, as well as additional classes that the district would not otherwise be able to offer without hiring specialized staff. A district administrator stated that the district was able to meet the requirements of the Star Schools grant and a Rural Utilities Service grant as a result of the Internet access purchased with Universal Service Funds. The administrator indicated that the distance learning system supported by the Universal Service Fund helps teachers within the Southeastern Nebraska Distance Learning Consortium to teach to state and federal standards. In addition, the administrator noted that as a result of Universal Service Fund support, the district is able to offer foreign language courses and meet the associated requirements established by the State of Nebraska.

Seward, NE

A district representative stated that the high-speed Internet access purchased with Universal Service Funds allows students in the district to conduct online research and participate in virtual field trips. An administrator from the school district stated that the district participates in a virtual field trip partnership with the National Park Service. The administrator indicated that the web-based learning enrichment activities, which depend upon the Internet access purchased with Universal Service Funds, are beneficial to both students and teachers. The representative indicated that the Internet access purchased with Universal Service Funds has increased the number of resources available to students. The representative stated that improved connectivity has helped the district meet state and federal educational requirements, and noted that the district would not be able to afford high-speed Internet access in the absence of Universal Service Fund support.

Stuart, NE

A district representative stated that the Internet access purchased with Universal Service Funds allowed the district to establish a distance learning classroom. The representative explained that students use the distance learning classroom to take courses for which the district lacks qualified instructors, including Physics and Astronomy. The representative added that the district employs a qualified Spanish teacher, and that the district offers Spanish classes to other districts using the distance learning classroom, which helps students throughout the region meet the State of Nebraska's foreign language learning requirements. In addition, the representative stated that Universal Service Fund support allows the district to redirect funding toward the purchase of software, hardware and additional educational resources. The representative added that without the Universal Service Fund Schools and Libraries program, the district would not be able to keep its educational software updated and could not continue to provide its current level of Internet connectivity.

Omaha, NE

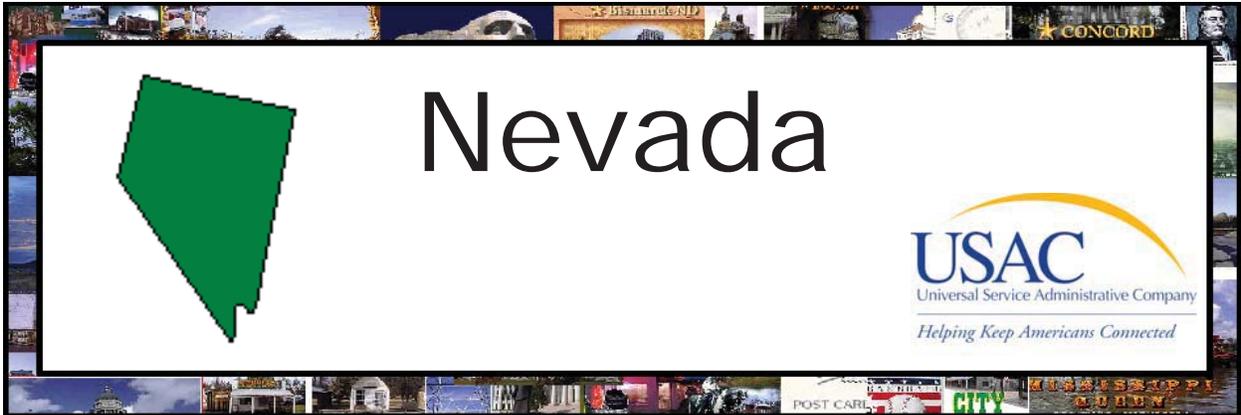
A school district official stated that Universal Service Fund support has enabled the consortium to redirect funds to purchase additional technology-related equipment and services. The official stated that the district has purchased computers and SmartBoards with funding redirected in this manner. The official stated that in the absence of Universal Service Fund support, the consortium would still rely upon dial-up Internet access instead of the Digital Subscriber Line (DSL) connections currently in place. The official added that the Universal Service Fund Schools and Libraries program "provides students with the technological visual aids that are so necessary in the classroom these days." The official indicated that the equipment purchased with the Universal Service Funds helps the consortium meet state and federal requirements, including remaining in compliance with the No Child Left Behind Act.

Allen, NE

An administrator from the school district stated that without the Universal Service Fund, the district would have to "do without some services." The administrator explained that Universal Service Fund support has helped the district improve its infrastructure and defray the cost associated with providing many educational services to its students. Five years ago, Internet access was provided only in the district's library and administrative offices. Currently, the district is able to provide Internet access to all of its classrooms. In addition, the cellular telephony services purchased with Universal Service Funds help the district provide a safe and secure environment to its students. The district administrator stated that bus drivers use the cellular telephony services to stay in contact with administrators and parents while transporting students to and from school. A teacher from the district added that she uses the technology purchased with Universal Service Funds to help her students prepare for "life after high school."

Nebraska Schools and Libraries Visited:

- ALLEN CONS SCHOOL DISTRICT 70
- BURWELL JR-SR HIGH SCHOOL
- DESHLER PUBLIC SCHOOL DISTRICT
- EDUCATIONAL SERVICE UNIT NO 03
- FILLMORE CENTRAL PUBLIC SCHOOL DISTRICT
- HAMPTON PUBLIC SCHOOL DISTRICT
- HEARTLAND COMMUNITY SCHOOLS
- KENESAW SECONDARY SCHOOL
- NEBRASKA SCHOOL FOR VIS HNDCPD
- NELSON PUBLIC SCHOOL DISTRICT
- NORTH BEND PUBLIC LIBRARY
- OMAHA INNER-CITY CONSORTIUM
- OMAHA PUBLIC SCHOOL DISTRICT
- PAWNEE CITY PUBLIC SCHOOLS
- RAVENNA PUBLIC SCHOOL
- SANTEE PUBLIC SCHOOL DISTRICT
- SCRIBNER-SNYDER COMM SCHOOLS
- SEWARD PUBLIC SCHOOL DISTRICT
- STRATTON PUBLIC LIBRARY
- STUART PUBLIC SCHOOL DISTRICT
- WEST POINT PUBLIC SCHOOLS
- WISNER-PILGER PUBLIC SCHOOLS
- WOLBACH PUBLIC SCHOOL DISTRICT



Nevada Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$52.2 million
Number of Sites Visited in Nevada:	10

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Nevada:

Yerington, NV

A representative stated that the equipment and services purchased with Universal Service Funds have “revolutionized” the school’s operations. The representative stated, “If you ever want to see how [technology] can change a kid’s life, this is the place to [visit]. We couldn’t do all this without [Universal Service Fund support].” The representative indicated that the school is a residential campus for adjudicated and special needs students, and that many of the students are originally from outside the State of Nevada. The representative stated that the Internet access, network connectivity and telephony services purchased with Universal Service Funds help the school offer students an up-to-date curriculum and improved educational services. The representative added that as a result of the improved connectivity, the school has increased communication with parents, parole officers and therapists.

The representative indicated that the school has a robust network infrastructure and high-speed Internet access, and that prior to receiving Universal Service Fund support, the school lacked network connectivity. The representative stated that the school uses the technology purchased with Universal Service Funds to support videoconferencing, which enables students to remain at the school while meeting legal and therapeutic obligations. The representative noted that this arrangement allows the students to spend more time in the classroom than was previously possible. The representative stated that test scores at the school have improved, and that students’ aptitude and interest in the education process have increased as a result of the equipment and services purchased with Universal Service Funds. The representative stated that without Universal Service Fund support, the school would be at least four to five years behind its current technology implementation, and added that she believes that fewer students would graduate from the program in the absence of the technology purchased with Universal Service Funds.

Las Vegas, NV

The representative stated that Universal Service Fund support has “made money available to lower income areas” and has allowed the district to offset the cost of technology for “other educational services.” The representative explained that the district currently opens ten to twelve new school buildings each year, and that Universal Service Fund support “puts more money back into the district’s funds to keep up with the growth.” The representative indicated that the Internet access and network equipment purchased with Universal Service Funds provide the district’s students with access to computers and technology that they would not have otherwise. A district employee stated that Universal Service Fund support allows the district to “replace slower and less functional equipment with more capable equipment.” The employee added that without Universal Service Fund support, the district would be required to use “unmanaged switches and hubs” instead of the managed switches currently in place.

McDermitt, NV

The school, which is located on an Indian Reservation and serves as the hub for several of the district’s remote campuses, relies upon the Universal Service Fund to support the Internet access provided to its students and staff members. A representative from the school stated that Universal Service Fund support has enabled the district to move to T1 connectivity, which “allows for better access, especially for our remote schools.” The representative stated that as a result of the Internet access purchased with Universal Service Funds, “Our students are not missing out, they have the exact same [access to] technology as the students in town.”

Tonopah, NV

The school district is comprised of eighteen schools in Nye County, which is geographically one of the largest counties in the United States, covering over 18,000 square miles. The schools vary in size from twelve students to over 1,100. A representative from the school district stated, “I don’t think we’d have the funds available for all those T1 lines if we didn’t get [Universal Service Fund support] to help. Especially in a district that’s so big geographically. The schools were not connected to each other at all before the [Universal Service Fund support].” Several schools in the district are remote and often lack teachers in particular subjects. The T1 connections at the schools, which were purchased with Universal Service Funds, allow students to take distance learning courses from teachers at other facilities.

Minden, NV

A representative from the library stated that Universal Service Fund support has enabled the library to redirect funding formerly spent on telecommunications services toward the purchase of additional technology. The representative stated that this additional funding source has enabled the library to adopt new technologies that would not have been explored if the library was required to cover 100% of the costs associated with its telecommunications services.

Nevada Schools and Libraries Visited:

- BEATTY LIBRARY DISTRICT
- CHURCHILL COUNTY SCHOOL DIST
- CLARK COUNTY SCHOOL DISTRICT
- DOUGLAS COUNTY PUBLIC LIBRARY
- ELKO COUNTY SCHOOL DISTRICT
- LANDER COUNTY SCHOOL DISTRICT
- LAS VEGAS-CLARK CO LIB DIST
- MCDERMITT COMBINED SCHOOL
- NYE COUNTY SCHOOL DISTRICT
- SILVER STATE ACADEMY



New Hampshire Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$13.4 million
Number of Sites Visited in New Hampshire:	6

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of New Hampshire:

Amherst, NH
<p>A representative from the school district stated that Universal Service Fund support has provided the district with “the ability to provide high-speed Internet connectivity at a lower cost.” The representative stated that Universal Service Fund support “has allowed [the district] to increase its bandwidth, which enables teachers to utilize web-based resources in the classroom more effectively and efficiently.” The representative stated that the district has begun implementing a web-based curriculum using the Internet access purchased with Universal Service Funds. The representative stated that the new web-based curriculum allows students to access assignments and other educational resources from home.</p> <p>The representative indicated that the district has established a web-based student information management system that allows parents to participate in their children’s education by monitoring grades and homework assignments. The representative stated that the Internet access purchased with Universal Service Funds also allows students to access practice tests in preparation for the New England Common Assessment Program (NECAP). The representative explained that NECAP is a collaboration among New Hampshire, Rhode Island and Vermont for the purpose of building a set of assessment criteria for students in grades three through eight to meet the requirements of the No Child Left Behind Act. The representative noted that the district utilizes the Northwest Evaluation Association (NWEA)’s resources to prepare students for the NECAP. The representative added that the NWEA provides a web-based resource that allows students to participate in exams and receive results within twenty-four hours, which helps teachers direct classroom instruction toward students’ weaknesses.</p>

Tilton, NH

A school administrator stated that prior to the school's participation in the Universal Service Fund Schools and Libraries program, "no network infrastructure existed" at the school. The administrator added that Universal Service Fund support has "helped create a fiber backboned network infrastructure." The representative stated that Universal Service Fund support for telephony system upgrades has facilitated improved communication throughout the school. The telephony system allows teachers, administrators, parents and clinical staff to communicate and create a successful educational environment for the students at the school. The administrator explained that the school's enrollment consists of students who face emotional and behavioral challenges.

The representative stated that Universal Service Fund support for telecommunications services and internal connections has also allowed the school to redirect funds toward the purchase of additional end user equipment and software. The representative added that the school was able to purchase SmartBoards with funding redirected in this manner. The representative noted, "The SmartBoards help accelerate the learning process for autistic children by up to a year because of the interactive components associated with the technology." The representative stated that assistive technology programs also help students with disabilities because computers and other technology can hold a student's attention longer than a lecture. The representative stated, "[The school] would be up the creek without a paddle without [Universal Service Fund support]," and added that Universal Service Fund support has helped the school to meet and exceed state curriculum standards.

Suncook, NH

In the absence of Universal Service Fund support, the school would not have the network infrastructure required to connect computers and provide Internet access in its classrooms. A representative from the school explained that in the State of New Hampshire, Internet access is provided free of charge to schools, libraries and hospitals by local service providers. The representative stated that the infrastructure purchased with Universal Service Funds has enabled the school to take advantage of this service to provide its students with information that might not otherwise be available. Access to the Internet is especially important because the school serves a student population that has been court-ordered to attend the school. Since the students are not able to leave campus, they highly value the up-to-date information and news available via the Internet.

The school representative added that the school uses its network infrastructure purchased with Universal Service Funds to provide students with access to information and resources that would not otherwise be available. The representative added that the school develops an Individual Education Plan (IEP) for each of its students, and that the network infrastructure purchased with Universal Service Funds enables teachers to easily access each student's IEP. A teacher from the school stated that her classes include students with a wide range of skill levels, and that it is challenging to teach classes that include students with such diverse educational needs. The teacher added that the technology purchased with Universal Service Funds helps students become more comfortable in the classroom, because their skill levels are not apparent to their peers while they are using educational software programs and other online resources.

New Hampshire Schools and Libraries Visited:

- CROTCHED MOUNTAIN CENTER
- MANCHESTER SCHOOL DISTRICT
- PINE HAVEN BOYS CENTER
- SCHOOL ADMINISTRATIVE UNIT 39
- SPAULDING YOUTH CENTER
- TILTON SCHOOL



New Jersey Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$382.3 million
Number of Sites Visited in New Jersey:	60

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of New Jersey:

Perth Amboy, NJ
<p>A representative from the school district stated that Universal Service Fund support has allowed the district to establish a network infrastructure by purchasing Wireless Access Points (WAPs), switches and cabling. The representative noted that a pilot program at the middle school offers students Personal Digital Assistant (PDA) handheld devices to transcribe notes in class and email the Microsoft Word documents directly to their teacher's PDA. The representative added that this "paperless process" has enabled the district to save money, and the technology purchased with Universal Service Funds allowed the district to offer this alternative note-taking process. The representative indicated that Universal Service Fund support has also helped the district meet educational requirements associated with the New Jersey Core Curriculum Content Standards. The representative indicated that in the absence of Universal Service Fund support, the district would not have telephony services or wireless Internet access in every classroom. The representative added that the Internet access at the district would be isolated to computer labs and telephony services would only be available in the administrative offices. The representative added that Universal Service Fund support provides a "tremendous benefit in the education process, and [the district] would not have gotten this far if [it] had to fund 100 percent [of its technology]."</p>

Long Branch, NJ
<p>A district representative stated that the Internet access purchased with Universal Service Funds has enabled the district's students to conduct online research. The representative indicated that the Internet access has closed the "digital divide" for students of different socioeconomic statuses, and that it has allowed all students to become equally capable of using online resources. The representative added that Universal Service Fund support has enabled the district to redirect funding toward end user equipment, such as laptop computers. The representative stated that in the absence of Universal Service Fund support, the district would have a "slow and unreliable Internet connection," and "300 fewer computers."</p>

Millville, NJ

A school representative stated that the equipment and services purchased with Universal Service Funds enabled the school to create a distance learning network, offer online classes and provide virtual field trips. The representative stated, "Being a poor school district, [the school] cannot afford Internet access without [Universal Service Fund support]. [The Universal Service Fund] has allowed us to provide the Internet and its corresponding educational resources to every classroom." The representative indicated that the school is able to provide online practice exams to students to help them prepare for the New Jersey Grade Eight Proficiency Assessments (GEPA) and noted that all Spanish language course exams are completed online. The representative added that in the absence of technology purchased with Universal Service Funds, student achievement on the GEPA and in Spanish exams would decline. The representative indicated that the school's broadband connection also allows students to access web-based resources for academic research and provides teachers with digital media resources, such as United Streaming, for incorporation into the curriculum. In addition, the representative indicated that the school recently received a Small Learning Communities grant and acquired laptops, Wireless Access Points (WAPs) and mobile carts as part of the grant. The representative added that the technology purchased with Universal Service Funds allowed the school to meet the network infrastructure requirements associated with the Small Learning Communities grant. The representative stated, "Prior to [Universal Service Fund support], the network was unstable and had frequent failures and downtime. [Universal Service Fund support] has allowed [the school] to provide a fast, reliable network." The representative stated that Universal Service Fund support has enabled the school to be "light years" ahead of where the school would be otherwise.

Lakewood, NJ

A school representative stated that Universal Service Fund support for internal connections and Internet access has helped the school meet the needs of its special needs population more effectively than was previously possible. The representative indicated that the State of New Jersey requires the school to develop an Individualized Education Plan (IEP) for each student, and that the state makes 100,000 different goals available as part of the IEPs. The representative indicated that the school has a network-based customized application for its IEPs, which is available to administrators and staff as a result of the technology purchased with Universal Service Funds. The representative added that on average, four or five staff members work with each student at the school, which makes the networked application particularly important. The representative added that the school recently completed the construction of a new educational facility, and that Universal Service Fund support for the cabling required at this new facility was "definitely a big benefit."

Bridgeton, NJ

A school official stated that the technology purchased with Universal Service Funds has "opened students to a world of technology." The official explained that most students at the school lack access to computers or the Internet at home, and that school is the only place for these students to learn how to use technology. Teachers at the school are using the technology purchased with Universal Service Funds to differentiate instruction in order to challenge gifted students and provide remedial assistance to students who have fallen behind in their coursework. A teacher from the school added that she posts homework assignments, projects, and announcements on Scholastic.com, which she accesses using the Internet connectivity purchased with Universal Service Funds. The teacher noted that students become motivated when lessons involve technology and enjoy activities that involve using the Internet.

New Jersey Schools and Libraries Visited:

- AL-GHAZALY HIGH SCHOOL
- ASBURY PARK FREE PUB LIBRARY
- ASBURY PARK SCHOOL DISTRICT
- ATLANTIC CITY BVE-ADMIN
- ATLANTIC COUNTY LIBRARY
- BAIS YAAKOV HIGH SCHOOL OF LAKEWOOD INC.
- BERGEN COUNTY TECHNICAL SCHOOLS
- BLOOMFIELD SCHOOL DISTRICT
- BRIDGETON SCHOOL DISTRICT
- BYRAM TOWNSHIP SCHOOL DISTRICT
- CAMDEN CITY PUBLIC SCHOOLS
- CEDAR GROVE TOWNSHIP SCH DIST
- DAR AL-HIKMAH ELEMENTARY SCHOOL
- ELIZABETH SCHOOL DISTRICT
- HACKENSACK SCHOOL DISTRICT
- HIGHLANDS ELEMENTARY SCHOOL
- HOLY ROSARY ELEMENTARY ACADEMY
- HOLY TRINITY ELEMENTARY SCHOOL
- IMMACULATE CONCEPTION SCHOOL
- INTERNATIONAL CHARTER SCHOOL OF TRENTON
- JEFFERSON ELEM SCHOOL 01
- JOHN FENWICK ELEMENTARY SCHOOL
- JOSEPH KUSHNER HEBREW ACADEMY
- KEYPORT SCHOOL DISTRICT
- LAKESIDE MIDDLE SCHOOL
- LEAP ACADEMY CHARTER SCHOOL, INC.
- LEAP ACADEMY UNIVERSITY HIGH CHARTER SCHOOL
- LONG BRANCH SCHOOL DISTRICT
- LOWER CAPE MAY REG SCHOOL DIST
- MARION P. THOMAS CHARTER SCHOOL
- MARTIN L KING SCHOOL NO 6
- MILLVILLE PUBLIC LIBRARY
- MOTHER SETON PAROCHIAL SCHOOL
- MOUNT VERNON AVENUE SCHOOL
- MYRTLE AVENUE MIDDLE SCHOOL
- OFFICE OF EDUCATION NJJC
- OUR LADY GOOD COUNSEL ELEM SCH
- PATERSON SCHOOL DISTRICT
- PERTH AMBOY ELEM SCHOOL 07
- PERTH AMBOY SCHOOL DISTRICT
- PHILLIPSBURG SCHOOL DISTRICT
- PISCATAWAY TWP SCHOOL DISTRICT
- PLAINFIELD PUBLIC SCHOOLS
- RED BANK SCHOOL DISTRICT
- SACRED HEART SCHOOL
- SALEM MIDDLE SCHOOL
- SCHOOL FOR CHILDREN WITH HIDDEN INTELLIG
- SHORE REG HIGH SCHOOL DISTRICT
- ST BENEDICT PREP SCHOOL
- ST MARY HIGH SCHOOL
- ST ROSE OF LIMA SCHOOL
- ST THERESE SCHOOL
- STERLING HIGH SCHOOL
- TALMUD TORAH OF LAKEWOOD OF BAIS AVROHOM
- TEWKSBURY TOWNSHIP SCHOOL DIST
- WATERFORD TOWNSHIP SCHOOL DISTRICT
- WEST NEW YORK #3 ELEM SCHOOL
- WEST WINDSOR PLAINSBORO REG S D
- WILDWOOD SCHOOL DISTRICT
- YOUTH CONSULTATION SERVICE



New Mexico Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$315.6 million
Number of Sites Visited in New Mexico:	61

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of New Mexico:

Albuquerque, NM

A representative from the school stated that the equipment and services purchased with Universal Service Funds allowed the school to significantly upgrade its Internet access and network infrastructure. The representative stated that Universal Service Fund support helped the school install "mini computer labs" in each of its classrooms, as well as a Voice over Internet Protocol (VoIP) telephony system. The representative stated that this technology significantly enhances the educational experience for students and provides greater overall safety at the school. The representative indicated that the equipment and services purchased with Universal Service Funds enabled the school to comply with directives set by the State of New Mexico, including online coursework graduation requirements. A school administrator stated that the school would be "limping" without Universal Service Fund support, and added that the school had a "Band-Aid approach" to solving telecommunications needs prior to Universal Service Fund support. In addition, the representative noted that prior to the receipt of Universal Service Fund support, the school's network was an unreliable communication system that failed whenever it rained. The representative stated that Universal Service Fund support allowed the school to install a high-speed network infrastructure and "to not worry every time it rains." A consultant to the school stated that as a result of the equipment and services purchased with Universal Service Funds, "all of [the school's] communications have gone from Stone Age to Star Trek."

Sunland, NM

A representative from the school district stated that the equipment and services purchased with Universal Service Funds allowed the district to install a network infrastructure that it would not otherwise have been able to afford. The representative stated that without Universal Service Fund support, the district would rely upon "stand-alone" networks in each of its schools and would not be able to use the networked software applications that are currently central to its provision of educational services. The representative added that the network infrastructure purchased with Universal Service Funds has helped the district implement online and network-based assessment programs that help the district meet state and federal educational requirements.

Raton, NM

A school district representative described the community where the school is located as an "economically depressed town," noting that the district "could never, ever, afford what [it] has today in terms of technology without the Universal Service Fund Schools and Libraries program." The representative added that the Universal Service Fund Schools and Libraries program is "the perfect program, at the right time." The representative explained that Universal Service Fund support has helped the district keep pace with the trend to increase the use of technology in the classroom that began in the 1990s. The representative indicated that in the absence of Universal Service Fund support, the district would not be able to afford the equipment to offer distance learning courses and would be forced to eliminate courses offered via distance learning, such as Business Management, from its curriculum. The representative added that the No Child Left Behind Act requires school districts to collect large amounts of data, and that the district would not be able to meet this requirement in the absence of the technology purchased with Universal Service Funds.

Maxwell, NM

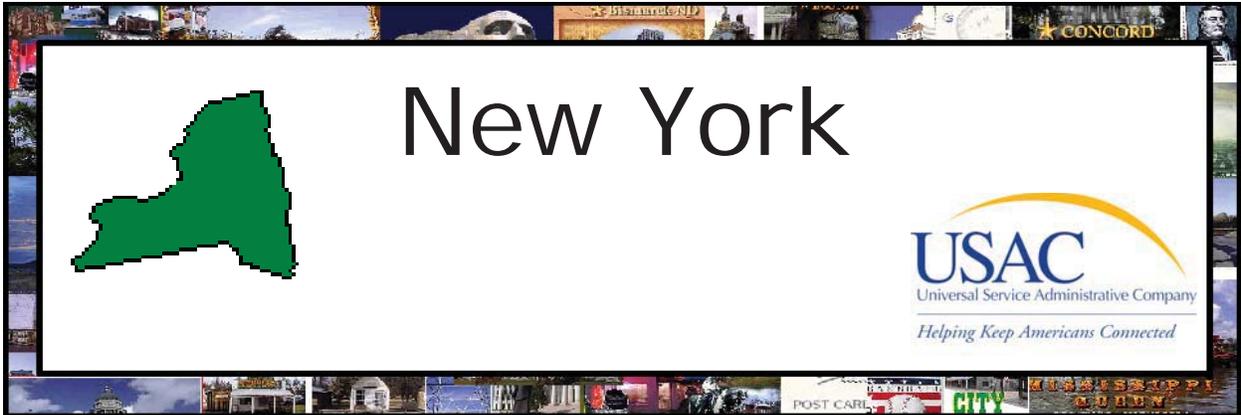
A representative stated that the district would not be able to afford to provide its students with access to online resources without Universal Service Fund support. The representative indicated that the district uses the Internet access purchased with Universal Service Funds to run web-based educational software, such as PLATO Learning and Accelerated Reader, both of which help students meet state and federal educational requirements. The representative added that if Universal Service Fund support was not available, the district would be forced to search for additional funding sources in order to continue to provide the high level of network connectivity it currently offers to students and staff members. The representative noted that the State of New Mexico selected the district to participate in a pilot program involving a web-based computer application called I CAN Learn. The representative indicated that he does not believe the district would have been selected to participate in this program in the absence of the network infrastructure purchased with Universal Service Funds.

Prewitt, NM

A school official stated that the Local Area Network (LAN) connectivity purchased with Universal Service Funds allows students at the school to participate in online testing services offered by the Northwest Educational Alliance and facilitates the use of computer-based software. The official stated that Universal Service Fund support provides a "huge support system" to the school because administrators are not required to "go out and find other grant programs" to procure the services required to offer a high-quality education to students. The official stated that students use the Internet access purchased with Universal Service Funds to participate in online testing via the Northwest Educational Alliance. The official indicated that the Northwest Education Alliance's testing standards are continually changing, and that the school's administrators are able to easily locate the updated standards online using the Internet access purchased with Universal Service Funds.

New Mexico Schools and Libraries Visited:

- ALBUQUERQUE SCHOOL DISTRICT
- ANIMAS SCHOOL DISTRICT 6
- ATRISCO ELEMENTARY SCHOOL
- BACA COMMUNITY SCHOOL
- BELEN CONS SCHOOL DISTRICT
- BERNALILLO PUBLIC SCHOOLS
- CARLSBAD MUNICIPAL SCHOOL DIST
- CENTRAL CONS SCHOOL DIST 22
- CHAMA VALLEY INDEP SCHOOL DIST
- CUBA HIGH SCHOOL
- CUBA SCHOOL DISTRICT
- DEMING PUBLIC SCHOOL DISTRICT
- DEXTER SCHOOL DISTRICT
- DIOCESE OF GALLUP SCHOOLS
- DURANES ELEMENTARY SCHOOL
- ESTANCIA MUNICIPAL SCHOOL DIST
- EUNICE PUBLIC SCHOOL DISTRICT
- GADSDEN I.S.D.
- GALLUP-MCKINLEY CO SCHOOL DIST
- GARFIELD MIDDLE SCHOOL
- GRANTS HIGH SCHOOL
- GRANTS-CIBOLA COUNTY SCHOOL DISTRICT
- HOBBS MUNICIPAL SCHOOL DIST
- JAL PUBLIC SCHOOLS
- JEMEZ MOUNTAIN SCHOOL DIST 53
- JEMEZ VALLEY PUBLIC SCHOOLS
- LAGUNA ELEMENTARY SCHOOL
- LAGUNA MIDDLE SCHOOL
- LAS CRUCES PUBLIC SCHOOLS
- LAS VEGAS WEST SCHOOL DISTRICT
- LORDSBURG MUNICIPAL SCHOOLS
- LOS PUENTES CHARTER SCHOOL
- LOVING MUNICIPAL SCHOOL DIST
- LOVINGTON MUN SCHOOL DIST 31
- MAGDALENA MUNICIPAL SCHOOLS
- MAXWELL MUNICIPAL SCHOOL DIST
- MISSION AVENUE ELEM SCHOOL
- MOISE MEMORIAL LIBRARY
- MOUNTAINAIR PUBLIC SCH DIST
- NAVAJO PREPARATORY SCHOOL
- NEW MEXICO SCHOOL FOR THE DEAF
- NUESTROS VALORES
- OJO ENCINO DAY SCHOOL
- PENASCO INDEPENDENT SCHOOLS
- POLK MIDDLE SCHOOL
- PORTALES MUNICIPAL SCHOOLS
- RATON PUBLIC SHOOOLS
- RESERVE INDEPENDENT SCHOOLS
- RIO RANCHO PUBLIC SCHOOL DIST
- ROSWELL INDEP SCHOOL DISTRICT
- SAN JUAN DAY SCHOOL
- SANTA FE INDIAN SCHOOL
- SHIPROCK ALTERNATIVE HIGH SCH
- SILVER CONSOLIDATED SCH DIST 1
- SOUTH VALLEY ACADEMY
- TAOS DAY SCHOOL
- TAOS MUNICIPAL SCHOOL DISTRICT
- TO'HAJIILEE-HE COMMUNITY SCH
- TOMASITA ELEMENTARY SCHOOL
- TRUTH OR CONS MUN SCH DISTRICT
- VAUGHN MUNICIPAL SCHOOLS



New York Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$2.3 billion
Number of Sites Visited in New York:	129

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of New York:

New York, NY
<p>An administrator indicated that the school system files for Universal Service Fund support as a consortium, and represents approximately seventy schools and 44,000 students. The administrator indicated that the consortium’s member schools have improved network capabilities as a result of Universal Service Fund support. The administrator stated that the consortium’s headquarters is able to disseminate curricular and administrative resources to the schools, and that member schools can also share resources as they see fit. The administrator indicated that the schools’ Internet access was purchased with Universal Service Funds, and noted that it is an important component of communication among school sites and within the classrooms. The administrator indicated that in the absence of Universal Service Fund support, the school system’s ability to utilize distance learning and to offer professional development to staff would be adversely impacted. The representative noted that it would also be difficult for the school system to remain compliant with the No Child Left Behind Act. The administrator indicated that there are member schools in twenty-two states, and the consortium faces the added challenge of adhering to the requirements of all of these states. In addition, the administrator indicated that the consortium has leveraged Universal Service Fund support to receive other funds and noted that some grants request evidence of the “network infrastructure capability that USAC [gives the schools].” A consultant to the consortium stated that Universal Service Fund support provides a “very positive cycle for other grants,” adding that schools “have to start somewhere, [and Universal Service Fund support] can really help be that catalyst.”</p>

Bronx, NY

The applicant stated that the school would be "closed" in the absence of Universal Service Fund support. The applicant stated that "Catholic schools in New York City are struggling to keep [their] enrollments," and indicated that the technology purchased with Universal Service Funds has made the school more attractive to prospective students. The applicant offered this in direct comparison to a neighboring school, which has more limited technology offerings, and is facing both decreased enrollment and the possibility of closure.

The applicant indicated that the school "would have no technology" in the absence of Universal Service Fund support. The school currently relies on the Internet access and network infrastructure purchased with Universal Service Funds for student instruction, and all classrooms and the library have connectivity as a result of the school's participation in the Universal Service Fund Schools and Libraries program. The applicant indicated that the technology available at the school has "raised accountability for everyone from a communication [standpoint]." The applicant added that the school is also better equipped to deliver educational services to its students and to "meet or exceed" state and federal educational requirements as a result of the technology purchased with Universal Service Funds. In addition, the representative stated that the school received a "library connections grant" for \$125,000.00 to renovate its library. The applicant explained that the grant allowed the school to update its library facility, purchase new print and non-print materials and install workstations. The applicant indicated that an existing network infrastructure was a prerequisite for the grant, and noted that the school's network infrastructure was purchased with Universal Service Funds.

New York, NY

The consultant stated that the school "could not have installed [a] state of the art network" without Universal Service Fund support, and noted that many of the "technology initiatives [at the school] would not have been possible." An administrator stated that Universal Service Fund support enables the school to have Internet access, which allows it to offer "remediation in Math and Language Arts" to its students. The administrator explained that the State of New York requires "academic intervention services [for students who] score a one or a two on state exams." In addition, the administrator indicated that the Archdiocese of New York requires that students within the Archdiocese take the Iowa Test of Basic Skills (ITBS), and that schools provide academic intervention for students scoring below forty on the ITBS. The administrator added that both the State of New York and the Archdiocese of New York will have new requirements that the school must meet during the 2007 school year. The administrator stated, "If [we] didn't have Internet [access, I] don't know where we would be" with regard to meeting these requirements. The administrator noted that technology functions as a "marketing tool," and is increasingly important to prospective parents determining whether to enroll their students. In addition, the administrator described that there are "competitive issues in [the] Catholic school system" and that there are four Catholic schools in East Harlem. The administrator indicated that the presence of these other schools requires that schools "have an edge, [and] better services in order to have a student body," and that Universal Service Fund support has helped the schools create such an "edge."

Albany, NY

A consultant for the school stated that Universal Service Fund support enabled the school to provide Internet access in the classrooms, which helps teachers incorporate resources and technology into the curriculum. The consultant indicated that the school has upgraded its network connection from a T1 line to fiber optic cabling, adding that the improved network connectivity supports the use of educational applications such as Treasures, Waterford, Accelerated Reader, Saxon Math and TerraNova. The consultant noted that the expanded use of educational applications helps teachers identify students' strengths and weaknesses, individualize instruction to better meet the needs of all students, and ensure that students reach the Adequate Yearly Progress goals associated with the No Child Left Behind Act. The consultant added that the district's Adequate Yearly Progress scores have improved by nearly forty points since 2003. In addition, the resources available via the broadband connection purchased with Universal Service Funds also help students meet the educational requirements established by the State of New York. The consultant noted that in the absence of Universal Service Fund support, the school would not be able to afford a network infrastructure to facilitate its educational goals, classrooms would lack telephony services and fewer than fifty percent of the school's computers would have Internet access.

New York, NY

A school official stated that Universal Service Fund support helped the school obtain a technology infrastructure that provides students with a "link to the outside world." The official added that students at the school use the Internet access purchased with Universal Service Funds to conduct research activities, which include research projects on the Civil War and the Poseidon Adventure. The official noted that Universal Serviced Fund support and other technology grants have enabled the school to provide approximately two desktop computers with Internet access in each of its classrooms. The official stated that Universal Service Fund support for Internet access is critical to students' preparation for the New York State Test. The official stated that students at the school prepare for the math and language arts section of the New York State Test by using online resources available on the New York State Department of Education website. The official added that the school uses the results from online assessments to modify lesson plans to meet the educational needs of all of its students.

Bronx, NY

A representative from the school stated that Universal Service Fund support has "totally, unequivocally helped the students in this poorest Congressional district in the United States graduate with the same access to technology and opportunities for learning as those students in the most affluent parts of the country." The representative explained that Universal Service Fund support for Internet access has allowed the school to "open doors for programs like Read 180 that track and quantify students' progress," and added that the Internet also "provides the flexibility for parents to monitor their children's performance." The school recently qualified for a \$75,000.00 grant to support the purchase of a mobile laptop cart. The school representative stated that the grant required that "every classroom be wired for connectivity," and that the school have "adequate servers," both of which were made possible by Universal Service Fund support. The representative stated that the school "couldn't deploy anything [technologically] without the [Universal Service Fund Schools and Libraries] program."

New York Schools and Libraries Visited:

- ACHIEVEMENT ACADEMY CHARTER SCHOOL
- AHI EZER YESHIVA SCHOOL
- ALBANY CITY SCHOOL DISTRICT
- ALBANY PREPARATORY CHARTER SCHOOL
- ALL HALLOWS INSTITUTE SCHOOL
- AMBER CHARTER SCHOOL
- ANDERSON SCHOOL
- BAIS TZIPORAH GIRLS SCHOOL
- BAKER HALL SCHOOL
- BLESSED SACRAMENT SCHOOL
- BLESSED SACRAMENT-ST GABRIEL
- BNOS SPINKA
- BNOS ZION OF BOBOV SCHOOL
- BRIGHTER CHOICE CHARTER FOR BOYS
- BRIGHTER CHOICE CHARTER FOR GIRLS
- BROOME-TIOGA BOCES
- BUFFALO & ERIE CO PUBLIC LIB
- BUFFALO CITY SCHOOL DISTRICT
- CARDINAL HAYES HIGH SCHOOL
- CARDINAL SPELLMAN HIGH SCHOOL
- CATHERINE MCAULEY HIGH SCHOOL
- CHRIST THE KING REGIONAL H S
- CHRIST THE KING SCHOOL
- CHRISTIAN HERITAGE ACADEMY
- COHOES CITY SCHOOL DISTRICT
- CONGREGATION YESHIVA BEIS CHAYA MUSHKA INC.
- CONVENT OF THE SACRED HEART
- EASTCHESTER UN FREE SCH DIST
- EDISON SCHOOL CONSORTIUM
- EDUCATIONAL INSTITUTE OHOLEI TORAH
- EDWIN GOULD ACADEMY-RAMAPO UFSD
- ELBA CENTRAL SCHOOL DISTRICT
- ELMIRA CITY SCHOOL DISTRICT
- ERIE 1 BOCES
- ERIE 2 BOCES
- EZRA ACADEMY
- GENESEE VALLEY/WAYNE FINGER LAKES EDUCATIONAL TECHNOLOGY SERVICE
- GENEVA CITY SCHOOL DISTRICT
- GREATER JOHNSTOWN SCHOOL DISTRICT
- GUARDIAN ANGEL SCHOOL
- GUSTAVUS ADOLPHUS LEARNING CTR
- HARLEM DAY CHARTER SCHOOL
- HAWTHORNE CEDAR KNOLLS U F S D
- HEBREW ACADEMY
- HEBREW ACAD-SPEC CHILDREN
- HILLSIDE CHILDREN'S CENTER SCHOOL
- HOLY CROSS HIGH SCHOOL
- HOLY CROSS SCHOOL
- HOLY NAME OF JESUS SCHOOL
- IMMACULATE CONCEPTION G SCHOOL
- IMMACULATE HEART-MARY SCHOOL
- IONA PREPARATORY SCHOOL
- KINGSTON SCHOOL DISTRICT
- KIPP TECH VALLEY
- LACKAWANNA CITY SD
- LASALLE ACADEMY
- LEAKE & WATTS SERVICES, INC.
- MAGEN DAVID YESHIVA
- MARTIN DE PORRES SCHOOL
- MCQUADE CHILDREN'S SERVICES
- MONROE 2 ORLEANS BOCES
- MOSDOS NEFESH
- MOST HOLY TRINITY SCHOOL
- MOST PRECIOUS BLOOD SCHOOL
- MOUNT CARMEL-HOLY ROSARY SCH
- MOUNT PLEASANT COTTAGE SCHOOL UFSD
- MOUNT VERNON PUBLIC SCHOOLS
- MSGR SCANLAN HIGH SCHOOL
- NATIVITY MISSION SCHOOL
- NEW YORK CITY DEPARTMENT OF EDUCATION
- NEW YORK PUBLIC LIBRARY
- NEW YORK STATE OFFICE OF CHILDREN & FAMILY SERVICES
- NEWBURGH ENLARGED CTY SCH DIST
- NORTHEAST PARENT & CHILD SOCIETY
- ONONDAGA CRTLAND MADISON BOCES
- ORANGE-ULSTER BOCES
- PENN YAN CENTRAL SCHOOL DIST

New York Schools and Libraries Visited:

- PROSPECT PARK YESHIVA SCHOOL
- RANDOLPH ACADEMY SCH DIST
- ROCHESTER CITY SCHOOL DISTRICT
- ROCHESTER PUBLIC LIBRARY
- ROOSEVELT UNION FREE SCHOOL DISTRICT
- SCHENECTADY CITY SCHOOL DIST
- ST AGATHA SCHOOL
- ST ALOYSIUS SCHOOL
- ST ANTHONY'S SCHOOL
- ST ATHANASIUS SCHOOL
- ST CASIMIR REGIONAL SCHOOL
- ST ELIZABETH SETON SCHOOL
- ST FORTUNATA SCHOOL
- ST FRANCES CABRINI SCHOOL
- ST FRANCIS OF ASSISI SCHOOL
- ST GREGORY THE GREAT SCHOOL
- ST JOHNS PREPARATORY SCHOOL
- ST JOSEPH HIGH SCHOOL
- ST JOSEPH SCHOOL FOR THE DEAF
- ST JUDE SCHOOL
- ST LUCY'S SCHOOL
- ST MARY STAR OF THE SEA SCHOOL
- ST MICHAEL SCHOOL
- ST PATRICK'S OLD CATHEDRAL SCHOOL
- ST PETER & PAUL SCHOOL
- ST RAYMOND HIGH SCH FOR BOYS
- ST RAYMOND SCHOOL
- STEUBEN/ALLEGANY BOCES
- SYRACUSE CITY SCHOOL DISTRICT
- TACONIC HILLS CENTRAL SCHOOL DIST
- THE CHILDREN'S STOREFRONT
- THE DELASALLE SCHOOL INCORPORATION
- TIFERES BNOS
- TROY CITY SCHOOL DISTRICT
- UNITED TALMUDICAL ACADEMY
- UTICA CITY SCHOOL DISTRICT
- VALLEY STREAM UN FREE DIST 13
- WESTBURY UNION FREE SCHOOL DISTRICT
- WESTPORT CENTRAL SCH DISTRICT
- WHITE PLAINS PUBLIC SCH DIST
- WYANDANCH UNION FREE DISTRICT
- YESHIVA BERACHEL DAVID
- YESHIVA BNOS AHAVAS ISRAEL
- YESHIVA JESODE HATORAH
- YESHIVA KAVANAS HALEV
- YESHIVA KETANA OF BENSONHURST
- YESHIVA MINCHAS ELUZER
- YESHIVA NESIVOS CHAIM
- YESHIVA OHR TORAH
- YESHIVA RABBI S R HIRSCH SCH
- YESHIVA SHAAREI HATVLUCHA
- YONKERS PUBLIC SCHOOL DISTRICT



North Carolina Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$303.5 million
Number of Sites Visited in North Carolina:	61

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of North Carolina:

Mocksville, NC

A consultant to the school district stated that the district uses Universal Service Fund support as a “fulcrum to get other technology into the district.” The representative explained that Universal Service Fund support is “used as leverage to get individuals donors to match grant funding.” A district representative stated that Universal Service Fund support also helped the district establish a robust network infrastructure. The representative stated that the district placed SmartBoards in every classroom, and added that the district is also able to conduct videoconferences with classes in other countries. The representative stated that the technology purchased with Universal Service Funds “engages students to be more interested in learning, [which] would not be possible without a strong infrastructure.” The representative indicated that Universal Service Fund support also helped the district implement North Carolina Standard Course of Study, a state-approved curriculum. The representative added that he believes that the integration of technology into the curriculum helps to improve students’ performance on standardized tests.

North Wilkesboro, NC

A school district representative stated that the Internet connectivity supported by the Universal Service Fund allows the district to provide students with access to online educational resources. The representative stated that before the district purchased Internet access with Universal Service Funds, it relied upon paper records to track students who transferred from one school to another. The representative stated, “Being able to electronically transfer student information speeds up the transfer process.” The representative stated that the Internet access has also enabled teachers to reference lesson plans posted on LearnNC.org and to access SchoolNotes.com, an educational website where teachers post homework and class notes for students. The representative added that parents use SchoolNotes.com to monitor their children’s homework assignments. In addition, the representative noted that the telephony services purchased with Universal Service Funds improved safety within the district by alerting office staff to issues that arise, and added that parents can leave voicemail messages for teachers during class periods.

Bakersville, NC

A representative from the school district stated that the district has increased its bandwidth and established a wireless Wide Area Network (WAN) as a result of Universal Service Fund support. The representative noted that prior to establishing the WAN, the district's schools were not connected to a district-wide network. The representative stated that the district's geography encompasses two telephony lattices, which presented obstacles to communication prior to the implementation of the WAN. The representative noted that the wireless WAN has allowed the district to connect the northern and southern parts of the county, facilitating improved connectivity and more efficient communication among schools. The representative indicated that the district has also used Universal Service Fund support to implement Voice over Internet Protocol (VoIP) telephony services at the board office and the high school, and hopes to provide these services to all educational sites within the district in the future. The representative stated that in the absence of Universal Service Fund support, the district would struggle to afford Internet access, network equipment and maintenance services.

Swanquarter, NC

A district official stated that Universal Service Fund support for Internet access enables the district's students to use educational resources that would not otherwise be available. The official added that the increased bandwidth purchased with Universal Service Funds will allow the district to begin participating in the North Carolina Window of Information on Student Education next year. The North Carolina Window of Information on Student Education is an electronic student accounting system that is based on the Electronic Student Information System, a web-based software package that provides student and school information management capabilities. The North Carolina Window of Information on Student Education supports the data analysis and reporting requirements of education initiatives such as North Carolina's Accountability program and the No Child Left Behind Act. In addition, the district representative stated that Universal Service Fund support has enabled the district to double its bandwidth. The official stated that the district currently offers connectivity at a speed of 3 Mbps. The official added that prior to receiving Universal Service Fund support, the district relied upon connectivity at a speed of 1.54 Mbps. The official stated that the increased bandwidth purchased with Universal Service Funds has enabled the district to utilize videoconferencing services and access online educational resources that require large amounts of bandwidth. The district representative stated that the Internet access purchased with Universal Service Funds allows the district's students to access state-mandated end of course exams and Computer Skills Tests. The official added that without Universal Service Fund support, the district would not have the bandwidth necessary to administer state-mandated exams to its students online, as required by the State of North Carolina.

Plymouth, NC

A library official stated that the library receives Universal Service Fund support for Internet access, and that library patrons frequently use web-based resources that rely upon this connectivity. The official stated that limited financial resources restrict the regional library's ability to procure updated, hard copy resources. The official stated that the Internet connectivity purchased with Universal Service Funds decreases this burden by allowing the library's patrons to access current information and resources electronically. The official estimated that approximately two thirds of the library's patrons lack access to the Internet at home. The official stated that patrons use the Internet access purchased with Universal Service Funds to participate in online college courses, apply for jobs and access email.

North Carolina Schools and Libraries Visited:

- ANSON COUNTY SCHOOL DISTRICT
- ARAPAHOE CHARTER SCHOOL
- BLADEN COUNTY SCHOOL DISTRICT
- CARTER G. WOODSON SCHOOL
- CASWELL COUNTY SCHOOL DISTRICT
- CATAWBA COUNTY SCHOOL DISTRICT
- CHARLOTTE-MECKLENBURG SCHOOLS
- CHEROKEE COUNTY SCHOOL DIST
- CHESTERFIELD ELEMENTARY SCHOOL
- CLINTON CITY SCHOOL DISTRICT
- COLUMBUS COUNTY SCHOOL DIST
- CRAVEN COUNTY SCHOOLS
- DAVIDSON COUNTY SCHOOL DIST
- DAVIE COUNTY SCHOOL DISTRICT
- DILLARD ACADEMY
- DURHAM ACADEMY
- EDGECOMBE COUNTY PUBLIC SCHOOLS
- ELIZABETH CITY-PASQUOTANK PUBLIC SCHOOLS
- GASTON COUNTY SCHOOL DISTRICT
- GRANVILLE COUNTY SCHOOL DIST
- GREENE COUNTY SCHOOL DISTRICT
- GUILFORD COUNTY SCHOOL DIST
- HALIFAX CO SCHOOL DISTRICT
- HERTFORD COUNTY SCHOOL DIST
- HIGHLAND CHARTER SCHOOL
- HOKE COUNTY SCHOOL DISTRICT
- HYDE COUNTY SCHOOL DISTRICT
- IREDELL-STATESVILLE SCH DIST
- JOHNSTON COUNTY SCHOOL DIST
- LEE COUNTY SCHOOLS
- LEXINGTON CITY SCHOOL DISTRICT
- MARTIN COUNTY SCHOOL DISTRICT
- MAUREEN JOY CHARTER SCHOOL
- MCDOWELL COUNTY SCHOOL DIST
- MITCHELL COUNTY SCHOOL DIST
- NASH ROCKY MOUNT SCHOOL DIST
- NORTHAMPTON COUNTY SCHOOL DIST
- PENDER COUNTY SCHOOL DISTRICT
- PERQUIMANS COUNTY SCHOOL DIST
- PETTIGREW REGIONAL LIBRARY
- PITT COUNTY SCHOOL DISTRICT
- RICHMOND COUNTY SCHOOL DIST
- RIVER MILL ACADEMY
- ROANOKE RAPIDS SCHOOL DISTRICT
- ROBESON COUNTY PUBLIC LIBRARY
- ROBESON COUNTY PUBLIC SCHOOLS
- ROWAN-SALISBURY SCHOOL DIST
- SALEM ELEMENTARY SCHOOL
- SALLIE B. HOWARD CHARTER SCHOOL
- SAMPSON COUNTY SCHOOL DISTRICT
- SCOTLAND COUNTY SCHOOL DIST
- STANLY COUNTY SCHOOL DISTRICT
- SWAIN COUNTY SCHOOL DISTRICT
- THOMASVILLE CITY SCHOOL DIST
- THOMASVILLE MIDDLE SCHOOL
- UNION COUNTY PUBLIC SCHOOLS
- WAKE COUNTY, NORTH CAROLINA PUBLIC SCHOOL SYSTEM
- WAYNE COUNTY PUBLIC SCHOOLS
- WILKES COUNTY SCHOOL DISTRICT
- WILSON COUNTY SCHOOL DISTRICT
- WINSTON-SALEM/FORSYTH CO S D



North Dakota Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$22.3 million
Number of Sites Visited in North Dakota:	16

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of North Dakota:

Bismarck, ND

A school representative stated that the Universal Service Fund Schools and Libraries program has assisted the school in updating and upgrading its network. The representative noted that prior to the receipt of Universal Service Fund support, the school relied upon a network that was unreliable and included exposed cabling that was occasionally cut by lawnmowers. The representative added that the school would still be limited to this unreliable, unstable network if it had not applied for Universal Service Fund support. The school uses its improved network connectivity to prepare students for state and federal exams. The school representative indicated that, since the entity upgraded its network infrastructure, staff members have been able to spend time formerly occupied by troubleshooting technology issues on tasks that directly support students' educational development.

Fort Totten, ND

A representative from the school stated that Universal Service Fund support has benefited the school by making new technology available, enhancing communication and safety throughout the district, and enabling the school to redirect funds toward the purchase of additional technology. The representative stated that the school has also provided Voice over Internet Protocol (VoIP) telephony services to all of its classrooms, which ensures that staff members can contact authorities in the event of an emergency. In addition, the representative noted that Universal Service Fund support for Internet access and telecommunications services has freed up funds that the school has used to hire additional staff members.

Bismarck, ND

A representative from the school district stated that the services purchased with Universal Service Funds have allowed the district to reallocate funds to purchase additional computers and technology. The representative added that Universal Service Fund support has also enabled the district to upgrade its Internet connection, and indicated that the increased speed of connectivity is beneficial when conducting student assessments.

Fargo, ND

A representative of the consortium stated that the consortium "would not be able to do what it does on a state level without Universal Service Fund support." The consortium representative stated that there are only approximately 100,000 students in North Dakota, and that they are spread out in small communities across the state. The consortium representative stated that telecommunications services purchased with Universal Service Funds have been, "a savior for technology advancement...otherwise we would be years behind." Additionally, the consortium representative stated that the distance learning programs made possible by technology purchased with Universal Service Funds have provided students with a wider variety of educational offerings than would otherwise be available, and have "sparked an interest" in many students throughout the state.

The consortium representative added that without Universal Service Fund support, school districts and libraries throughout the State of North Dakota would still rely upon dial-up connections to the Internet because they would not be able to allocate the funding required to pay for high-speed Internet access. In addition, the consortium representative noted that the consortium would realize a 300% increase in costs in the absence of the Universal Service Fund Schools and Libraries program.

Roseglen, ND

A representative from the school stated that Universal Service Fund support has enabled the school to "have Internet access in each one of the classrooms, and have things centrally located where we can deploy a program" through the use of servers. The school representative added that the Wireless Access Points (WAPs), which were purchased with Universal Service Funds, provide mobility that supports the use of the technology.

The school representative stated that many students at the school are extremely shy and lack strong verbal communication skills. The representative added that Universal Service Fund support has enabled the school to provide these students with exposure to technology, and to be "inclusive" rather than "exclusive" in the education of all students, which has helped the school meet the requirements of the No Child Left Behind Act. The representative explained that the technology purchased with Universal Service Funds is allowing special education students to use computers and "do things that are more hands-on," and provided the example of one student becoming "an active learner who is using a computer" as evidence of special education students doing things that were not possible prior to the introduction of technology into the curriculum.

The representative added that Universal Service Fund support has "allowed us to use technology more as an educational tool in the classroom and to be able to access resources outside of the school." A teacher at the school stated that adopting technology is inevitable, and that it requires that teachers change the curriculum more frequently. The teacher stated that even educators are "learning and learning," and added that technology has changed the way he teaches business skills to his students.

North Dakota Schools and Libraries Visited:

- BISMARCK SCHOOL DISTRICT 1
- DICKINSON HIGH SCHOOL
- HAZELTON-MOFFIT-BRADDOCK PUBLIC SCHOOL
- HEBRON PUBLIC SCHOOL
- MANDAREE SCHOOL DISTRICT 36
- MAY-PORT C G PUBLIC SCHOOL
- MOTT -REGENT PUBLIC SCHOOL DISTRICT #1
- ND SCHOOL NET
- SAINT JOHN SCHOOL DISTRICT 3
- SCRANTON SCHOOL
- TATE TOPA ELEMENTARY
- TGU SCHOOL DISTRICT #60
- THEODORE JAMERSON ELEM SCH
- VALLEY ELEMENTARY SCHOOL
- WHITE SHIELD SCHOOL
- WISHEK SCHOOL DISTRICT 19

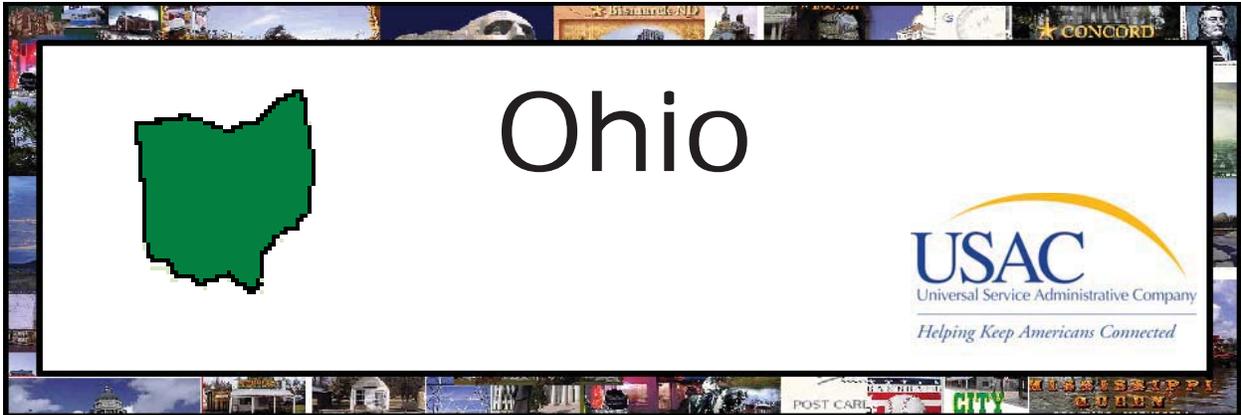


Northern Mariana Islands Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$7.8 million
Number of Sites Visited in Northern Mariana Islands:	1

Here is an example of how the Universal Service Fund has helped schools and libraries in the Northern Mariana Islands:

Saipan, MP
<p>The Universal Service Fund has provided the public schools on the Commonwealth of the Northern Mariana Islands (CNMI)'s three islands, Saipan, Tinian, and Rota, with high-speed Internet access as well as reliable and inexpensive inter-island telephone service. Distance learning is a critical component of the schools' curricula. A lack of trained faculty means that many courses required for graduation, such as literature, algebra, and oceanography are not available in the outlying islands of Tinian and Rota. Students in Tinian and Rota can now enroll in the required courses, which are offered at all three high schools on Saipan, over a T1 line purchased with Universal Service Funds. Prior to receiving Universal Service Fund support, students from the islands of Tinian and Rota were required to live on the island of Saipan to attend high school. Now those students can remain on their islands and attend the high school courses using the distance learning technology. The schools also use distance learning capabilities purchased with Universal Service Funds to interface with schools in Guam, American Samoa, and Hawaii. The islands are poor and most inhabitants are recipients of welfare. The Universal Service Fund Schools and Libraries program provides these disadvantaged students with the same opportunities as their peers on the mainland United States. Students throughout the CNMI have benefited from the resources made available through Internet access and distance learning purchased with Universal Service Funds. A representative from the schools stated, "Other government agencies are jealous of the schools because we have the best and fastest network throughout the islands."</p>

Northern Mariana Islands Schools and Libraries Visited:
- CNMI PUBLIC SCHOOLS/SAIPAN PUBLIC SCHOOLS



Ohio Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$510.2 million
Number of Sites Visited in Ohio:	65

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Ohio:

Canton, OH

A representative stated that the Internet access purchased with Universal Service Funds allows the school to offer a curriculum categorized as “a computer-based program.” The representative stated that the Internet access purchased with Universal Service Funds has allowed the school to thrive, noting that this technology is the school’s “bread and butter” and “critical for our success.” The representative indicated that the Internet access allows the school to offer students a web-based curriculum, using PLATO Learning and Apex Learning, which facilitates their graduation from high school. The representative added that in the absence of Universal Service Fund support, the school would have slower Internet connectivity, the quality of which “may not be as good as we would like it,” making it increasingly difficult for students to complete the curriculum in a timely manner. The representative indicated that the school’s curriculum also has a vocational component, and that students are encouraged to become employed at least ninety days prior to graduation as part of the program. The representative stated that the Internet access purchased with Universal Service Funds plays a critical role in helping students search and apply for jobs.

Alliance, OH

A representative stated, “I can’t tell you enough about how [the Universal Service Fund Schools and Libraries program] has benefited my district.” The representative stated that there is a “battle for equity in education” in the State of Ohio, and that the Universal Service Fund Schools and Libraries program is helping to equalize schools’ technology offerings. The representative added that it is “so wonderful to be able to provide [technology to] our students.” The representative indicated that the receipt of Universal Service Fund support for Internet access, telephony services and internal connections has made equipment and services “cost effective” for the district. The representative stated that Universal Service Fund support is helping the district meet the requirements of the No Child Left Behind Act by providing access to educational resources such as Compass Learning and United Streaming. The representative indicated that the district also delivers training via the Internet access purchased with Universal Service Funds, and that the training helps the district meet professional development requirements associated with the No Child Left Behind Act.

Columbus, OH

A representative from the school stated that the Internet access purchased with Universal Service Funds enables the school to use Electronic Classrooms of Tomorrow, a web-based program that allows teachers to conduct individual student assessments and offer specialized student instruction. The representative stated, "The outcomes now are day and night from what students produced before [the use of the web-based program]. Our attendance rates have improved ten to fifteen percent because students actually want to come to school now." The representative added that the school now encounters "less restraint situations" among its students with mental health issues because the technology has helped them become "more engaged in learning." In addition, the representative stated that the cellular telephony services purchased with Universal Service Funds allow the school's teachers and administrators to remain closely connected in an environment where staff members "need to be able to get a hold of each other right away."

Cleveland, OH

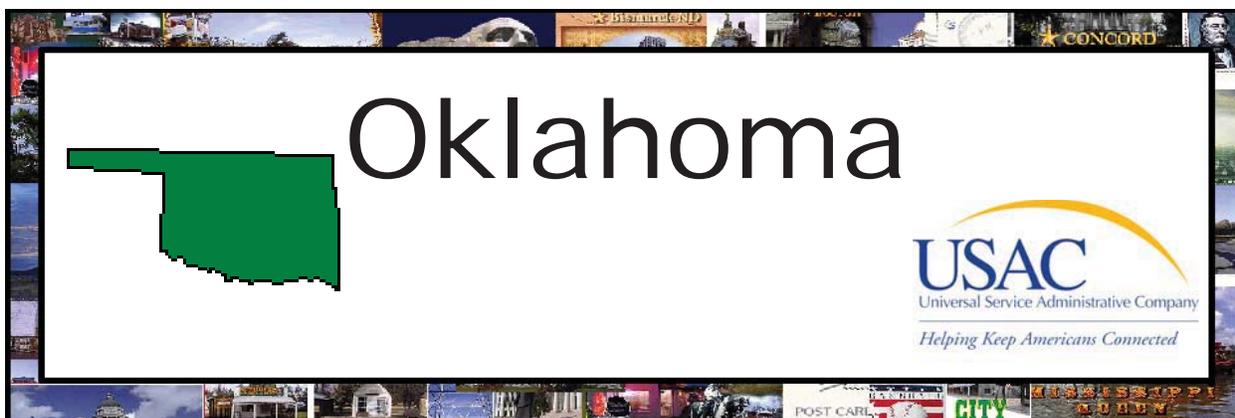
Prior to receiving Universal Service Fund support, the school relied upon three telephones located in its administrative office and was unable to provide computers or Internet access to its classrooms. A representative from the school stated that Universal Service Fund support has enabled the school to redirect funding formerly spent on telecommunications services toward the purchase of additional technology and equipment. The representative stated that the school now has telephones and computers in each of its classrooms, and added that the Universal Service Fund has allowed the school to cover the costs associated with the addition of another teacher to its staff. The representative stated that the network equipment purchased with Universal Service Funds has helped the school meet the requirements of the No Child Left Behind Act by providing students with "access to educational programs," including Accelerated Reader, STAR Math, and Math Facts. The representative added, "Students' test scores have gone up dramatically by using those programs."

Cincinnati, OH

A representative from the school stated that Universal Service Fund support has had a two-fold impact upon the school, in that it has kept tuition affordable while facilitating the formation of strong relationships with other schools in the greater Cincinnati area. The representative indicated that in the absence of Universal Service Fund support, the school would be forced to increase its tuition in order to provide telecommunications services and Internet access to its students, adding that the school has the lowest cost per pupil of any private school in the area. The representative stated that Universal Service Fund support for Internet access is helping the school meet the individual needs of learners, and thereby meet the requirements of the No Child Left Behind Act. The representative added that the Internet connectivity facilitates differentiated instruction that is "efficient, convenient, and of high quality," noting that the caliber of services currently provided by the school is "far beyond what [we] would otherwise be able to provide."

Ohio Schools and Libraries Visited:

- ALLIANCE CITY SCHOOL DISTRICT
- BEAVER LOCAL SCHOOL DISTRICT
- BOARDMAN LOCAL SCHOOL DISTRICT
- CANTON CITY SCHOOL DISTRICT
- CLARK-SHAWNEE SCH DIST
- CLEVELAND CITY SCHOOL DISTRICT
- CLEVELAND HTS-UNIV HTS DIST
- COLUMBIANA CAREER CENTER
- COLUMBIANA EXEMPTED VILLAGE
- COLUMBUS PUBLIC SCHOOLS
- CORRYVILLE CATHOLIC ELEM SCH
- CUYAHOGA COUNTY PUBLIC LIBRARY
- DAYTON CATHOLIC ELEM SCHOOL
- DOHN COMMUNITY SCHOOL
- EAST CLEVELAND CITY SCH DIST
- EAST END COMMUNITY HERITAGE SCHOOL
- EAST LIVERPOOL CITY SCHOOLS
- FRANKLIN LOCAL SCHOOL DISTRICT
- FREMONT CITY SCHOOL DISTRICT
- GALLIA COUNTY LOCAL SCHOOLS
- HAMILTON LOCAL SCHOOL DISTRICT
- HORIZON SCIENCE ACADEMY
- HORIZON SCIENCE ACADEMY
- INDIAN VALLEY SCHOOL DISTRICT
- ISUS TRADE AND TECH PREP OF LIMA
- JEFFERSON TWP LOCAL SCH DIST
- KENSTON LOCAL SCHOOL DISTRICT
- LIFE SKILLS CENTER OF CANTON
- LIMA CITY SCHOOL DISTRICT
- LORAIN CITY SCHOOL DISTRICT
- MAD RIVER LOCAL SCHOOL DIST
- MAHONING COUNTY UNLIMITED CLASSROOM
- MANSFIELD CITY SCHOOL DISTRICT
- METROPOLITAN DAYTON EDUCATIONAL COOPERATIVE ASSOCIATION
- MOSDOS OHR HATORAH CONSORTIUM
- MOUNT HEALTHY CITY SCHOOL DIST
- NEW BOSTON LOCAL SCHOOL DIST
- NEW CHOICES COMMUNITY SCHOOL
- NEW LONDON PUBLIC LIBRARY
- NORTHRIDGE LOCAL S D-DAYTON
- PENTA COUNTY J V S D
- PICKAWAY-ROSS COUNTY J V S D
- PIONEER CAREER & TECH CENTER
- PORTSMOUTH CITY SCHOOL DIST
- SOUTH RANGE LOCAL SCHOOLS
- SPRINGFIELD ACADEMY OF EXCELLENCE
- SPRINGFIELD PREP AND FITNESS ACADEMY
- ST BENEDICT SCHOOL
- ST IGNATIUS SCHOOL
- STRUTHERS CITY SCHOOL DISTRICT
- TALAWANDA CITY SCHOOL DISTRICT
- TEAYS VALLEY LOCAL
- THE ROSEMONT CENTER
- THE HOPE ACADEMY SCHOOL
- THE OHIO DEPARTMENT OF YOUTH SERVICES SCHOOL DISTRICT
- TOLEDO SCHOOL DISTRICT
- TROTWOOD PREP AND FITNESS ACADEMY
- TROTWOOD-MADISON CITY SCH DIST
- URBAN COMMUNITY SCHOOL
- URBAN YOUTH ACADEMY
- VIRTUAL SCHOOLHOUSE INC.
- WARREN CITY SCHOOL DISTRICT
- WC CUPE COMMUNITY SCHOOL
- YOUNGSTOWN CITY SCHOOL DIST
- YOUTH BUILD COLUMBUS COMMUNITY SCHOOL



Oklahoma Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$297.3 million
Number of Sites Visited in Oklahoma:	87

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Oklahoma:

Howe, OK
<p>A representative from the school district stated that Universal Service Fund support has allowed the district to integrate computers and Internet access into the curriculum. The representative indicated that the district is now conducting approximately half of its required assessments online, and noted that the transition to web-based assessments was “seamless” due to the technology purchased with Universal Service Funds. In addition, the representative noted that the district has moved from the fortieth percentile to the ninetieth percentile on some required assessments, and attributed this improved performance to the availability of web-based resources, including Reading First. The representative noted that students are able to access these resources using the Internet access purchased with Universal Service Funds. The representative added that the technology purchased with Universal Service Funds has complemented “tried and true teaching methods” used throughout the district.</p>

Ketchum, OK
<p>A representative indicated that the district has derived significant benefits from Universal Service Fund support for Internet access, internal connections and basic maintenance services. The representative explained that the Oklahoma Department of Education (ODOE) requires all school districts to implement and configure a server that stores student information and assessments, and to share this information with the ODOE electronically. The representative stated that without Universal Service Fund support for basic maintenance services, the district would not have been able to comply with this state requirement. The representative indicated that the ODOE also requires that high school students complete an online assessment in Geography, Biology and Algebra II, and that the district is able to offer these assessments as a result of the Internet access purchased with Universal Service Funds. In addition, the representative stated that the district received Universal Service Fund support for wireline drops which, in conjunction with the Internet access purchased with Universal Service Funds, helped the district to receive Title III funding for desktop and laptop computers in 2002.</p>

Maud, OK

A representative stated, “[This is a] very poor district. Our grade school was built in 1927. There is no way we would have the technology we have [now] without [the Universal Service Fund Schools and Libraries program]. In Oklahoma, school finances are based on the number of students, so being a smaller district means less money. Also, money for technology is based on [the local community’s] bonding capacity, which is very low. It would be a no-win situation without [Universal Service Fund support]. It means the difference between kids having updated technology as opposed to old computers.” The representative indicated that all of the district’s campuses have been wired and connected to a network as a result of Universal Service Fund support, and that there are currently at least two or three computers in each classroom. The representative stated that the technology purchased with Universal Service Funds has helped the district comply with new requirements established by the State of Oklahoma, which require districts to submit student data and conduct assessments online.

Marble City, OK

Universal Service Fund support has enabled the school district to install a high-speed network in all of its member schools and to provide T1 Internet access to all of its classrooms. A representative from the district stated that prior to receiving Universal Service Fund support, the district relied upon a 24 Kbps connection and, as a result, used little or no technology in its classes. Teachers throughout the district can now use mobile laptop carts, SmartBoards, and networked applications including GradeBook and Accelerated Reader to support classroom instruction. The district representative stated that “it’s great” for the students to have access to these resources at school because the surrounding area is “poverty-stricken,” and noted, “most kids have no access to technology at home.” The representative added that the district would “never” have been able to afford its T1 Internet connection without Universal Service Fund support.

Oklahoma City, OK

The cellular telephony services purchased with Universal Service Funds facilitate communication between the school’s teachers and administrators. A representative from the school stated that the school does not have telephones in its classrooms, and that the cellular telephony services are the primary mode of communication among teachers, administrators, and parents. The representative added, “The key to education is parental involvement...the use of the cellular telephones helps teachers in this process.” Teachers from the school are required to conduct home visits to ensure that parents are involved in the education process. The school representative stated that the cellular telephony services purchased with Universal Service Funds help the teachers set up appointments for home visits and stay in contact with parents and administrators. The representative stated that since the school opened in 2001, its students have been recognized by the Oklahoma City School Board as having achieved the highest state-wide test scores in grades six through twelve. The representative stated that he attributes this achievement to the strong communication among the school’s students, parents, and teachers.

Oklahoma Schools and Libraries Visited:

- ACHILLE INDEP SCHOOL DIST 3
- ADA INDEP SCHOOL DISTRICT I 19
- ALLEN PUBLIC LIBRARY
- ALVA INDEP SCHOOL DISTRICT 1
- ATOKA ELEMENTARY SCHOOL
- BELFONTE SCHOOL DISTRICT 50
- BERRYHILL INDEP SCHOOL DIST 10
- BLACKWELL INDEP SCHOOL DIST 45
- BLUEJACKET PUBLIC SCHOOLS
- BOWRING SCHOOL DISTRICT 7
- BOYNTON-MOTON INDEP SCH DIST 4
- BRIGGS SCHOOL DISTRICT 44
- BRUSHY SCHOOL DISTRICT 36
- CADDO-KIOWA AREA VOC-TECH DIST
- CHECOTAH INDEP SCHOOL DIST 19
- CLAYTON INDEP SCHOOL DIST 10
- COLCORD INDEP SCHOOL DIST 4
- COLEMAN INDEP SCHOOL DIST 35
- COMMERCE PUBLIC SCHOOLS
- COOKSON HILLS CHRISTIAN SCHOOL
- CRUTCHO SCHOOL DISTRICT 74
- DAHLONEGAH SCHOOL DISTRICT 29
- DAVIDSON INDEP SCHOOL DIST 9
- DEER CREEK-LAMONT SCH DIST 95
- DENISON SCHOOL DISTRICT 37
- DOVE ACADEMY-KC
- DOVER INDEP SCHOOL DISTRICT
- DRUMRIGHT INDEP SCHOOL DIST 39
- EAGLETOWN INDEP SCHOOL DIST 13
- EL RENO INDEP SCHOOL DIST 34
- ETHEL BRIGGS MEMORIAL LIBRARY
- FARRIS SCHOOL DISTRICT 23
- GEARY INDEP SCHOOL DISTRICT 80
- GLENCOE INDEP SCHOOL DIST 101
- GRANDFIELD SCHOOL DISTRICT 249
- HANNA INDEP SCHOOL DISTRICT 64
- HARDESTY INDEP SCH DISTRICT 15
- HARMONY SCHOOL DISTRICT 21
- HAWORTH INDEP SCHOOL DIST 6
- HENNESSEY INDEP SCHOOL DIST 16
- HOLLIS INDEP SCHOOL DIST 66
- HOWE INDEP SCHOOL DISTRICT 67
- HULBERT PUBLIC SCHOOLS
- JUSTICE ALMA WILSON SEEWORTH ACADEMY
- JUSTUS-TIAWAH SCHOOL DIST 9
- KANSAS INDEP SCHOOL DIST
- KETCHUM INDEP SCHOOL DIST 6
- KIAMICHI AREA VO-TECH DISTRICT
- LAWTON PUBLIC SCHOOL DIST I 8
- LOMEGA INDEP SCHOOL DISTRICT 3
- LOST CITY SCHOOL DISTRICT 17
- MARBLE CITY SCHOOL DIST 35
- MAUD INDEP SCHOOL DISTRICT 117
- MCCURTAIN INDEP SCHOOL DIST 37
- METROPOLITAN LIBRARY SYSTEM
- MIDWAY INDEP SCHOOL DIST 27
- MIDWEST CITY-DEL CITY SCH DIST
- MILBURN INDEP SCHOOL DIST 29
- MILLWOOD INDEP SCHOOL DIST 37
- MOSELEY SCHOOL DISTRICT
- OKARCHE INDEP SCH DISTRICT 105
- OKLAHOMA CITY SCHOOL DIST I-89
- OLNEY INDEP SCHOOL DISTRICT 4
- PARKVIEW SCHOOL FOR THE BLIND
- PAULS VALLEY SCHOOL DIST 18
- PICKETT-CENTER SCHOOL DIST 20
- PONTOTOC TECHNOLOGY CENTER
- POTEAU INDEP SCHOOL DIST 29
- RED OAK INDEP SCHOOL DIST 2
- SHARON-MUTUAL SCHOOL DIST 3
- SOPER INDEP SCHOOL DISTRICT 4
- SPIRO PUBLIC SCHOOLS
- SPRINGER INDEP SCHOOL DIST 21
- SWEETWATER INDEP SCH DIST 15
- TALIHINA INDEP SCHOOL DIST 52
- TIPTON INDEP SCHOOL DISTRICT 8
- TULSA INDEP SCHOOL DISTRICT 1
- VIAN INDEP SCHOOL DISTRICT 2
- WANETTE INDEP SCH DISTRICT 115
- WASHINGTON ELEMENTARY SCHOOL
- WATONGA PUBLIC LIBRARY
- WAURIKA INDEP SCHOOL DIST 23
- WESTERN HEIGHTS SCHOOL DIST 41
- WESTVILLE PUBLIC SCHOOL
- WEWOKA INDEP SCHOOL DISTRICT 2
- WILSON INDEP SCHOOL DISTRICT 7
- WISTER INDEP SCHOOL DIST 49



Oregon Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$100.9 million
Number of Sites Visited in Oregon:	31

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Oregon:

Portland, OR
<p>A representative from the school stated that Universal Service Fund support allows the school's students to use web-based and network-based resources. The representative described the school as a treatment program serving a population of adjudicated adolescents from the State of Oregon with drug and alcohol related issues. The representative stated that the Internet access and network connectivity, available as a result of Universal Service Fund support, permit the school staff and case managers to research comprehensive discharge plans for students as they return to areas throughout the State of Oregon. The representative stated that the staff members' access to online resources greatly improves the students' chances of returning to normal, high-functioning lives following incarceration and treatment by allowing the staff to create a comprehensive support structure.</p> <p>A school official stated that the cabling purchased with Universal Service Funds is used to integrate all computers into a single network, which permits access to shared services. The official indicated that the school is able to maintain a much higher level of communication due to the centralized Internet access, email and telephone connectivity that is available as a result of Universal Service Fund support. The representative stated that the connectivity at the school allows staff members to perform educational assessments during the "intake" process and helps staff to develop Individualized Education Plans (IEPs) tailored to students' needs. The representative indicated that Universal Service Fund support also facilitates students' receipt of General Education Development (GED) diplomas or high school credits, which will allow these students to re-enter mainstream schools at an age-appropriate level or earn a diploma while enrolled at the school.</p>

Troutdale, OR

A school representative stated that the school purchased equipment and services with Universal Service Funds that have helped the school deliver services to its special-needs population. The representative indicated that the school includes a treatment facility for students between thirteen and eighteen, many of whom were recently incarcerated. The representative stated that the equipment and services purchased with Universal Service Funds allow students to maintain their academic standing while in treatment, as well as ties to their families, foster parents, case workers and parole officers. A school administrator indicated that Universal Service Fund support has helped the school to implement more comprehensive record-keeping and student management protocols and to comply with associated state and federal requirements. A school official indicated that communication at the school would be "manual" in the absence of the network infrastructure made possible by the school's receipt of Universal Service Fund support. The official stated that Universal Service Fund support allows the campus to be fully networked, providing connectivity among its various programs and allowing students to complete work and research without the delays associated with limited Internet access and network connectivity. The administrator stated that Universal Service Fund support is "the only funding source that will fund these kinds of services," and that the school "certainly wouldn't have been able to afford the equipment" in the absence of Universal Service Fund support.

Madras, OR

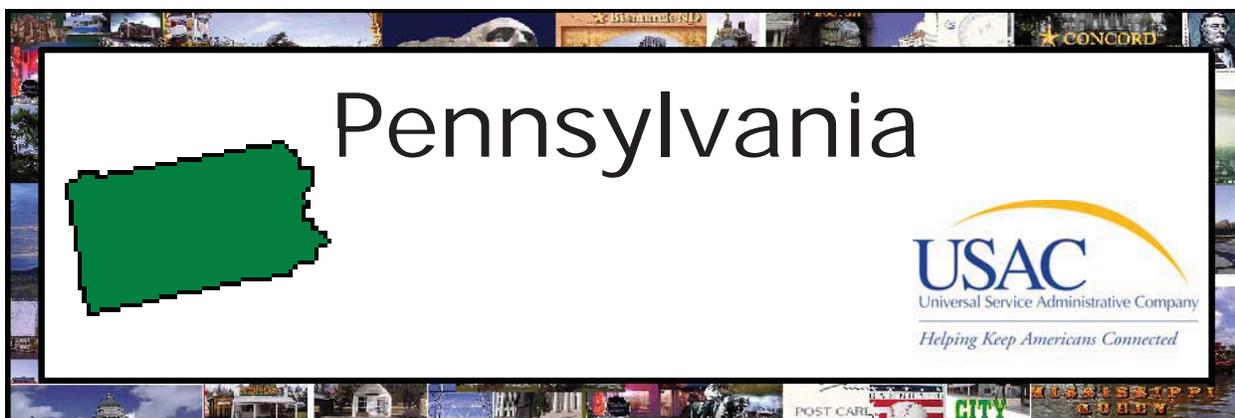
A district representative indicated that the equipment purchased with Universal Service Funds has allowed the district to implement a robust, high-speed network infrastructure that the district would not otherwise have been able to afford. The representative stated that without Universal Service Fund support, the district would be "struggling," and would be unable to access educational applications and the individualized learning plans that are currently central to its educational offerings. The representative indicated that the technology purchased with Universal Service Funds has also helped the district implement educational software, participate in online state assessments and qualify for state funding under the Oregon State Senate Bill 622 provision for the enhancement of telecommunications services in disadvantaged areas.

Saint Helens, OR

A representative stated that Universal Service Fund support for Internet access and telecommunications services has enabled the district to redirect a considerable amount of funding toward classroom instruction and district improvements. In addition, the representative stated that the district has used the telephony services and Internet access purchased with Universal Service Funds to transmit student assessment data to state and federal organizations. A district employee stated that as a result of the services purchased Universal Service Funds, the district has been able to stretch its technology budget, and to maintain and expand its overall student services. The employee added, "If we hadn't had [Universal Service Fund support]...it would have taken away from other parts of the program."

Oregon Schools and Libraries Visited:

- BAKER SCHOOL DISTRICT 5 J
- BEAVERTON SCHOOL DISTRICT 48 J
- BEND/LA PINE SCHOOL DISTRICT 1
- BREAKTHROUGH DRUG & ALCOHOL PROGRAM-DAY TREATMENT
- CORBETT SCHOOL DISTRICT 39
- COUNTERPOINT-RESIDENTIAL/DAY TREATMENT PROGRAM CHILDREN'S CAMPUS AT EDGEFIELD
- CROOK COUNTY LIBRARY
- FOREST GROVE SCHOOL DIST 15
- HAND IN HAND EARLY CHILDHOOD SERVICES
- HILLSBORO SCHOOL DISTRICT 1J
- JEFFERSON CO SCHOOL DIST 509 J
- LA GRANDE PUBLIC LIBRARY
- LANE COUNTY SCHOOL DISTRICT 52
- MORROW COUNTY SCHOOL DIST 1
- MULTNOMAH ED SERVICE DISTRICT
- NORTH BEND SCHOOL DISTRICT 13
- NORTH CENTRAL ED SERVICE DIST
- OREGON DEPARTMENT OF ADMINISTRATIVE SERVICES
- PILOT ROCK SCHOOL DISTRICT 2 R
- PORTLAND PUBLIC SCHOOLS
- PRAIRIE CITY SCHOOL DISTRICT 4
- REDMOND SCHOOL DISTRICT 2 J
- ROSEMONT TREATMENT CENTER AND SCHOOL
- SAINT HELENS SCHOOL DIST 502
- SPRINGFIELD SCHOOL DISTRICT 19
- TRILLIUM FAMILY SERVICES
- WALLOWA PUBLIC LIBRARY
- WEST LINN-WILSONVILLE DIST 3 J
- WESTON PUBLIC LIBRARY
- WILLAMETTE RGNL ED SER DIST
- WOODBURN SCHOOL DISTRICT 103



Pennsylvania Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$563 million
Number of Sites Visited in Pennsylvania:	73

Here are examples of how the Universal Service Fund has helped schools and libraries in the Commonwealth of Pennsylvania:

Claysville, PA
<p>A school district administrator stated that Universal Service Fund support for telecommunications services and Internet access saves the district more than \$40,000.00 a year, and that the level of technology and web-based resources that are available at the district is enhanced by its participation in the Universal Service Fund Schools and Libraries program. A representative from the school district indicated that prior to the receipt of Universal Service Fund support, the district had little technology integration in the curriculum, and noted that teachers can now make use of web-based educational resources, such as United Streaming and Apangea Learning. The representative added that the district is also able to use EdLine, a web-based resource that “connects parents to student grades in real time, allowing parents to increase their role in their child’s academic success.” In addition, students can access Foresight Testing online, and take practice exams to help them prepare for Commonwealth of Pennsylvania exams that are linked to the No Child Left Behind Act. The representative indicated that the district has seen an increase in students’ average proficiency in reading and math from an average of thirty-seven percent to seventy-five percent over the last four years. The representative stated that she attributes this increase in proficiency to the technology purchased with Universal Service Funds.</p>

Scottdale, PA
<p>A representative from the school district stated that the district would be “unable to afford high-speed Internet access in the absence of [Universal Service Fund support],” and added that many web-based educational resources that are utilized by the district would be similarly unavailable. The representative indicated that Universal Service Fund support has allowed the district’s teachers to utilize web-based resources such as PLATO Learning and SkillsTutor, and that these tools allow teachers to administer tests, receive immediate results, identify students’ strengths and weaknesses and create Individualized Education Plans. Universal Service Fund support for Internet access has also enabled the district’s libraries to use web-based databases such as the Pennsylvania Power Library and Infotrac. The representative indicated that the district’s broadband connection has also expanded curricular options through online classes, such as Japanese foreign language.</p>

Philadelphia, PA

A school representative stated that the technology purchased with Universal Service Funds has enabled the school to provide a fast, reliable network infrastructure that can adequately deliver numerous web-based educational resources to the classrooms. The representative indicated that the school was able to develop a distance learning lab as a result of the technology purchased with Universal Service Funds, and that the facility allows the school to enhance students' opportunities through expanded curricular offerings and virtual field trips. The representative stated that the technology purchased with Universal Service Funds has enabled the school to provide access to the Individualized Education Plan (IEP) Writer, a web-based resource that allows educational professionals to create IEPs using common web browsers. The representative noted that the technology "provides a vehicle for teachers to personalize an education and is vital to a student's success." The representative indicated Universal Service Fund support has also allowed the school to provide access to Princeton Review's Homeroom Assessment Center (HAC), a tool that assists charter schools in meeting state-mandated educational standards and standards associated with the No Child Left Behind Act. The representative stated that the assessments that are available on the HAC help students prepare for state-mandated exams, and allow parents to track their children's homework assignments, test results and attendance. The representative added that Universal Service Fund support has enabled the school to redirect funds toward the purchase of end user equipment, such as desktops and mobile carts, and noted that the school "would be in the technological dark ages" in the absence of Universal Service Fund support. The representative stated, "[The school] has been able to close the technology education gap because of [Universal Service Fund support]," and added, "Although the socioeconomic gap for our students is difficult to overcome, the technology education gap is not, thanks to [the Universal Service Fund]."

Chester Township, PA

A school official stated that it is "unbelievable what [we have been] able to accomplish" as a result of Universal Service Fund support, and added that the "overall [technology] exposure to children and families is astronomical." The official indicated that the school has received Universal Service Fund support for telecommunications services, Internet access, internal connections and basic maintenance services. The official stated that "things are happening today that weren't possible" prior to the receipt of Universal Service Fund support. The official indicated that the recent purchase of internal connections with Universal Service Funds enabled the school to "wire the building" and build a network. The official indicated that the broadband Internet access and network infrastructure purchased with Universal Service Funds are used to provide students with access to web-based educational resources, noting that the majority of the students do not have Internet access at home. A school representative added that the technology available at the school makes students "not feel like [they are in] a poverty-stricken area," and "allows them to have the same experiences" as students who attend schools in wealthier areas.

Philadelphia, PA

A representative from the school stated that in the absence of Universal Service Fund support, the school "wouldn't be at this level" with regard to technology, and added that there is "no way the school could come up with the money" to purchase classroom technology otherwise. The representative added that Universal Service Fund support has put technology at the "forefront" of instruction at the school, and that the integration of technology into the classroom would not have been possible without the Universal Service Fund. The representative stated that teachers at the school believe that student attendance has improved because students have become more interested in attending classes following the integration of technology into the curriculum.

Pennsylvania Schools and Libraries Visited:

- ADMIRAL PEARY AVTS DISTRICT
- ALLEGHENY INTERMEDIATE UNIT
- ALLIANCE FOR PROGRESS CHARTER SCHOOL
- AMBRIDGE AREA SCHOOL DISTRICT
- BIG BEAVER FALLS AREA SCH DIST
- BOYERTOWN AREA SCHOOL DISTRICT
- BROADWAY SCHOOL
- CANON-MCMILLAN SCHOOL DISTRICT
- CLEARFIELD AREA SCHOOL DIST
- COMMUNITY ACADEMY OF PHILADELPHIA
- CRANBERRY AREA SCHOOL DISTRICT
- DELAWARE COUNTY LIBRARY SYSTEM
- DEVEREUX - KANNER
- DEVEREUX BENETO BRANDYWINE
- DISCOVERY CHARTER SCHOOL
- DUQUESNE CITY SCHOOL DISTRICT
- EAST LYCOMING SCHOOL DISTRICT
- EINETWORK
- EPHRATA AREA SCHOOL DISTRICT
- ERIE CITY SCHOOL DISTRICT
- FARRELL AREA SCHOOL DISTRICT
- FORT CHERRY SCHOOL DISTRICT
- FRANKLIN TOWNE CHARTER HIGH SCHOOL
- FRIENDSHIP HOUSE SCHOOL
- GATEWAY SCHOOL DISTRICT
- GEORGE JUNIOR REPUBLIC VOCATIONAL SCHOOL
- GLEN MILLS SCHOOLS
- HARRISBURG CITY SCHOOL DIST
- INTERMEDIATE UNIT 06
- JIM THORPE AREA SCHOOL DIST
- JOHNSONBURG PUBLIC LIBRARY
- KENNETT CONSOLIDATED SCHOOL DISTRICT
- LAKE-LEHMAN SCHOOL DISTRICT
- LANCASTER COUNTY CAREER AND TECHNOLOGY CENTER
- LANCASTER SCHOOL DISTRICT
- LEADERSHIP LEARNING PARTNERSHIP CHARTER SCHOOL
- LINE MOUNTAIN SCHOOL DISTRICT
- MAHANOEY AREA SCHOOL DISTRICT
- MARITIME ACADEMY CHARTER SCHOOL
- MARTIN LIBRARY
- MASTERY CHARTER HIGH SCHOOL
- MCGUFFEY SCHOOL DISTRICT
- METHACTON SCHOOL DISTRICT
- MIDLAND BOROUGH SCHOOL DIST
- MULTI-CULTURAL ACADEMY CHARTER SCHOOL
- NORRISTOWN AREA SCHOOL DIST
- NORTHERN TIOGA SCHOOL DISTRICT
- NUEVA ESPERANZA ACADEMY
- PENN HILLS SCHOOL DISTRICT
- PERSEUS HOUSE INCORPORATED
- PHILADELPHIA SCHOOL DISTRICT
- PITTSBURGH SCHOOL DISTRICT
- PORTAGE AREA SCHOOL DISTRICT
- READING SCHOOL DISTRICT
- RICHARD ALLEN PREPARTORY CHARTER SCHOOL
- ROCKWOOD AREA SCHOOL DISTRICT
- RUSSELL BYERS CHARTER SCHOOL
- SCRANTON CITY SCHOOL DISTRICT
- SHENANDOAH VALLEY SCH DISTRICT
- SHIPLEY SCHOOL
- SOUTH ALLEGHENY SCHOOL DIST
- SOUTHMORELAND SCHOOL DISTRICT
- ST THOMAS AQUINAS SCHOOL
- THE PEOPLE FOR PEOPLE CHARTER SCHOOL, INC
- UNIVERSAL INSTITUTE CHARTER SCHOOL
- VILLAGE CHARTER SCHOOL
- VISITATION SCHOOL
- WAKISHA CHARTER SCHOOL
- WARREN LIBRARY ASSOCIATION
- WEST OAKLANE CHARTER SCHOOL
- WEST PHILIDELPHIA ACHEIVEMENT CHARTER ELEMENTARY SCHOOL
- WISSAHICKON CHARTER SCHOOL
- WORLD COMMUNICATIONS CHARTER SCHOOL



Puerto Rico Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$247.7 million
Number of Sites Visited in Puerto Rico:	12

Here are examples of how the Universal Service Fund has helped schools and libraries in the Territory of Puerto Rico:

Guynabo, PR

Prior to receiving Universal Service Fund support, Internet access at the school was limited to its library. A representative from the school stated that Universal Service Fund support has allowed the school to provide Internet access to all of its middle and high school classrooms, as well as two computer labs in its Resource Center. The representative stated that the Internet access is helping the school meet the requirements of the No Child Left Behind Act by ensuring that all students have access to instructional resources and supporting the provision of individualized instruction. A teacher from the school stated that the staff can now tailor instruction to the needs of individual students, including those with learning disabilities. The teacher stated that the technology purchased with Universal Service Funds allows all students to work at their own pace without peer pressure. The Internet connectivity purchased with Universal Service Funds also allows the school to use Power School to manage data related to attendance, grades, schedules, and discipline issues.

Carolina, PR

A representative from the school stated that the Internet access purchased with Universal Service Funds allows the school to offer students dynamic, attractive classes that provide current information in a timely manner. The representative stated that prior to receiving Universal Service Fund support, the school only had Internet access available in its library on one computer. The school currently has a computer lab, a library with five student workstations, and a computer with a television monitor for projection in each classroom. The representative stated that the Internet access purchased with Universal Service Funds allows the school to comply with the requirements of the No Child Left Behind Act, in that it is widely used in the school's classrooms to provide students with opportunities that keep them from "falling behind." A teacher added that the technology helps the school enhance the students' education and better prepare them academically, which is aligned with the goals of the No Child Left Behind Act.

Puerto Rico Schools and Libraries Visited:

- ACADEMIA CRISTO DE LOS MILAGROS
- ACADEMIA SANTA ROSA
- AMERICAN MILITARY ACADEMY
- BIBLIOTECA MUNICIAPL MAYAGUEZ
- BIBLIOTECA PUBLICA HUMACAO
- COLEGIO MARIA AUXILIADORA
- COLEGIO MARIA AUXILIADORA
- COLEGIO PERPETUO SOCORRO
- COLEGIO SAN JOSE ELEMENTAL
- COLEGIO SANTA GEMA
- ESCUELA SUPERIOR CATOLICA BAYAMON
- PUERTO RICO BASEBALL ACADEMY AND HIGH SCHOOL



Rhode Island Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$50.8 million
Number of Sites Visited in Rhode Island:	5

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Rhode Island:

Wood River Junction, RI

Students in the school district use the Internet access purchased with Universal Service Funds to participate in an annual "Reading Across the Curriculum" videoconference with eighteen high schools located throughout the State of Rhode Island. A representative from the district explained that each year, a high school selects a book and hosts a question and answer session with the book's author during the videoconference. The representative added that the district would not be able to participate in Reading Across the Curriculum in the absence of Universal Service Fund support for Internet connectivity. The representative added that the district also uses the Internet access purchased with Universal Service Funds to support the use of Power School and Plato learning applications.

Cranston, RI

With Internet access purchased with Universal Service Funds, the school can provide more options for its severely disabled students to express themselves. Although the equipment and network access are new, teachers are already beginning to see results. Teachers and other staff members use the Internet access to research special needs disorders, as well as techniques for accommodating individual students' needs. Universal Service Fund support has allowed the school to purchase important hardware specifically tailored to the severely disabled; these include touch screens, IntelliPad keyboards, and motion devices for immobile students. Technology purchased with Universal Service Funds has given teachers better access to tools that help stimulate and motivate the students.

Rhode Island Schools and Libraries Visited:
<ul style="list-style-type: none">- CHARIHO SCHOOL DIST- CRANSTON CENTER FOR RETARDED- OCEAN TIDES SCHOOL- PAWTUCKET CITY SCHOOL DISTRICT- PROVIDENCE SCHOOL DISTRICT



South Carolina Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$335.8 million
Number of Sites Visited in South Carolina:	38

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of South Carolina:

Allendale, SC

Due to the fast, reliable network infrastructure purchased with Universal Service Funds, the school district was able to win the Rural Utility Services and 21st Century grants. The Rural Utility Services grant aids schools with the purchase of equipment and subscriptions to support distance learning. The purpose of the 21st Century grant is to provide students with supplemental instruction, including after-school assistance with math skills, reading skills and homework assignments. A representative from the school district stated that without Universal Service Fund support, the district would not be able to afford the same level of technology that it currently has, and added, "The district would have to decide either to reduce the number of teachers to afford Internet access or to eliminate Internet access and keep the same level of teachers." Currently, the school is able to provide its students with Internet access in all of its classrooms, libraries and computer labs. Teachers in the district are now incorporating more information, resources and technology into the curriculum, all of which help students meet the requirements of the No Child Left Behind Act.

Columbia, SC

A representative from the consortium stated that the Internet access and network connectivity purchased with Universal Service Funds allow the consortium to "use state developed technology and reporting tools for school districts' federal funding programs." The representative added that the State of South Carolina's telecommunications network "couldn't survive" without Universal Service Fund support. The representative explained, "The money that schools would have used to utilize state reporting software and technology is now used to buy computers for the classrooms. There's been a shift of local money to fund educational projects." The technology purchased with Universal Service Funds has also helped the school districts in the State of South Carolina meet the requirements of the No Child Left Behind Act by providing students with access to technology that might not otherwise be available, due to the financial limitations in many districts.

South Carolina Schools and Libraries Visited:

- ABBE REGIONAL LIBRARY
- AIKEN COUNTY SCHOOLS
- ALLENDALE COUNTY SCHOOL DIST
- ANDERSON COUNTY SCHOOL DIST 5
- BARNWELL COUNTY SCHOOL DIST 19
- BEAUFORT COUNTY SCHOOL DIST
- BEAUFORT JASPER CAREER CENTER
- BEAUFORT MARINE INSTITUTE
- BOUNDARY STREET ELEM SCHOOL
- CALHOUN COUNTY SCHOOL DISTRICT
- CAMP BENNETSVILLE
- CHESTERFIELD COUNTY SCH DIST
- CLARENDON COUNTY SCHOOL DISTRICT ONE
- COLLETON COUNTY MEMORIAL LIBRARY
- DARLINGTON COUNTY SCHOOL DISTRICT
- FAIRFIELD INTERMEDIATE SCHOOL
- FLORENCE COUNTY SCHOOL DIST 3
- GALLMAN ELEMENTARY SCHOOL
- GEORGETOWN COUNTY SCHOOL DIST
- GEORGETOWN MARINE INSTITUTE
- HORRY COUNTY SCHOOL DISTRICT
- KERSHAW COUNTY SCHOOL DISTRICT
- LEE COUNTY SCHOOL DISTRICT
- LEXINGTON COUNTY SCHOOL DIST 1
- LEXINGTON COUNTY SCHOOL DIST 2
- MANNING EARLY CHILDHOOD
- MANNING JUNIOR HIGH SCHOOL
- MANNING PRIMARY SCHOOL
- MARION COUNTY SCHOOL DIST 1
- MARLBORO COUNTY SCHOOL DIST
- NEWBERRY ELEMENTARY SCHOOL
- ORANGEBURG CONSOLIDATED DISTRICT FIVE
- ORANGEBURG COUNTY SCH DIST 4
- RICHLAND COUNTY SCHOOL DIST 1
- SC DIVISION OF THE CIO
- SC SCHOOL FOR THE DEAF AND THE BLIND
- SUMTER SCHOOL DISTRICT 17
- WILLISTON SCHOOL DISTRICT 29



South Dakota Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$31.3 million
Number of Sites Visited in South Dakota:	24

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of South Dakota:

Avon, SD

A district representative stated that the district has been able to implement a distance learning classroom as a result of Universal Service Fund support. The representative stated that distance learning capabilities have helped the district meet requirements set by the State of South Dakota, as well as those associated with the No Child Left Behind Act, by offering students the opportunity to enroll in classes that would not otherwise be available. The representative indicated that the district's rural location makes it difficult to attract and retain teachers with specialized knowledge and that, in the absence of the technology purchased with Universal Service Funds, the district's curriculum would be limited in subjects including Physics, Sociology, Psychology and Anatomy. The representative stated that the distance learning technology supported by the Universal Service Fund keeps students at the district from "losing out on educational opportunities."

Sioux Falls, SD

A representative from the school stated that in the absence of Universal Service Fund support, the school would be limited in the resources that it could provide to its special education students. Teachers at the school use the Internet access purchased with Universal Service Funds to conduct research for their lesson plans and integrate resources that help them meet the requirements of the No Child Left Behind Act into daily instruction. The school representative indicated that the students served by the school all have special needs, and that the integration of technology into the curriculum is essential to ensuring that they succeed in the classroom and after graduation. A teacher from the school explained that she uses the technology purchased with Universal Service Funds to stage simulations while teaching life skills, such as shopping for groceries. The teacher stated that the simulations allow her students to practice these skills in a learning environment prior to attempting them in the real world, and help them feel more confident in what they have learned.

Mobridge, SD

A representative stated that Universal Service Fund support for telecommunications services allows the district to redirect funding toward the purchase of additional technology equipment for its students. The representative indicated that the district recently purchased an Internet filtering software program with the money saved as a result of Universal Service Fund support. In addition, the representative stated that the district uses the local and long distance telephony services purchased with Universal Service Funds to stay abreast of educational policy requirements and mandates issued by the South Dakota Department of Education.

Waubay, SD

A representative from the school stated that the Universal Service Fund is a "lifesaver" for the school. The representative explained that the school was formerly housed in multiple module trailers that were not connected to each other, but that Universal Service Fund support enabled the school to redirect funding formerly spent on technology to construct a new school building to house all of its students. The representative noted that the school would not have been able to afford the cost associated with constructing a facility large enough to house all of its students in the absence of Universal Service Fund support. In addition, the representative stated that Universal Service Fund support has allowed the school to provide its students with access to web-based resources that act as a link to the "outside world."

Platte, SD

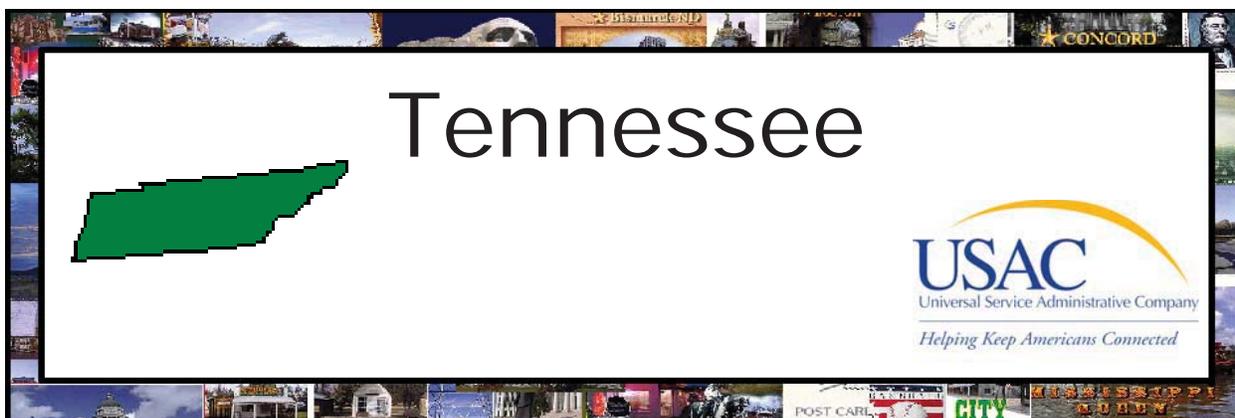
The Internet access purchased with Universal Service Funds has enabled the school district to offer distance learning classes that would not otherwise be available. A representative from the district stated that students at the district's high school are now able to participate remotely in a Spanish course taught by a teacher located approximately two hours from the school. The district also uses the Internet connectivity to access the Dakota Assessment of Content Studies (DACS) tool. The representative explained that the DACS tool allows teachers to assess students' skills by content area and assists educators in modifying lesson plans and tracking student progress. The representative added that for these reasons, Internet access is very important to the district, and that in the absence of the Universal Service Fund, the district would not be able to afford the T1 connectivity that supports the distance learning program and use of the DACS tool.

Salem, SD

Universal Service Fund support has enabled the school district to redirect funding formerly spent on telecommunications services toward the purchase of additional technology. A representative from the district stated that educational funding in the State of South Dakota is limited, and that the district appreciates the availability of Universal Service Fund support for telecommunications services. The district also receives Universal Service Fund support for Internet access under an application filed by the State of South Dakota. The district representative stated that this Internet connectivity has helped the district meet the requirements of the No Child Left Behind Act.

South Dakota Schools and Libraries Visited:

- ARLINGTON SCHOOL DISTRICT 38-1
- AVON SCHOOL DISTRICT 4-1
- BATESLAND ELEMENTARY SCHOOL
- BERESFORD SCHOOL DISTRICT 61-2
- CHILDRENS CARE HOSP AND SCHOOL
- CRAZY HORSE SCHOOL
- EAGLE BUTTE UPPER ELEM SCHOOL
- ENEMY SWIM DAY SCHOOL
- LAKE CENTRAL SCHOOL DIST 39-2
- LITTLE WOUND DAY SCHOOL
- MCCOOK CENT SCHOOL DIST 43-7
- MCLAUGHLIN SCHOOL DIST 15 2
- MID-CENTRAL EDUCATIONAL COOP
- MOBRIDGE SCHOOL DISTRICT 62-3
- MOUNT VERNON SCHOOL DIST 17-3
- RED CLOUD INDIAN SCHOOL
- SOUTH DAKOTA STATE DEPT OF ED
- ST FRANCIS INDIAN SCHOOL
- ST JOSEPH'S INDIAN SCHOOL
- TODD COUNTY SCHOOL DIST 66 1
- WESSINGTON SPRINGS CARNEGIE LIBRARY
- WHITE RIVER SCHOOL DIST 47-1
- WILLOW LAKE SCHOOL DIST 12-3
- WOOD SCHOOL DISTRICT 47-2



Tennessee Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$357.9 million
Number of Sites Visited in Tennessee:	35

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Tennessee:

Sewanee, TN
<p>A school representative stated that the school would be unable to operate without the telecommunications services purchased Universal Service Funds, and added that the telephony services “help keep parents and teachers in touch.” The representative noted that this is particularly important because the school is not a “neighborhood school” and some students travel significant distances to attend the school. The representative stated that the school has been able to implement a broadband connection to the Internet due to its receipt of Universal Service Fund support. In addition, the school redirected its funds saved as a result of its participation in the Universal Service Fund Schools and Libraries program and routed T1 lines throughout the dormitories of the residential campus, enhancing the connectivity available on the campus. The representative indicated that the school provides scholarships and financial aid to students, and that the budget is not “flush with funds.” The representative stated that in the absence of Universal Service Fund support, the school would struggle to reallocate funds in its budget to provide the same level of telecommunications and Internet access services.</p>

Huntsville, TN
<p>A representative from the school district stated that the district recently became one of 235 school systems to be selected as a recipient of the Computer World Honors Program, and that he attributes this distinction in part to the receipt of Universal Service Fund support. The representative indicated that the district received this award for its distance learning efforts, and added that Universal Service Fund support facilitates the district’s efforts to provide distance learning opportunities to students in the rural district. The representative stated that the district has used Universal Service Fund support to enhance its technology budget and noted, “Most small school districts do not have a \$200,000.00 technology budget.” The representative added, “A lot of what we have is because of [Universal Service Fund support].”</p>

Dandridge, TN

A representative indicated that the district has received Universal Service Fund support for Internet access, which it has used to provide students with a number of web-based resources for educational purposes. The representative indicated that the Internet access purchased with Universal Service Funds allows the district to use United Streaming, a video streaming service that provides teachers with educational video clips that are shown in classrooms using projectors and SmartBoards. The representative indicated that teachers also use Net Tracker, a search engine that helps them obtain safe, educational online resources that support students' coursework. The representative stated that the district also uses Think Link, a web-based exam preparation tool, to help students in grades three through eight prepare for state-mandated exams in Math, Science, Reading and Language Arts.

Cleveland, TN

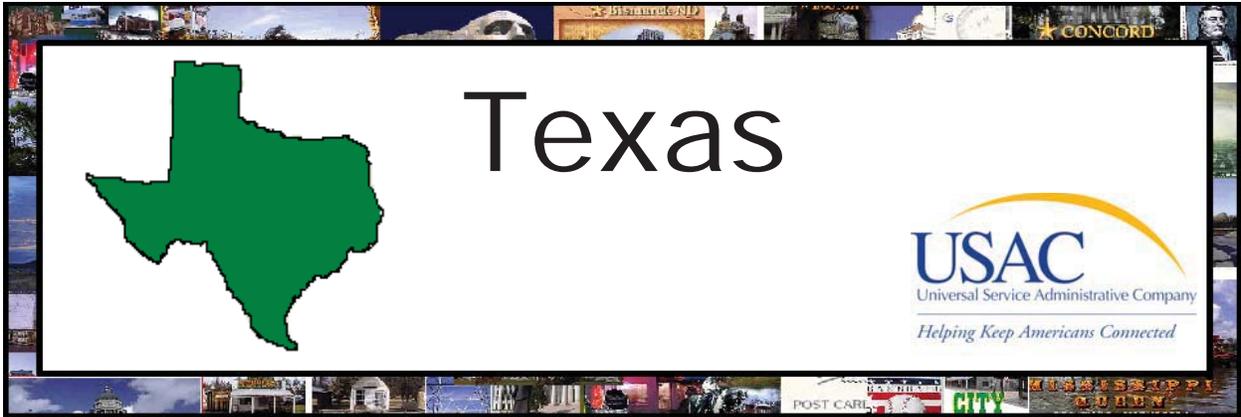
A representative from the school district stated that the district could not afford Internet access in the absence of Universal Service Fund support, and that the high-speed connectivity currently available to students and staff members makes a "huge" impact upon the quality of education throughout the district. In addition, Universal Service Fund support enables the district to redirect funding formerly spent on Internet access toward the purchase of additional technology. The district representative stated that funding redirected in this manner has enabled the district to establish two computer labs with sixty computers each, and to provide teachers with professional development opportunities. An administrator from the district stated that one of the member schools uses the Internet connectivity purchased with Universal Service Funds to provide its students with access to Success Maker. Success Maker helps teachers to accurately assess students' skill levels and create lessons tailored to their abilities. The administrator noted that teachers obtain valuable information from the reports created by Success Maker, and that students enjoy using the technology made possible by the Universal Service Fund.

Selmer, TN

A representative from the school district stated, "Teaching takes place in the classroom, not the library," and indicated that the district plans to implement this philosophy and provide enough workstations in its classrooms to promote a one-to-one student-to-workstation ratio in the next few years. The district representative stated that Universal Service Fund support has enabled the district to redirect funding formerly spent on telecommunications services toward the purchase of additional technology, including workstations, to promote the desired one-to-one student-to-workstation ratio in the classrooms. The district representative added that without Universal Service Fund support, the district "would not have the opportunity to provide Internet access to the schools because it's just not available to rural school districts like ours." In addition, the district representative stated that teachers "love the Internet access purchased with Universal Service Funds," and that the access has enabled the district to "implement an Internet-based curriculum" that includes the use of web-based applications like the United Streaming service. A teacher from the district stated that the technology purchased with Universal Service Funds has helped students in the district meet the requirements of the No Child Left Behind Act by "providing students who may not be very technologically oriented with an opportunity to reinforce and build upon their technological skills."

Tennessee Schools and Libraries Visited:

- ALCOA CITY SCHOOL DISTRICT
- ANDERSON COUNTY SCHOOL DIST
- BEERSHEBA SPRINGS LIBRARY
- BENTON COUNTY SCHOOL DISTRICT
- BLOUNT COUNTY SCHOOLS
- CAMPBELL COUNTY SCHOOL DIST
- CLAIBORNE CO PUBLIC LIBRARY
- CLEVELAND CITY SCHOOL DISTRICT
- ETOWAH CITY SCHOOL DISTRICT
- GREENEVILLE CITY SCHOOLS
- HAMILTON COUNTY SCHOOL DIST
- HARDEMAN COUNTY SCHOOL DISTRICT
- HAYWOOD COUNTY SCHOOL DISTRICT
- HICKMAN COUNTY SCHOOL DISTRICT
- HUMBOLDT CITY SCHOOL DISTRICT
- JACKSON-MADISON COUNTY SCHOOL SYSTEM
- JEFFERSON COUNTY SCHOOLS
- KNOX COUNTY SCHOOL DISTRICT
- LAKE COUNTY SCHOOL
- MAURY COUNTY SCHOOL DISTRICT
- MCNAIRY COUNTY BOARD OF EDUC
- MEMPHIS CITY SCHOOL DISTRICT
- METROPOLITAN NASHVILLE PUBLIC SCHOOLS
- MONROE COUNTY SCHOOL DISTRICT
- MORRISTOWN COVENANT ACADEMY
- MURFREESBORO CITY SCHOOL DIST
- PARIS SPECIAL SCHOOL DISTRICT
- RHEA COUNTY SCHOOL DISTRICT
- SCOTT COUNTY SCHOOL SYSTEM
- SEVIER COUNTY SCHOOL DISTRICT
- SHELBY COUNTY SCHOOL DISTRICT
- ST ANDREW'S-SEWANEE SCHOOL
- TENNESSEE DEPARTMENT OF CHILDREN SERVICES
- TN STATE DEPARTMENT OF EDUCATION
- WILLIAMSON COUNTY SCHOOL DIST



Texas Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$1.78 billion
Number of Sites Visited in Texas:	183

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Texas:

Uvalde, TX

A school representative stated that the school “couldn’t afford to have the [technology infrastructure] we have” without Universal Service Fund support. The representative explained, “We started with a grant from the Texas Education Agency, [which allowed us to build] a skeleton Local Area Network (LAN). With [equipment purchased with Universal Service Funds], we were able to upgrade and expand the capacity of the system.” The representative added that the school “doesn’t have the financial resources to accomplish this” without the Universal Service Fund Schools and Libraries program. The representative indicated that if the school did not receive Universal Service Fund support, the upgrades the school has undertaken would not have been possible, and noted that the network “would be an outdated system.” The representative indicated that the school has been able to use the network infrastructure to run computer-based reading and mathematics programs such as Reading First and PLATO Learning. The representative added that these programs allow the students to work on their reading and mathematics skills and noted that, in turn, they are increasingly able to meet state and federal educational requirements.

Leakey, TX

A representative from the school stated that because of Universal Service Fund support, the school is “able to get equipment we would never [otherwise] be able to afford.” The representative added, “There is no way we could move forward with technology [without Universal Service Fund support].” The representative also indicated that the Universal Service Fund Schools and Libraries program application process requires the development of a Technology Plan, which “causes [the school] to look ahead at our needs and where we’re going” technologically. The representative stated that in the absence of Universal Service Fund support, the school “would not have Virtual Local Area Network (VLAN) capability...no videoconferencing or video streaming [capabilities], and we would not have on-site web hosting or email servers.”

San Elizario, TX

A representative stated that the school district has limited resources, and that Universal Service Fund support helps the district provide "the best technology available" to its students. The representative stated that the technology purchased with Universal Service Funds "brings the world to the students without having to sacrifice educational standards." The representative noted that the State of Texas requires that students in Kindergarten through grade twelve be exposed to a curriculum that includes a technology component. The representative indicated that the No Child Left Behind Act requires that school districts ensure that grade eight students and teachers are knowledgeable in basic end user technology such as computers, and noted that Universal Service Fund support allows the district to offer the technology to its students and teachers that allows them to meet these requirements. The representative indicated that in the absence of Universal Service Fund support, the district would not be able to maintain its current high-speed Internet access, support the same number of simultaneous users on its network or keep up its telephony system. The representative noted that if the district did not participate in the Universal Service Fund Schools and Libraries program, its schools would be forced to share an Internet connection and employees would have to resort to the use of manual communication through memorandums or similar vehicles.

Dallas, TX

A representative stated that Universal Service Fund support has provided "huge" administrative and academic benefits to the school system's distance learning and professional development programs. The representative stated that the school system has implemented a distance learning system that connects ten of its campuses. The representative indicated that this system allows the schools to conduct training, offer distance learning activities and receive remote technical support. The representative stated, "If we did not have our high-speed network, which allows us to run a remote technology support program, we would have to add thirty staff to cover all of our campuses." The representative added that the high-speed Internet access enabled the schools to "increase the amount of content, including full multimedia content, to each and every desktop" computer on each campus, which gives students a "much richer learning environment." A school official added that the schools' students are categorized as "at-risk, with many being parents or responsible for supporting their households...With a half-day [schedule] and low [initial academic] skills, our instructors have to do in four hours [of daily instruction] what many [at traditional schools] could not do in seven. By using a digital curriculum...an online library, and having a lot of computers in each classroom," teachers are able to reach their students and help them succeed academically.

Whitehouse, TX

A representative from the consortium stated that the Universal Service Fund has enabled schools within the consortium's seventeen member districts to acquire Internet access and purchase equipment and services that support the use of technology in the classroom. The representative stated that without the Internet access purchased with Universal Service Funds, the consortium would not have met the minimum requirements associated with the Telecommunications Infrastructure Fund grant used to create its online virtual high school. School districts in the consortium are also beginning to offer online assessments, which many believe will soon become a requirement for all school districts in the State of Texas. The representative stated that all of the consortium's member school districts will be able to meet requirements associated with online testing as a result of the technology purchased with Universal Service Funds.

Texas Schools and Libraries Visited:

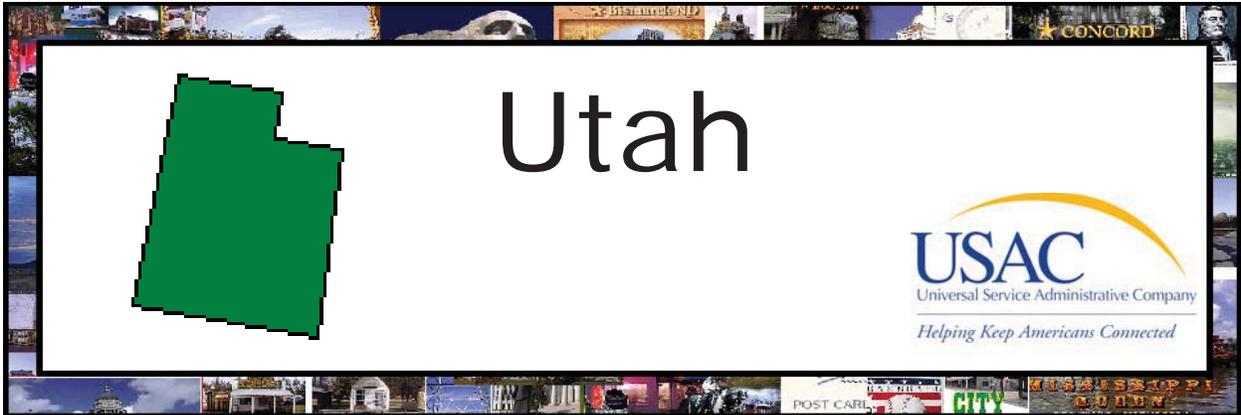
- A.W. BROWN FELLOWSHIP CHARTER SCHOOL
- AMIGOS POR VIDA-FRIENDS FOR LIFE CHARTER SCHOOL
- ANTHONY INDEP SCHOOL DISTRICT
- ARLINGTON INDEP SCHOOL DIST
- AUDRE & BERNARD RAPOPORT ACADEMY
- AUSTIN INDEP SCHOOL DISTRICT
- BANQUETE INDEP SCHOOL DISTRICT
- BEAUMONT INDEP SCHOOL DISTRICT
- BENAVIDES INDEP SCH DISTRICT
- BENJIE'S SPECIAL EDUCATION ACADEMY
- BENJI'S ACADEMY CHARTER SCHOOL
- BIG SPRINGS CHARTER SCHOOL
- BOWIE ELEMENTARY SCHOOL
- BRAZOS INDEPENDT SCHOOL DISTRICT
- BROOKS COUNTY INDEP SCH DIST
- BROWNFIELD INDEP SCHOOL DIST
- BROWNSVILLE PUBLIC LIBRARY
- BRYAN INDEP SCHOOL DISTRICT
- BURLESON INDEP SCHOOL DISTRICT
- CAMERON INDEP SCHOOL DISTRICT
- CANUTILLO INDEPENDENT SCHOOL DISTRICT
- CARRIZO SPGS CONS IND SCH DIST
- CARROLLTON FARMERS BR SCH DIST
- CHILDREN FIRST ELEMENTARY ACADEMY OF HOUSTON
- CHILTON INDEP SCHOOL DISTRICT
- CITY VIEW INDEP SCHOOL DIST
- CLIFTON INDEP SCHOOL DISTRICT
- CLINT INDEP SCHOOL DISTRICT
- COMANCHE INDEP SCHOOL DISTRICT
- COMMERCE ELEMENTARY SCHOOL
- CORPUS CHRISTI INDEP SCH DIST
- COTULLA INDEP SCHOOL DISTRICT
- CROCKETT INDEP SCHOOL DISTRICT
- CROWELL INDEP SCHOOL DISTRICT
- CULBERSON CO-ALLAMORE SCHOOLS
- DE SOTO INDEP SCHOOL DISTRICT
- DEL VALLE INDEP SCHOOL DIST
- DENTON INDEP SCHOOL DISTRICT
- DEW INDEP SCHOOL DISTRICT
- DONNA INDEP SCHOOL DISTRICT
- DRISCOLL INDEP SCHOOL DISTRICT
- DUNCANVILLE INDEP SCHOOL DIST
- EAGLE ACADEMY OF ABILENE
- EAGLE PASS INDEPENDENT SCHOOL DISTRICT
- EDGEWOOD INDEP SCHOOL DISTRICT
- EDINBURG INDEP SCHOOL DISTRICT
- EL PASO INDEP SCHOOL DISTRICT
- EL PASO PUBLIC LIBRARY
- ELM MOTT CENTER
- ELSA PUBLIC LIBRARY
- ENNIS INTERMEDIATE SCHOOL
- EOAC WACO CHARTER SCHOOL
- ETHEL WHIPPLE MEM LIBRARY
- FABENS INDEP SCHOOL DISTRICT
- FALFURRIAS HIGH SCHOOL
- FLORESVILLE INDEP SCHOOL DIST
- FORT HANCOCK INDEP SCHOOL DIST
- FORT WORTH INDEP SCH DISTRICT
- FREDONIA ELEMENTARY SCHOOL
- FREER INDEP SCHOOL DISTRICT
- FRUIT OF EXCELLENCE
- GABRIEL TAFOLLA CHARTER SCHOOL DISTRICT
- GALENA PARK INDEP SCHOOL DIST
- GATEWAY CHARTER ACADEMY
- GAUSE ELEMENTARY SCHOOL
- GCC L R - ATS DISTRICT
- GEORGE GERVIN YOUTH CENTER
- GIRLS AND BOYS PREPARATORY ACADEMY
- GIRLS AND BOYS PREPARTORY ELEMENTARY SCHOOL
- GOLIAD INDEP SCHOOL DISTRICT
- GREGORY-PORTLAND IND SCH DIST
- H. P. MILES JUNIOR HIGH
- HALE CENTER INDEP SCHOOL DIST
- HARLANDALE INDEP SCHOOL DIST
- HARRIS COUNTY PUBLIC LIBRARY
- HEARNE INDEP SCHOOL DISTRICT
- HENDERSON INDEP SCHOOL DIST
- HIDALGO INDEP SCHOOL DISTRICT

Texas Schools and Libraries Visited:

- HIGGS, CARTER, KING GIFTED & TALENTED CHARTER ACADEMY
- HULL-DAISETTA INDEP SCH DIST
- IDEA ACADEMY
- INFORMATION REFERRAL RESOURCE ASSISTANCE ISD
- IRVING INDEP SCHOOL DISTRICT
- JAMIE'S HOUSE CHARTER SCHOOL
- JASPER I.S.D.
- JIM HOGG CO INDEP SCH DISTRICT
- KATY INDEP SCHOOL DISTRICT
- KERENS INDEP SCHOOL DISTRICT
- KILLEEN INDEP SCHOOL DISTRICT
- KINGSVILLE INDEP SCHOOL DIST
- KIPP INC.
- LA JOYA INDEP SCHOOL DISTRICT
- LA PRYOR INDEP SCHOOL DISTRICT
- LA VEGA ELEMENTARY SCHOOL
- LA VEGA HIGH SCHOOL
- LA VEGA INDEP SCHOOL DISTRICT
- LA VEGA INTERMEDIATE H.P. MILES CAMPUS
- LA VILLA INDEP SCHOOL DISTRICT
- LALO ARCAUTE PUBLIC LIBRARY
- LAMAR CONS INDEP SCHOOL DIST
- LAMAR MIDDLE SCHOOL
- LAMPASAS HIGH SCHOOL
- LAREDO PUBLIC LIBRARY-MAIN
- LEGGETT INDEP SCHOOL DISTRICT
- LINDALE INDEP SCHOOL DISTRICT
- LINGLEVILLE INDEP SCHOOL DIST
- LOS FRESNOS CONS IND SCH DIST
- LYFORD INDEP SCHOOL DISTRICT
- MARSHALL ELEMENTARY SCHOOL
- MCALLEN INDEP SCHOOL DISTRICT
- MEDINA INDEP SCHOOL DISTRICT
- MERCEDES INDEP SCHOOL DISTRICT
- MESQUITE INDEP SCHOOL DISTRICT
- MIDWAY INDEP SCHOOL DISTRICT
- MILES INDEP SCHOOL DISTRICT
- MISSION CONS INDEP SCHOOL DIST
- MORTON INDEP SCHOOL DISTRICT
- NACOGDOCHES INDEP SCH DISTRICT
- NORDHEIM INDEP SCHOOL DISTRICT
- NORTH EAST INDEP SCH DISTRICT
- NORTH FOREST ISD
- NORTHSIDE INDEP SCHOOL DIST
- OVERTON INDEP SCHOOL DISTRICT
- PALESTINE INDEP SCHOOL DIST
- PECOS-BARSTOW-TOYAH I S D
- PEP HIGH SCHOOL
- POINT ISABEL INDEP SCH DIST
- PORT ARTHUR INDEP SCHOOL DIST
- PORT ISABEL PUBLIC LIBRARY
- POTEET ELEMENTARY SCHOOL
- PRESIDIO INDEP SCHOOL DISTRICT
- PROGRESO INDEP SCHOOL DISTRICT
- RADIANCE ACADEMY OF LEARNING
- RALLS INDEP SCHOOL DISTRICT
- RAMIREZ COMMON SCHOOL DISTRICT
- RAUL YZAGUIRRE SCHOOL FOR SUCCESS
- RAYMONDVILLE INDEP SCHOOL DIST
- RIO HONDO INDEP SCHOOL DIST
- RISING STAR INDEPENDENT SCHOOL DISTRICT
- ROBSTOWN INDEP SCHOOL DISTRICT
- ROCKSPRINGS INDEP SCHOOL DIST
- ROOSEVELT INDEP SCHOOL DIST
- ROYAL INDEP SCHOOL DISTRICT
- SAN ANGELO INDEP SCHOOL DIST
- SAN ANTONIO INDEP SCHOOL DIST
- SAN AUGUSTINE SCHOOL DISTRICT
- SAN BENITO CONS INDEP SCH DIST
- SAN DIEGO INDEP SCHOOL DIST
- SAN ELIZARIO INDEP SCHOOL DIST
- SAN FELIPE-DEL RIO CISD
- SAN JUAN PUBLIC LIBRARY
- SAN PERLITA INDEP SCHOOL DIST
- SANTA ROSA INDEP SCHOOL DIST
- SEAGRAVES INDEP SCHOOL DIST
- SLIDELL INDEP SCHOOL DISTRICT
- SOCORRO INDEP SCHOOL DISTRICT
- SOMERSET INDEP SCHOOL DISTRICT
- SOUTHSIDE INDEP SCHOOL DIST
- SPRING BRANCH ISD
- SPRINGTOWN INDEP SCHOOL DIST
- ST JOHN BOSCO SCHOOL

Texas Schools and Libraries Visited:

- ST LEO SCHOOL
- ST MARY'S ACADEMY CHARTER SCHOOL
- SUPERNET CONSORTIUM
- TEXANS CAN!
- TEXAS SCHOOL FOR THE BLIND
- TORNILLO INDEP SCHOOL DISTRICT
- TROY INDEP SCHOOL DISTRICT
- TULIA INDEP SCHOOL DISTRICT
- UNITED ISD
- UNIVERSAL ACADEMY
- UVALDE CONS INDEP SCHOOL DIST
- VANGUARD ACADEMY
- VARNETT SCHOOL
- WACO INDEP SCHOOL DISTRICT
- WALNUT SPRINGS INDEP SCH DIST
- WEST EARLY CHILDHOOD CENTER
- WEST ORANGE-COVE CONS SCH DIST
- WEST OSO INDEP SCHOOL DISTRICT
- WILMER HUTCHINS IND SCH DIST
- WOODSON INDEP SCHOOL DISTRICT
- YES COLLEGE PREPARATORY SCHOOL
- YSLETA INDEP SCHOOL DISTRICT



Utah Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$74.3 million
Number of Sites Visited in Utah:	14

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Utah:

Salt Lake City, UT

A representative from the school district stated that if the district had never received Universal Service Fund support, its technology would be “about three years behind.” The representative noted that the district currently has a Gigabit network backbone that allows students and teachers to use online curricular programs and educational streaming videos. The representative added that in the absence of Universal Service Fund support, the district would rely upon a T1 connection to the Internet, and would not be able to make use of the web-based resources that are currently a part of the curriculum. The fast, reliable network infrastructure purchased with Universal Service Funds also allowed the district to meet the technology requirements associated with the receipt of an eMints Grant, which supports the creation of a student-to-computer ratio of two-to-one. In addition, the representative noted that the State of Utah will require all school districts to conduct state-mandated exams online by 2008. The representative stated that Universal Service Fund support enabled the district to begin offering online assessments “years ahead” of the state-wide deadline.

Blanding, UT

A representative from the district stated that Universal Service Fund support enabled the district to deploy an improved network infrastructure. The representative stated that many employees of the district have indicated that they find the new network to be both reliable and efficient. The representative noted that the reliable network infrastructure is particularly noteworthy because the district is located in the “poorest county” in the State of Utah. The district uses the network infrastructure purchased with Universal Service Funds to collect and submit student information to the Utah State Office of Education electronically. In addition, Universal Service Fund support has enabled the district to redirect funding toward the purchase of additional technology that would not otherwise be available, including Voice over Internet Protocol (VoIP) telephones.

Utah Schools and Libraries Visited:

- ANETH COMMUNITY SCHOOL
- BEAVER COUNTY SCHOOL DISTRICT
- DUCHESNE COUNTY SCHOOL DIST
- JORDAN SCHOOL DISTRICT
- JUAN DIEGO CATHOLIC HIGH SCHOOL
- NEBO SCHOOL DISTRICT
- OGDEN SCHOOL DISTRICT
- PROVO CITY SCHOOL DISTRICT
- SALT LAKE CITY SCHOOL DISTRICT
- SAN JUAN COUNTY SCHOOL DIST
- UINTAH COUNTY SCHOOL DISTRICT
- UINTAH RIVER HIGH SCHOOL
- UTAH EDUCATION NETWORK
- WASHINGTON COUNTY SCHOOL DIST



Vermont Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$13.8 million
Number of Sites Visited in Vermont:	7

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Vermont:

Chester, VT
<p>A consultant for the school stated, "In the early years of the [Universal Service Fund Schools and Libraries] program, when Internet access was expensive, [Universal Service Fund support] was instrumental in providing a head start in technology." The consultant stated that, in prior years, Internet access cost the school approximately \$12,000.00 annually, which the school would not have been able to afford in the absence of Universal Service Fund support. The consultant noted that the cost of Internet access for the school has now decreased to approximately \$1,200.00 per year, and that the money saved on telecommunications services and Internet access due to Universal Service Fund support enables the school to purchase other important educational services. The consultant indicated that the district has established a web-based student information system, which parents can use to easily access students' grades and attendance records, and noted that this has increased parental involvement in the education process. The consultant indicated that the district also uses the broadband connection to access United Streaming, a digital video-on-demand service with supplemental educational resources. The Internet access purchased with Universal Service Funds is also used to prepare students for the New England Common Assessment Program (NECAP), which is the result of a collaboration between New Hampshire, Rhode Island and Vermont to build a set of assessments for students in grades three through eight to meet the requirements of the No Child Left Behind Act. The consultant indicated that the district utilizes the Northwest Evaluation Association (NWEA)'s web-based resource, which allows students to take preparatory exams, to prepare students for the NECAP.</p>

Putney, VT
<p>The school representative indicated that Universal Service Fund support for telecommunications services and Internet access is helping the school meet a variety of other technology goals that might not otherwise be attainable. The representative stated that Universal Service Fund support "largely helps a small technology budget be increased," and noted that the reimbursements are redirected to support other technology-related purchases. The representative indicated that the school uses funds from its technology budget to make "infrastructure purchases" such as computers to get "services in kids' hands."</p>

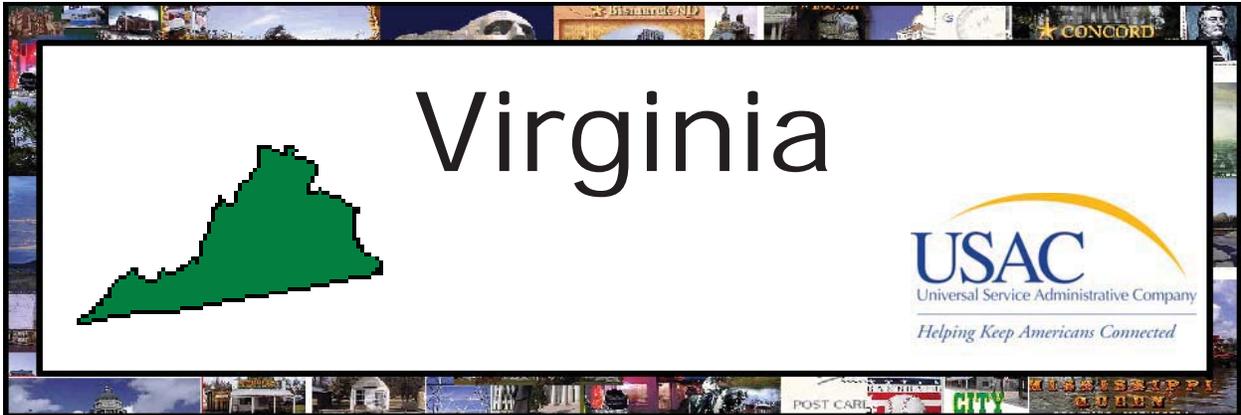
Vermont Schools and Libraries Visited:

- ADDISON NORTHEAST S U 01
- BENNINGTON RUTLAND S U 06
- CHESTER-ANDOVER ELEMENTARY SCH
- CHITTENDEN EAST SUPERVISORY UNION
- LAMOILLE DIST 18 HIGH SCHOOL
- PUTNEY CENTRAL SCHOOL
- TWINFIELD UNION SCHOOL



Virgin Islands Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$24.6 million
Number of Sites Visited in the Virgin Islands:	1

Virgin Islands Schools and Libraries Visited:
- V.I. DEPARTMENT OF EDUCATION



Virginia Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$204.3 million
Number of Sites Visited in Virginia:	41

Here are examples of how the Universal Service Fund has helped schools and libraries in the Commonwealth of Virginia:

Collinsville, VA

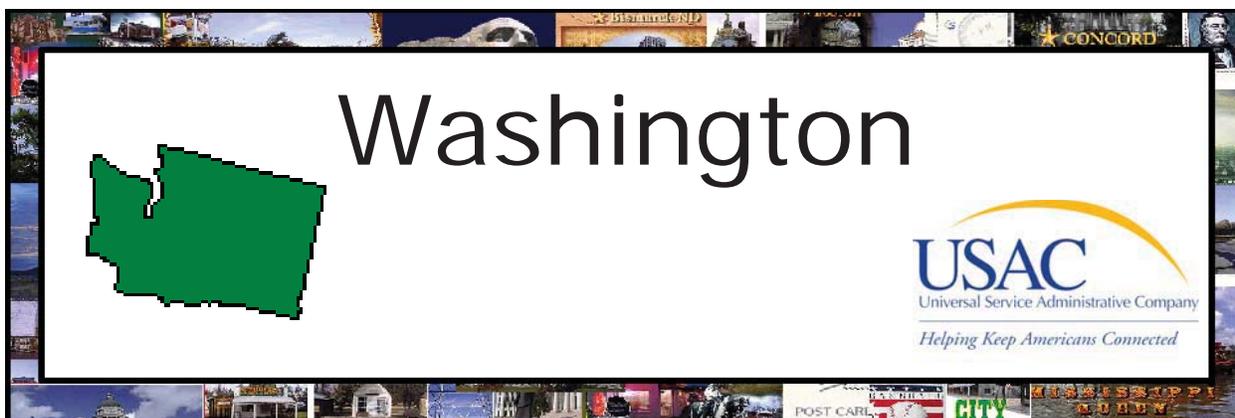
A representative from the school district stated that Universal Service Fund support enabled the district to provide Internet access to its students. The representative stated that the students use the Internet connectivity purchased with Universal Service Funds to access resources and information that might not otherwise be available, including practice assessments that help them prepare for state-mandated exams. Students in the district also use the Internet access purchased with Universal Service Funds to participate in Advanced Placement (AP) classes and college-level courses at the Patrick Henry Community College. The representative noted that the Universal Service Fund also “forces service providers to become more aware of the needs of schools in rural areas,” and indicated that service providers who participate in the Universal Service Fund Schools and Libraries program become “more concerned with student achievement.” The representative stated that the district’s infrastructure is “far ahead” of the districts located in surrounding counties, and that this level of infrastructure would not be in place in the absence of Universal Service Fund support. The district uses its infrastructure to provide professional development opportunities that help its teachers stay “ahead of the learning curve.”

Chatham, VA

A representative from the school district stated that Universal Service Fund support for telecommunications services helped the district facilitate improved, increased communication. The representative noted that the departments that manage maintenance, transportation and information technology for the district make use of cellular telephony services purchased with Universal Service Funds, and that these services help the departments remain in contact during emergency situations. The representative added that the cellular telephony services purchased with Universal Service Funds also allow all member schools in the district to remain in contact when land lines become inoperative, which occurs approximately five times each year.

Virginia Schools and Libraries Visited:

- ACCOMACK COUNTY SCHOOL DIST
- AMHERST COUNTY PUBLIC SCHOOL DIVISION
- ARLINGTON PUBLIC SCHOOL DIST
- BLUE RIDGE SCHOOL
- BRUNSWICK COUNTY SCHOOL DIST
- CHESAPEAKE PUBLIC SCHOOL DIST
- CHESTERFIELD COUNTY PUBLIC SCHOOLS
- CHURCHLAND ACADEMY ELEM SCHOOL
- CUMBERLAND COUNTY PUBLIC LIBRARY
- DANVILLE CITY SCHOOL DISTRICT
- FAIRFAX COUNTY PUBLIC LIBRARY
- FAIRFAX COUNTY PUBLIC SCHOOLS
- FLUVANNA COUNTY SCHOOL DIST
- GLOUCESTER COUNTY SCHOOL DIST
- HAMPTON CITY SCHOOL DISTRICT
- HENRY COUNTY SCHOOL DISTRICT
- HOLY CROSS ACADEMY
- HUNT-MAPP MIDDLE SCHOOL
- MECKLENBURG COUNTY SCHOOL DIST
- MERRIMAC CENTER
- MONTGOMERY CO SCHOOL DISTRICT
- NEW HORIZONS REG ED CENTER
- NORFOLK PUBLIC SCHOOL DISTRICT
- PATRICK COUNTY SCHOOL DISTRICT
- PETERSBURG CITY SCHOOL DIST
- PITTSYLVANIA COUNTY SCH DIST
- RICHMOND PUBLIC SCHOOLS
- ROANOKE COUNTY SCHOOL DISTRICT
- SHENANDOAH COUNTY SCHOOL DIST
- SHENANDOAH PUBLIC EDUCATION NETWORK
- SOUTHAMPTON COUNTY SCHOOL DIST
- SPOTSYLVANIA CO SCHOOL DIST
- STAFFORD COUNTY PUBLIC SCHOOLS
- SUFFOLK CITY SCHOOL DISTRICT
- SURRY COUNTY SCHOOL DISTRICT
- TAZEWELL COUNTY SCHOOL DIST
- TWIN SPRINGS ELEMENTARY SCHOOL
- WATERS MIDDLE SCHOOL
- WAYNESBORO CITY SCHOOL DIST
- WINCHESTER PUBLIC SCHOOLS
- YORK COUNTY SCHOOL DIVISION



Washington Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$169.4 million
Number of Sites Visited in Washington:	35

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Washington:

Tacoma, WA
<p>A school district representative stated that the district's participation in the Universal Service Fund Schools and Libraries program supported the installation of a new Private Branch Exchange (PBX) telephony system in all of the district's schools. The representative stated that Universal Service Fund support also allowed the district to redirect funds toward classroom and curriculum development, as well as the installation of telephones in all classrooms. The representative explained that prior to the receipt of Universal Service Fund support, the district only had telephones in administrative offices, and that several of the district's schools did not have access to the network. The representative indicated that Universal Service Fund support enabled the district to improve the overall level of safety in classrooms and to enhance communication between teachers and students' parents. The representative stated that the telephony systems purchased with Universal Service Funds have helped the district meet state and federal guidelines related to school safety.</p>

Poulsbo, WA
<p>A representative from the school district stated that the district receives Universal Service Fund support for Internet access and telecommunications services. The representative indicated that the district was able to increase its bandwidth as a result of Universal Service Fund support. The representative indicated that Universal Service Fund support has also facilitated the district's reporting of student assessment data to the State of Washington by providing technology that supports the efficient completion of this task.</p>

White Swan, WA

A representative stated that Universal Service Fund support has enabled the district to “have a network.” The representative explained, “There is no way we could afford T1 lines, Cisco switches or fiber connections between our buildings without [Universal Service Fund support]. The money we have saved has allowed us to put more desktop computers in our classrooms for our students.” The representative indicated that the district’s Internet access and network infrastructure, both of which were purchased with Universal Service Funds, allow teachers to conduct online assessments and support web-based student instruction. The representative added that the Internet access and enhanced network have also assisted the district’s teachers in mastering Washington State educational requirements. The representative indicated that the district recently purchased two videoconferencing systems with Universal Service Funds, which will give students an opportunity to learn a foreign language other than Spanish, the only foreign language currently offered. The representative indicated that prior to acquiring the videoconferencing systems, students would have to be transported to an after-school language program forty-five minutes away to learn a foreign language other than Spanish. The representative stated that the three schools in the district are located in small agricultural communities with very few local resources, and noted that the Universal Service Fund Schools and Libraries program has “been a tremendous benefit for us.”

Spokane Valley, WA

When asked how Universal Service Fund support had helped provide improved educational services to the district, a district representative stated, “Where do you start?...[the network infrastructure] has been phenomenal...the infrastructure is in place to support any education strategy you could want.” The representative stated that in the absence of Universal Service Fund support, the quality of the education offered by the district would suffer. The representative explained that the services and equipment purchased with Universal Service Funds are “directly responsible” for the quality of technology, breadth of services, and educational opportunities available to students and administrators in the district.

Royal City, WA

A district representative stated that the district’s “network infrastructure is well-established,” and added, “We are really grateful to the [Universal Service Fund] for helping, because we wouldn’t have been able to [purchase] what we have without it...We have fiber connections between our buildings and to the Internet. [Universal Service Fund support] enabled us to purchase up-to-date, robust equipment that allows online research and testing, which [is] critical because of our remote location. It allows us to have an Internet connection to huge [online] library resources; our kids are spoiled by it. Bandwidth isn’t a problem because of what [Universal Service Fund support] allows. Our telephone system has made communications a lot easier, and we are looking at even more integration in the future.”

The representative added, “It’s amazing. When I got here, thirty years ago, [the community was] agriculture-based, but we had very few migrant kids. Thirty percent of the population was Hispanic, but they were settled and many didn’t speak Spanish at all. It’s only been since the [recent] development of our fruit industry that we have had a big migrant [farm worker] community. We have had to develop a tremendous amount of curricular changes to deal with [English Language Learners]. The technology purchased with Universal Service Funds allows for a lot more understanding and capability.” The representative added that the Internet access and network infrastructure allow teachers to test and monitor students’ progress against state and federal educational standards and requirements.

Washington Schools and Libraries Visited:

- BREWSTER SCHOOL DISTRICT 111
- CENTRAL VALLEY SCH DIST 356
- DAVENPORT SCHOOL DISTRICT 207
- EAST VALLEY SCHOOL DISTRICT 361
- EAST VALLEY SCHOOL DISTRICT 361
- EDMONDS SCHOOL DISTRICT 15
- ELMA SCHOOL DISTRICT 68
- FT VANCOUVER REGIONAL LIBRARY
- GRANDVIEW SCHOOL DIST 200
- HIGHLINE SCHOOL DISTRICT 401
- JACKSON PARK ELEMENTARY SCHOOL
- KENT SCHOOL DISTRICT
- KENT SCHOOL DISTRICT
- LAKE STEVENS SCHOOL DISTRICT 4
- MABTON SCHOOL DISTRICT 120
- MONUMENT ELEMENTARY SCHOOL
- MOSES LAKE SCHOOL DISTRICT 161
- MOUNT ADAMS SCHOOL DIST 209
- NORTH KITSAP SCHOOL DIST 400
- NORTHPORT SCHOOL DISTRICT 211
- OCEAN PARK ELEMENTARY SCHOOL
- OTHELLO SCHOOL DISTRICT 147
- PASCO SCHOOL DISTRICT 1
- QUINCY SCHOOL DISTRICT 144-101
- ROYAL SCHOOL DISTRICT 160
- SEATTLE SCHOOL DISTRICT 1
- SPOKANE SCHOOL DISTRICT 81
- SUNNYSIDE SCHOOL DISTRICT 201
- TACOMA SCHOOL DISTRICT 10
- TOPPENISH SCHOOL DISTRICT 202
- WAHLUKE SCHOOL DISTRICT 73
- WAPATO SCHOOL DISTRICT 207
- WASHINGTON STATE LIBRARY
- WELLPINIT SCHOOL DISTRICT 49
- YAKIMA SCHOOL DISTRICT 7
- YELM COMMUNITY SCHOOLS



West Virginia Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$67.2 million
Number of Sites Visited in West Virginia:	14

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of West Virginia:

Hamlin, WV
<p>The representative stated that Universal Service Fund support enables the district to provide its students with broadband Internet access in the classrooms, and that teachers are now able to incorporate additional information, resources and technology into the curriculum. The representative indicated that many teachers are now experimenting with online resources, including United Streaming, a digital video-on-demand service that provides resources via a large digital video clip library. The representative added that the Internet access purchased with Universal Service Funds also enables teachers to utilize Thinkfinity, a resource intended to increase students' reading skills, as well as SAS inSchool, a credit recovery program that provides teachers the opportunity to participate in web-based professional development.</p> <p>In addition, the district representative stated that the Internet access purchased with Universal Service Funds allows the district to offer Spanish language classes via a distance learning network. The representative noted that distance learning capabilities are particularly important to the district because it has experienced a shortage of qualified foreign language teachers. The representative added that distance learning capabilities allow the district's students to meet the West Virginia Department of Education's standards for foreign language competency. The district also uses web-based resources to administer practice exams for state-mandated tests, such as the West Virginia Educational Standards Tests (WESTEST). The district representative noted that the web-based resources made available by the Internet access purchased with Universal Service Funds have been critical to teachers' ability to adequately prepare students for state-mandated exams. The technology purchased with Universal Service Funds also helped the district qualify for a \$187,000.00 EdTech grant that supported the provision of educational software, end user equipment and professional development.</p>

Charleston, WV

A representative from the school district stated that Universal Service Fund support has helped the district provide Internet access to all of its classrooms. The representative stated that teachers in the district are now incorporating more resources and technology into the curriculum than prior to the receipt of Universal Service Fund support. The broadband connectivity purchased with Universal Service Funds has allowed the district to offer courses that it would not otherwise be able to provide. A representative from the school district stated that the eight high schools in the district are able to offer more classes with fewer teachers because of the resource sharing made possible by the district's distance learning network. The representative stated that the district would not be able to afford a distance learning network, videoconferencing services, or Internet access robust enough to administer online state-mandated assessments in the absence of Universal Service Fund support. The district representative also stated that the telephony services purchased with Universal Service Funds have increased communication among staff members.

Fayetteville, WV

The Internet access purchased with Universal Service Funds has enabled the school district to provide its students with opportunities to take classes online. A representative from the district stated that the district can only afford to hire a limited number of teachers, and that the online classes enable the students to participate in Spanish, Trigonometry, and Advanced Calculus courses that would otherwise not be available. The representative stated that the district currently provides its students and staff with access via fiber optic connectivity, but would be forced to downgrade to a 56 kbps connection in the absence of Universal Service Fund support. In addition, the district representative stated that Universal Service Fund support for cellular telephony services has allowed the district to provide a safer, more secure educational environment. The representative added that prior to receiving Universal Service Fund support the district had a limited number of telephone lines at each of its schools, making it difficult for parents to contact school personnel.

Welch, WV

A representative from the school district stated that without Universal Service Fund support, the district would not be able to afford the T1 connectivity that it uses for videoconferencing, distance learning, and data purposes, and that the current level of connectivity allows the district to align its educational offerings with state-wide "content standards." The representative indicated that the overwhelming majority of the funds available to the district for technology-related expenditures are from either the Universal Service Fund or the State of West Virginia, and that the district would not be able to "improve student achievement" in the absence of Universal Service Fund support. A teacher from the district stated that Universal Service Fund support helps the district's high school students meet the requirements of the No Child Left Behind Act by providing them with access to more resources, including "online resources that are right at their fingertips." The teacher indicated that the students would not have this level of access without the T1 connectivity purchased with Universal Service Funds.

West Virginia Schools and Libraries Visited:

- BERKELEY CO SCHOOL DISTRICT
- CLAY COUNTY SCHOOL DISTRICT
- FAYETTE COUNTY SCHOOL DISTRICT
- HARDY COUNTY PUBLIC LIBRARY
- KANAWHA COUNTY SCHOOL DISTRICT
- LINCOLN COUNTY SCHOOL DISTRICT
- MASON COUNTY SCHOOL DISTRICT
- MCDOWELL CO SCHOOL DISTRICT
- MERCER COUNTY SCHOOL DISTRICT
- MINERAL COUNTY SCHOOL DISTRICT
- RITCHIE COUNTY SCHOOL DISTRICT
- TAYLOR COUNTY SCHOOL DISTRICT
- WEST VIRGINIA LIB COMMISSION
- WEST VIRGINIA STATE DEPT OF ED



Wisconsin Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$206.4 million
Number of Sites Visited in Wisconsin:	18

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Wisconsin:

Wausau, WI

A representative from the school system stated that, from a systems integration standpoint, the Universal Service Fund Schools and Libraries program is very beneficial. The representative indicated that the money the school system has saved through the receipt of Universal Service Fund support allows its schools to purchase additional educational resources, including text books to complement the available technology. The representative added that the school system is a small, private system and any financial assistance the system receives benefits the students.

Sparta, WI

A representative indicated that the district has received Universal Service Fund support for Internet access and telecommunications services, and has been able to redirect funds formerly spent on these services toward the purchase of additional software and end user equipment. The representative stated that the technology purchased with Universal Service Funds allows the district to provide its students and staff with access to resources that enhance the educational experience, including Grade Book and NovaNET. The representative stated that these resources have increased parental involvement in the education process while ensuring that students are adequately prepared for assessments. The representative stated that the district's technology budget would be much smaller if Universal Service Fund support was unavailable, and the district would be unable to support its current bandwidth, limiting the availability of network-based applications. The representative stated that the technology purchased with Universal Service Funds represents savings for the district equivalent to the salaries of thirteen staff members.

Wisconsin Schools and Libraries Visited:

- BELOIT SCHOOL DISTRICT
- BRUCE GUADALUPE COMMUNITY SCH
- COOP ED SERVICE AGENCY 11
- FRANKLIN PUBLIC SCHOOL DISTRICT
- LA CROSSE SCHOOL DISTRICT
- MESSMER HIGH SCHOOL
- MILWAUKEE PUBLIC LIBRARY
- MILWAUKEE PUBLIC SCHOOLS
- NEWMAN CATHOLIC SCHOOLS
- OREGON SCHOOL DISTRICT
- OSSEO-FAIRCHILD SCHOOL DIST
- OUTAGAMIE WAUPACA LIB SYSTEM
- RACINE UNIFIED SCHOOL DISTRICT
- RIVER VALLEY SCHOOL DISTRICT (RVSD)
- SCHOOL DISTRICT OF MARINETTE
- SPARTA SCHOOL DISTRICT
- URBAN DAY SCHOOL
- WISCONSIN RAPIDS SCH DISTRICT



Wyoming Schools and Libraries and the Universal Service Fund	
Funding Commitments since 1998:	Approximately \$15.9 million
Number of Sites Visited in Wyoming:	5

Here are examples of how the Universal Service Fund has helped schools and libraries in the State of Wyoming:

Gillette, WY
<p>A representative from the school stated that Universal Service Fund support enables the school to save approximately \$50,000.00 each year, and to redirect this funding toward the purchase of additional resources for student use, including text books. In the absence of Universal Service Fund support, the school would either have to decrease its teaching staff or eliminate costs associated with purchasing updated textbooks in order to provide students and staff members with the current level of technology. The representative added that the level of safety in the school has improved as a result of the services purchased with Universal Service Funds.</p>

Ethete, WY
<p>A representative from the school district stated that Universal Service Fund support has enabled the district to install a high-speed data infrastructure, which has helped with the deployment of a district-wide online curriculum. The district representative stated that the online curriculum allows teachers to tailor their lessons to the individual needs of each of their students. The representative added that the district also uses the technology purchased with Universal Service Funds to administer online assessments, which helps the district meet the requirements of the No Child Left Behind Act more effectively. The representative stated that in the absence of Universal Service Fund support, the district would not have been able to provide its students with high-speed Internet access or install its current high-speed network infrastructure. The representative stated that without Universal Service Fund support, the district would have to "lay off" two teachers in order to purchase the necessary infrastructure.</p>

Wyoming Schools and Libraries Visited:

- 4-J SCHOOL
- FREMONT CO SCHOOL DISTRICT 14
- FREMONT CO SCHOOL DISTRICT 21
- SWEETWATER COUNTY LIBRARY SYS
- WESTON COUNTY SCHOOL DIST 7