

RECIPIENT NAME:TINCAN

AWARD NUMBER: 53-43-B10005

DATE: 04/04/2014

OMB CONTROL NUMBER: 0660-0037

EXPIRATION DATE: 6/30/2015

### ANNUAL PERFORMANCE PROGRESS REPORT FOR SUSTAINABLE BROADBAND ADOPTION

#### General Information

<b>1. Federal Agency and Organizational Element to Which Report is Submitted</b> Department of Commerce, National Telecommunications and Information Administration	<b>2. Award Identification Number</b> 53-43-B10005	<b>3. DUNS Number</b> 133872619
<b>4. Recipient Organization</b> TINCAN 1317 West Second Ave., Spokane, WA 99201		
<b>5. Current Reporting Period End Date (MM/DD/YYYY)</b> 12-31-2013	<b>6. Is this the last Annual Report of the Award Period?</b> <input checked="" type="radio"/> Yes <input type="radio"/> No	
<b>7. Certification: I certify to the best of my knowledge and belief that this report is correct and complete for performance of activities for the purposes set forth in the award documents.</b>		
<b>7a. Typed or Printed Name and Title of Certifying Official</b>  Karen Michaelson  Executive Director	<b>7c. Telephone (area code, number and extension)</b> 509-744-0972	<b>7d. Email Address</b> kmichaelson44@gmail.com
<b>7b. Signature of Certifying Official</b> Submitted Electronically	<b>7e. Date Report Submitted (MM/DD/YYYY):</b> 04-04-2014	

PROJECT INDICATORS																																																
<p><b>1. Does your Sustainable Broadband Adoption (SBA) project foster a particular broadband technology or technologies? If so, please describe this technology (or technologies) (600 words or less).</b>                      We do not utilize a particular broadband technology. We encourage the use of computers, mobile devices, and any technology that makes broadband interesting and accessible to the populations we serve. We have increasingly included video technologies in our training, as these have become more accessible to the general public.</p>																																																
<p><b>2a. Please list all of the broadband equipment and/or supplies you have purchased during the most recent calendar year using BTOP grant funds or other (matching) funds, including any customer premises equipment or end-user devices. If additional space is needed, please attach a list of equipment and/or supplies. Please also describe how the equipment and supplies have been deployed (100 words or less).</b></p> <table border="1"> <thead> <tr> <th>Manufacturer</th> <th>Item</th> <th>Unit Cost per Item</th> <th>Number of Units</th> <th>Narrative description of how the equipment and supplies were deployed</th> </tr> </thead> <tbody> <tr> <td>none</td> <td>none</td> <td>0</td> <td>0</td> <td>none</td> </tr> <tr> <td colspan="2"><b>Totals</b></td> <td>0</td> <td>0</td> <td></td> </tr> </tbody> </table> <p style="text-align: center;"> <input type="button" value="Add Equipment"/> <input type="button" value="Remove Equipment"/> </p>					Manufacturer	Item	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed	none	none	0	0	none	<b>Totals</b>		0	0																														
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<p><b>2b. To the extent you distribute equipment/supplies to beneficiaries of your project, please describe the equipment/supplies you distribute, the quantities distributed, and the specific populations to whom the equipment/supplies are distributed (600 words or less).</b>                      Computer equipment is distributed to partner organizations, not directly to beneficiaries. Direct beneficiaries use the equipment at partner sites.</p>																																																
<p><b>3. For SBA access and training provided with BTOP grant funds, please provide the information below. Unless otherwise indicated in the instructions, figures should be reported <u>cumulatively</u> from award inception to the end of the most recent calendar year. For each type of training (other than open access), please count only the participants who <u>completed</u> the course.</b></p> <table border="1"> <thead> <tr> <th>Types of Access or Training</th> <th>Number of People Targeted</th> <th>Number of People Participating</th> <th>Total Training Hours Offered</th> </tr> </thead> <tbody> <tr> <td>Open Lab Access</td> <td>188,721</td> <td>624,807</td> <td>0</td> </tr> <tr> <td>Multimedia</td> <td>188,721</td> <td>5,391</td> <td>14,561</td> </tr> <tr> <td>Office Skills</td> <td>188,721</td> <td>74</td> <td>74</td> </tr> <tr> <td>ESL</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>GED</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>College Preparatory Training</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Basic Internet and Computer Use</td> <td>188,721</td> <td>2,364</td> <td>3,417</td> </tr> <tr> <td>Certified Training Programs</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Other (please specify):</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td><b>Total</b></td> <td>754,884</td> <td>632,636</td> <td>18,052</td> </tr> </tbody> </table>					Types of Access or Training	Number of People Targeted	Number of People Participating	Total Training Hours Offered	Open Lab Access	188,721	624,807	0	Multimedia	188,721	5,391	14,561	Office Skills	188,721	74	74	ESL	0	0	0	GED	0	0	0	College Preparatory Training	0	0	0	Basic Internet and Computer Use	188,721	2,364	3,417	Certified Training Programs	0	0	0	Other (please specify):	0	0	0	<b>Total</b>	754,884	632,636	18,052
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<p><b>4. Please describe key economic and social successes of your project during the past year, and why you believe the project is successful thus far (600 words or less).</b>                      Tincan has been successful in developing the broadband capabilities of over 120 small businesses who have taken workshops in how to use the Internet to build business viability. In addition, we offer a broad variety of workshops to individuals to help them with job seeking and personal development. The numbers attending workshops have grown, and many workshops are being offered by user request. A agencies serving the unemployed and home less population send clients to us for both job search and basic computer literacy. We have assisted dozens of people in learning online job searching, filling out applications for employment online, and filling out FAFSA forms so they can attend community college training programs. Because many low income people do not realize that even entry level jobs at a neighborhood gas station require an online application, they are seriously handicapped in applying for jobs if they are unfamiliar with the online environment. We have expanded training to community sites. To help partner sites continue training after the funding period, we have provided each of them with a mobile presentation kit that includes hardware, software, and a small</p>																																																

projector, all of which fit into a briefcase size unit. This will allow them to take training to small sites in their neighborhoods, such as churches, food distribution centers, and meetings of community groups.

**5. Please estimate the level of broadband adoption in the community(ies) and/or area(s) your project serves, explain your methodology for estimating the level of broadband adoption, and explain changes in the broadband adoption level, if any, since the project began.**

<p><b>5a. Adoption Level (%):</b></p>	<p><b>Narrative description of level, methodology, and change from the level at project inception (600 words or less).</b></p>
<p>0</p>	<p>There is currently no concrete data on adoption levels in the Spokane area, nor are ISP's willing to provide information about annual adoption levels. We did not propose to track this in our proposal. We proposed to track actual subscribers that we can document rather than estimating a broad percentage that we cannot verify.</p>

**6. Please describe the two most common barriers to broadband adoption that you have experienced this year in connection with your project. What steps did you take to address them (600 words or less)?**

1. As we have noted in the past, the primary barrier to broadband adoption remains the cost of subscription. Solution: We have established a link to Comcast's low cost subscriber program, and are working on a relationship with CenturyLink. The limitation of these programs is that participation is based on having a child in school on the free lunch program, leaving young parents, the elderly, and large numbers of the low income population without low cost access. 2. The second reason is lack of experience with the value of broadband. Solution: Our training programs, especially job hunting, are introducing the target audience to the value of broadband.

**7. To the extent that you have made any subcontracts or sub grants, please provide the number of subcontracts or sub grants that have been made to socially and economically disadvantaged small business (SDB) concerns as defined by section 8(a) of the Small Business Act, 15 U.S.C. 647, as modified by NTIA's adoption of an alternative small business size standard for use in BTOP. Please also provide the names of these SDB entities. (150 words or less)**  
n/a

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

1. Getting people past their fears is just as important as the technical training.
2. Don't underestimate the value of one-to-one training; for some it is needed to break down barriers.
3. Tailor your trainings to your audience.
4. The number of users reported reflects the level of buy-in and commitment of the partner organization's leadership. That buy-in is essential for effective implementation.
5. The broader the topic, the more successful the training.
6. Anything more than an hour usually not as successful.
7. People benefit from real world examples in the training, not just hearing about techniques.
8. Hands on only works if people have the basic skills to use it; it needs to happen before specific trainings in areas such as FaceBook.
9. There are differences in working with differing age groups "for teens it is 'take it down'; for seniors it is 'put it up'"
10. Creating a conversation among participants brings up questions that are beneficial for all the group. People are asking questions that others do not know how to ask or that they need to ask.
11. Its important to find out what a participant's skill level is when teaching, to be able to adjust terminology.
12. Simplifying words and using non technology analogies to explain how to use the internet.
13. Small sized workshop are more effective (5-10 people).
14. Many who called to register for workshops needed advice on where to start.
15. Many participants attended out of need rather than interest. The need to update skills for work, their own business or in looking for new employment. This puts the burden on the instructor to engage participants.
16. After attending a workshop participants would use the public lab to practice what they learned and they were able to ask follow-up questions there..