

ANNUAL PERFORMANCE PROGRESS REPORT FOR SUSTAINABLE BROADBAND ADOPTION

General Information

1. Federal Agency and Organizational Element to Which Report is Submitted Department of Commerce, National Telecommunications and Information Administration	2. Award Identification Number 55-43-B10539	3. DUNS Number 080490584
4. Recipient Organization UNIVERSITY OF WISCONSIN SYSTEM 432 N LAKE ST, MADISON, WI 537061415		
5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2012	6. Is this the last Annual Report of the Award Period? <p style="text-align: center;"> <input type="radio"/> Yes <input checked="" type="radio"/> No </p>	
7. Certification: I certify to the best of my knowledge and belief that this report is correct and complete for performance of activities for the purposes set forth in the award documents.		
7a. Typed or Printed Name and Title of Certifying Official Camille Lore	7c. Telephone (area code, number and extension)	
	7d. Email Address Camille.Lore@uwex.edu	
7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 02-13-2013	

PROJECT INDICATORS																																																
<p>1. Does your Sustainable Broadband Adoption (SBA) project foster a particular broadband technology or technologies? If so, please describe this technology (or technologies) (600 words or less).</p> <p>The Building Community Capacity through Sustainable Broadband Adoption project does not foster one particular broadband technology over another. While we advocate for the build out of high capacity fiber to connect the community anchor institutions, our project is about increasing the effective use of broadband by communities, residents, businesses and public and civic institutions.</p>																																																
<p>2a. Please list all of the broadband equipment and/or supplies you have purchased during the most recent calendar year using BTOP grant funds or other (matching) funds, including any customer premises equipment or end-user devices. If additional space is needed, please attach a list of equipment and/or supplies. Please also describe how the equipment and supplies have been deployed (100 words or less).</p> <table border="1"> <thead> <tr> <th>Manufacturer</th> <th>Item</th> <th>Unit Cost per Item</th> <th>Number of Units</th> <th>Narrative description of how the equipment and supplies were deployed</th> </tr> </thead> <tbody> <tr> <td>n/a</td> <td>n/a</td> <td>0</td> <td>0</td> <td>no equipment was deployed</td> </tr> <tr> <td colspan="2">Totals</td> <td>0</td> <td>0</td> <td></td> </tr> </tbody> </table> <div style="text-align: center; margin-top: 10px;"> Add Equipment Remove Equipment </div>					Manufacturer	Item	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed	n/a	n/a	0	0	no equipment was deployed	Totals		0	0																														
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<p>2b. To the extent you distribute equipment/supplies to beneficiaries of your project, please describe the equipment/supplies you distribute, the quantities distributed, and the specific populations to whom the equipment/supplies are distributed (600 words or less).</p> <p>no equipment was distributed</p>																																																
<p>3. For SBA access and training provided with BTOP grant funds, please provide the information below. Unless otherwise indicated in the instructions, figures should be reported <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.</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>458,862</td> <td>5,620</td> <td>0</td> </tr> <tr> <td>Multimedia</td> <td>173,975</td> <td>368</td> <td>606</td> </tr> <tr> <td>Office Skills</td> <td>45,365</td> <td>84</td> <td>169</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>460,679</td> <td>2,610</td> <td>8,414</td> </tr> <tr> <td>Certified Training Programs</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Other (please specify): various meaningful use</td> <td>130,416</td> <td>6,609</td> <td>14,145</td> </tr> <tr> <td>Total</td> <td>1,269,297</td> <td>15,291</td> <td>23,334</td> </tr> </tbody> </table>					Types of Access or Training	Number of People Targeted	Number of People Participating	Total Training Hours Offered	Open Lab Access	458,862	5,620	0	Multimedia	173,975	368	606	Office Skills	45,365	84	169	ESL	0	0	0	GED	0	0	0	College Preparatory Training	0	0	0	Basic Internet and Computer Use	460,679	2,610	8,414	Certified Training Programs	0	0	0	Other (please specify): various meaningful use	130,416	6,609	14,145	Total	1,269,297	15,291	23,334
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<p>4. Please describe key economic and social successes of your project during the past year, and why you believe the project is successful thus far (600 words or less).</p> <p>In part we gauge our social and economic impact on what we hear from those we have served. Here are what several have told us:</p> <p>A Librarian from Platteville who is teaching classes at her branch related this exchange, "One of my students is taking computer classes to help her with her work and her job search. After one class, she was lamenting how little she felt that she knew about computers still, and then she mentioned that she was going to go home and email her sister about it. However, a month ago this student had not used email and didn't have her own email account, and now she was able to send emails on her own at home! Although she still felt that she didn't know much, she clearly had been learning and practicing her new skills."</p> <p>A participant from our Wausau program wrote, "I want to thank you for helping me to understand the computer. I ran a business with several spiral notebooks."</p>																																																

A participant from a Power Point class said, "Loved this class (best one yet) ... I learned a lot + had lots of fun!" "So happy they are having these classes – something I was hoping for for a long time," said another from a Picsa class.

In addition to specific successes with individuals or organizations our project has seen the following more general successes:

- All five of our demonstration communities are committed to continuing the work begun during this project through additional investments in community education and outreach.
- We published two guides illustrating two models as options for Wisconsin communities to address their broadband needs: a guide on community area networks and a guide for building subscribership.
- We produced three additional videos on broadband needs, uses, and economic impact in Northern Wisconsin based on interviews of local residents. These videos have been viewed about 140 times.

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

5a. Adoption Level (%):	Narrative description of level, methodology, and change from the level at project inception (600 words or less).
83	<p>We estimate an average adoption level of 83% in our demonstration communities which includes individuals that access broadband exclusively through smart phones. This estimate is based on initial analysis of a consumer phone survey and supported by the other components of our evaluation work including focus groups and a web survey. For the consumer phone survey we partnered with the state-wide broadband telephone survey and have paid for over-sampling in each of our five demonstration communities to yield statistically valid results for the counties that make up our demonstration communities. These baseline version of this survey was completed in early 2011. We have completed the over-sampling portion on a follow-up survey and are waiting completion of the statewide portion. This survey determined the percentage of households that subscribed to internet and the type of internet connection (DSL, cable modem, dial up, etc.). In the analysis of the baseline statewide data, adoption level was determined by excluding households with no internet or with dial-up. We have followed the same analysis to determine the adoption level in our demonstration communities.</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)?

The two most common barriers to adoption that we've encountered are (1) not understanding the relevancy and (2) not having access. When relevancy is a barrier non-adopters do not recognize broadband enabled technologies as having value in their individual lives. Access is a barrier when broadband is not physically available to non-adopters or they do not have the economic means to pay for broadband services.

Several residents of Northern Wisconsin commented on these barriers during interviews on needs, uses, and the economic impact of broadband in their communities. One said, "Some of my friends just, they won't even try, you know they have really no interest in learning. I think it's an age thing. You know the older people I know they really are very reluctant to start. They think they're too old to learn. And I started probably when I was early 50's. So, it's not that difficult, I don't think anymore, once you get the basic knowledge it's pretty easy." Another had this to say on her experience with a barrier in access, "I'd like to be more on the World Wide Web to really research and do other things, but like I said at this point in time, it is so slow, that for me to even bring up one little piece of information takes me hours. Otherwise, I can't use it."

Our education and outreach efforts most directly address the relevancy barrier encountered by Vern's friends. We've conducted 838 education events in our demonstration communities; 28% of these events are open lab or demonstration events where participants can receive one-on-one attention and see how a computer and broadband supports what is most important to them from connecting with far away family to information on their hobby. Another 48% of the "classes" address topics of basic computer and internet use including how to use a mouse and type, how to set up email accounts and introductions to a range of applications (Office, Facebook, Skype, etc). Preliminary results from a follow-up consumer survey indicate that more people in our demonstration communities (over 15% more) are using the Internet and their uses are becoming more sophisticated. Use of the Internet to search for jobs increased 20%, to access educational services increased 8%, to research health issues increased 7%, to get news, weather, sports or financial information increased 19%, and to access social media increased 27%.

In addition, our complementary CCI grant funded project is also increasing the availability of broadband infrastructure within 4 of the 5 demonstration communities. We continue to work with private providers and communities on designing solutions aimed at improving affordable broadband options. We have most recently formed the Center for Community Technology Solutions within the University of Wisconsin Extension that will continue this work with communities.

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)

No subcontracts or subgrants were made to socially and economically disadvantaged small business concerns.

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

The lessons learned in the first year of the project were confirmed in the second year of the project. In addition we noticed these additional lessons and best practices:

- Mobile labs provided the educators something unique that they could offer when approaching other community groups about working together.
- Consistency is key to building trust and interest with an audience – same time, same place. A series of events was generally more successful than stand-alone events
- Success can't be measured solely on class attendance numbers.
- Handouts are a must, especially for basic skills and older adults.
- Coach or guide from alongside rather than instruct from out-front.
- In promoting new uses of technology in school classrooms (a focus of our work in Superior), it was important to get teachers to share with other teachers. One technique to encourage this sharing was show and tell during staff work times using short videos on projects the teachers had done in their classrooms.
- For awareness campaigns have your public service announcements and other ads professionally produced if possible. Use a professional media placement person as well.
- Take your education/outreach offerings to where the people are -- you'll get more reception/attendance than if you make people come to you.