

**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> 41-43-B10593	<b>3. DUNS Number</b> 052226800
<b>4. Recipient Organization</b> PORTLAND STATE UNIVERSITY 1633 SW Park Avenue, PORTLAND, OR 97201-3218		
<b>5. Current Reporting Period End Date (MM/DD/YYYY)</b> 12-31-2012	<b>6. Is this the last Annual Report of the Award Period?</b> <p style="text-align: center;"> <input type="radio"/> Yes    <input checked="" type="radio"/> No                 </p>	
<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>  Stephen Reder  University Professor	<b>7c. Telephone (area code, number and extension)</b> (503) 725-3999	
	<b>7d. Email Address</b> reders@pdx.edu	
<b>7b. Signature of Certifying Official</b> Submitted Electronically	<b>7e. Date Report Submitted (MM/DD/YYYY):</b> 01-30-2013	

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>                      N/A</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" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:15%;">Manufacturer</th> <th style="width:15%;">Item</th> <th style="width:15%;">Unit Cost per Item</th> <th style="width:15%;">Number of Units</th> <th style="width:40%;">Narrative description of how the equipment and supplies were deployed</th> </tr> </thead> <tbody> <tr> <td style="text-align:center">N/A</td> <td style="text-align:center">N/A</td> <td style="text-align:center">0</td> <td style="text-align:center">0</td> <td style="text-align:center">N/A</td> </tr> <tr> <td colspan="2" style="text-align:right"><b>Totals</b></td> <td style="text-align:center">0</td> <td style="text-align:center">0</td> <td></td> </tr> </tbody> </table> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid gray; padding: 2px 10px; background-color: #cccccc;">Add Equipment</div> <div style="border: 1px solid gray; padding: 2px 10px; background-color: #cccccc;">Remove Equipment</div> </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	N/A	<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>                      N/A</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" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:35%;">Types of Access or Training</th> <th style="width:20%;">Number of People Targeted</th> <th style="width:20%;">Number of People Participating</th> <th style="width:25%;">Total Training Hours Offered</th> </tr> </thead> <tbody> <tr><td>Open Lab Access</td><td style="text-align:center">0</td><td style="text-align:center">0</td><td style="text-align:center">0</td></tr> <tr><td>Multimedia</td><td style="text-align:center">0</td><td style="text-align:center">0</td><td style="text-align:center">0</td></tr> <tr><td>Office Skills</td><td style="text-align:center">0</td><td style="text-align:center">0</td><td style="text-align:center">0</td></tr> <tr><td>ESL</td><td style="text-align:center">0</td><td style="text-align:center">0</td><td style="text-align:center">0</td></tr> <tr><td>GED</td><td style="text-align:center">0</td><td style="text-align:center">0</td><td style="text-align:center">0</td></tr> <tr><td>College Preparatory Training</td><td style="text-align:center">0</td><td style="text-align:center">0</td><td style="text-align:center">0</td></tr> <tr><td>Basic Internet and Computer Use</td><td style="text-align:center">23,538</td><td style="text-align:center">27,486</td><td style="text-align:center">40,206</td></tr> <tr><td>Certified Training Programs</td><td style="text-align:center">0</td><td style="text-align:center">0</td><td style="text-align:center">0</td></tr> <tr><td>Other (please specify): Tutor Training</td><td style="text-align:center">0</td><td style="text-align:center">463</td><td style="text-align:center">0</td></tr> <tr><td><b>Total</b></td><td style="text-align:center">23,538</td><td style="text-align:center">27,949</td><td style="text-align:center">40,206</td></tr> </tbody> </table>					Types of Access or Training	Number of People Targeted	Number of People Participating	Total Training Hours Offered	Open Lab Access	0	0	0	Multimedia	0	0	0	Office Skills	0	0	0	ESL	0	0	0	GED	0	0	0	College Preparatory Training	0	0	0	Basic Internet and Computer Use	23,538	27,486	40,206	Certified Training Programs	0	0	0	Other (please specify): Tutor Training	0	463	0	<b>Total</b>	23,538	27,949	40,206
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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>                      Since project inception, our sub recipients have built broad partnerships with a wide variety of community based organizations, from small churches and workforce centers to correctional facility reentry programs. This work has helped raise the awareness of the importance of digital literacy skills while building networks of service providers to carry forth the work beyond the BTOP award period. The strength of our partnerships with workforce development partners is a strong indicator of the value our program adds to existing efforts to increase the skill level and desirability to adult populations in need of training and improved employment status.                       One tutor reports:                       "...this is about a gentleman from the Workforce Center. He was very dedicated to learning and came to class every Tuesday for a few months. One morning he showed up shortly after 8:00 just to let me know that he wouldn't be able to attend the class anymore -</p>																																																

because he got a job! He thanked me for the opportunity to take the class and to learn. It really touched me that he took the time to come to the center at 8:00 in the morning just to thank us for what we are doing!"

Meanwhile, our tutors have volunteered over 33,000 hours of effort in their communities. Their work both supports digital literacy acquisition and creates meaningful connections in their communities.

**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.**

<b>5a. Adoption Level (%):</b>	<b>Narrative description of level, methodology, and change from the level at project inception (600 words or less).</b>
68	Our estimate for current levels of broadband adoption is an average of the statewide broadband adoption rates for the five states in which we are operating. These estimates are drawn from the US Census Bureau Current Population Survey School Enrollment & Internet Use Supplement October 2010 as reported in the Economics and Statistics Administration's and the National Telecommunication and Information Administration's 2011 publication, Exploring the Digital Nation.

**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)?**

Throughout our project, perceived lack of relevance and low to no digital literacy have remained the two most common barriers to broadband adoption. The cost of adoption is also a significant factor within the communities of our program participants. We work to help potential subscribers overcome their reluctance to train to use computer and Internet technology by providing in-person, face-to-face support. Our experience is that the adult populations we work with benefit greatly from having community members in the computer lab. Community technology tutors not only provide learning support, offering assistance when learners have difficulty understanding technology concepts and operations or encounter technical problems with the equipment, but also work intensively to boost learner confidence and assure participants that they are capable of acquiring digital literacy skills.

Learner Web, our web-based learning platform, also allows partners to customize content based on learners' needs and interests. For example, all of our digital literacy content is offered in both English and Spanish. Also, we are able to offer participants locally relevant resources within the learning plan content. For example, learning plans related to using web-based maps include embedded local maps. So, learners in Richmond, CA will see a map of that city, while learners in our Central Texas region see a map of Austin. Program tutors also choose web resources that relate to personal interests of learners on an ad hoc basis to demonstrate a variety of concepts.

**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).**

We have had notable success using a blended learning model. While self-access, web-based learning plans are desirable for many reasons, some learners are not able to reach learning goals using self-access resources alone. These learners, many of whom are using a computer or the web for the first time, benefit greatly by having a trained tutor support their learning process. The learner is able to control the pace of their exposure to new concepts and skills. Putting the learning "in the driver's seat" while providing face-to-face trained support is crucial to bringing some of the most economically vulnerable adult populations across the digital divide.