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 41-43-B10593	3. DUNS Number 052226800

4. Recipient Organization

PORTLAND STATE UNIVERSITY 1633 SW Park Avenue, PORTLAND, OR 97201-3218

5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2011	6. Is this the last Annual Report of the Award Period? ◯ Yes ◉ No

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 Stephen Reder University Professor	7c. Telephone (area code, number and extension) (503) 725-3999
	7d. Email Address reders@pdx.edu
7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 01-30-2012

PROJECT INDICATORS

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).

Our project is organized around a web-based learning support system (Learner Web). We use Learner Web to deliver customized training content to tutors recruited to work on this project. These tutors then support new-to-computer & broadband users, who interact with the same system, but with customized content that is designed to advance them along the digital literacy spectrum.

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).

Manufacturer	Item	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed
Dell	server	9,893	1	Hosted by PSU Office of Information Technology, this server hosts the databases that power the suite of Learner Web applications, runes queries that produce reports, etc.
Dell	server	8,825	1	Hosted by PSU Office of Information Technology, this server hosts the Learner Web applications that our project is organized around. Serves all Learner Web content.
Totals		18,718	2	

Add Equipment	Remove Equipment

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).**

N/A

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.

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	2,817	9,091
Certified Training Programs	0	0	0
Other (please specify): Tutor Training	0	156	0
Total	23,538	2,973	9,091

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).

So far, our project has engaged no fewer than 2,817 people who have low or no digital literacy skills or who don't have broadband at home. At the many different types of community based organizations that our project has partnerships with, our tutors and SBA training content supports and supplements the work our partners are traditionally engaged in. This is the case at workforce development & training centers, continuing education programs, literacy programs & parole facilities, for example. At these and other types of partner organizations, we are providing access and training at the very first steps towards digital literacy and broadband awareness.

These learners have been served by the over 156 tutors we have trained to provide for new-to-computer users. These tutors have

provided a combined 9091 hours of their time to supporting our thousands of learners.

We hear anecdotes about learners finishing their training and becoming tutors to their peers; about learners using their newly minted email account to send program directors feedback; we often hear of learners who come in to labs looking for help uploading a resume or applying for job online & our partners are able not only to help with this task but to offer the training that will give these learners the skills and confidence they need to job searches and career exploration online.

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).
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)?

The two most common barriers to broadband adoption that we are trying to address are perceived lack of relevance and very low digital literacy. Our program works to address these barriers by providing hand-on training with face-to-face support. Our lesson plans are customized by geographic location, language & personal interest. By showing learners resources that are relevant to their daily lives we hope to overcome the barrier of perceived irrelevance at the same time learners are acquiring digital literacy skills. For instance, the lesson plan that focuses on searching for information online links learners to local public transit agencies. For many of our users this is a valuable and relevant resource.

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 in at least three areas: translation of training materials, content customizing & fostering sypathetic learning experiences for tutors and learners.

All of the content that we translate from English to Spanish is translated by a native Spanish speaker. Our translator works with representatives from the locations where the Spanish language content is likely to be accessed most heavily. Representatives are consulted for advice on choices of borrowed words, technical terms, local idiom, etc. We do not use web-based computer powered translation tools.

We have found that our ability to customize the content of learning plans is invaluable. Learners access content that is increasingly tailored to their location, language & interests. In the future we plan to customize by even more variables. Giving our partners the ability to control content and related resources increases their engagement & improves the quality of the learning plans.

Most of our tutors train for their volunteer work using specially designed learning plans in Learner Web. The tutors are also encouraged to log into "play" regions, where they can experiment with the learner plans. So, tutors have a deep understanding about what the Learner Web experience is like and they also have a familiarity with the digital literacy content. These experiences enhance their ability to provide learners with effectice & sympathetic support.