ANNUAL PERFORMANCE PROGRESS REPORT FOR SUSTAINABLE BROADBAND ADOPTION

General Information

1. Federal Agency and Organizational Element to Which Report is Submitted	2. Award Identification Number	3. DUNS Number
Department of Commerce, National Telecommunications and Information Administration	41-43-B10593	052226800

4. Recipient Organization

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

5. Current Reporting Period End Date (MM/DD/YYYY)	6. Is this the last Annual Report of the Award Period?
12-31-2013	(●) 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	7c. Telephone (area code, number and extension)
Stephen Reder	(503) 725-3999
University Professor	7d. Email Address: reders@pdx.edu
7b. Signature of Certifying Official: Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 12-17-2013

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).

N/A

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
N/A	N/A	0	0	N/A
Totals		0	0	

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 cumulatively 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 completed 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	37,461	55,333
Certified Training Programs	0	0	0
Other (please specify): Tutor Training	0	487	0
Total	23,538	37,948	55,333

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).

Our project has achieved a variety of successes, ranging in scope from the personal to the community level and beyond. Our primary success is providing thousands of individuals with technology training. We had over 12000 eligible individuals in six project sites participate. Many of these individuals had no prior experience using computers and we have heard many reports of new-to-computer users conquering their fears of using technology. Offering support and training to these learners were over 600 tutors, the vast majority volunteers, who contributed nearly 50000 hours of time to the learners in taking part in this project. Some of our favorites success stories are about learners who come to the lab with very few computer skills excel in their study of technology and are so inspired by they changes they experience that they decide to become tutors themselves.

At the community level, our sub recipients and partners have worked hard to establish networks of community-based organizations around this work. Adult basic education programs, libraries, workforce centers, prison reentry programs, schools, faith-based

organizations and others have forged roles for themselves and their constituents in this project. While some of these partnerships existed before our BTOP project, many are new and founded on the importance of decreasing the digital divide in local communities. All of these relationships will continue to have a positive impact in the months and years to come as our subrecipients and partners work strategically to continue digital literacy training post-BTOP.

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 remain perceived lack of relevance and lack of digital literacy skills. 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. Our program allows learners to select the skills they are interested in acquiring (e.g., computer basics, email, social networking) and complete the training modules at their own pace. In this way we hope to put the learner in a position where they feel in control of the sometimes intimidating experience of learning new technologies.

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).

The blended learning model of offering learners a self-paced curriculum along with in person face-to-face support remains one of our key best practices. This method allows tutors to support a structured learning process while adapting to a wide variety of learning styles and challenges.

Another best practice of our project was to bring digital literacy training into community spaces that were already trafficked and trusted. We had computer labs installed into neighborhood churches and housing development shared spaces. Learners had easy access to technology, along with tutor support, in nearby, familiar places. We were able to reach a great many learners who may not have otherwise made it to more traditional locations for public computer access and training.