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	54-43-B10008	831355321

4. Recipient Organization

Future Generations Graduate School HC 73 Box 100, Franklin, WV 26807

5. Current Reporting Period End Date (MM/DD/YYYY)	6. Is this the last Annual Report of the Award Period?
12-31-2012	◯ 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)
LeeAnn Shreve	304-358-2000
Director of Operations	7d. Email Address: leeann@future.edu
7b. Signature of Certifying Official: Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 02-22-2013

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).

This project promotes the the use of Open Source software and web-based applications as a means to achieve more sustainable outcomes.

The Linux operating system used in our public computer centers simplifies long term maintenance via an automatic update system that provide new features and bug fixes for all the software on the computer. It does not require anti-virus software, and is practically immune to other forms of malicious software.

We developed a secure remote authentication system based on Kerberos and LDAP which integrates with our online course system. Following a one-time sign-up, a person can sit down and login at any computer, and will be automatically logged into the course site where they are prompted to take a survey and can sign up for classes. This enables us to monitor the number of users of our computer centers and collect valuable feedback while protecting their privacy.

The same Linux operating system is installed on refurbished laptops, replacing obsolete software with a modern operating system, which in most cases makes them run faster than when they were new. These computers are distributed to the participating communities and sold to the public at very low cost.

Much of our curriculum focuses on learning the fundamental concepts of computing, rather than specific applications. This approach prepares people who have taken our courses to adapt to the ever-changing landscape of the software world. Learners who are exposed to multiple operating systems acquire valuable job skills which set them apart in today's highly competitive job market.

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	0
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).

We set up an additional 10 computer labs across WV. Each of the 10 beneficiaries serve as either volunteer fire or rescue squads. The 10 stations receiving computer labs across West Virginia during this reporting period were:
Cheat Lake Volunteer Fire Department, Cool Springs Volunteer Fire Department, Farmington Volunteer Fire Department, Follansbee Volunteer Fire Department, Greenbrier Valley Volunteer Fire Department, Ohio Valley Volunteer Fire Department, Petersburg Volunteer Fire Department, Romney Volunteer Fire Department, Spelter Volunteer Fire Department, and Wellsburg Volunteer Fire Department.

Most of these communities are in located in rural, low-income areas. The areas served also include many towns and communities that lack even basic access to sustainable broadband connections. Due to the rural nature of West Virginia, broadband connectivity is an issue for much of the population.

Each station received 10 desktop computers, 1 laptop computer, 11 desks, 11 chairs, 1 printer/scanner combo, 1 webcam, 1 camera, 1 camera case, 1 camera card, 1 whiteboard, 1 aluminum sign, 1 podium, 11 headphones, 1 mouse (for laptop), 1 router, Cat5 cable, 4 surge protectors, 16 port switch, cable ties, and floor cord covers. Each station has also received either a 47" flat screen tv and a wall mount or a projector, projector cart, and portable screen.

Each beneficiary also received a $1000 stipend to purchase office supplies for their lab. Also, each site received an additional $250 for mentors to use for office supplies.

In addition, 321 families across the state purchased laptops refurbished by our project to access broadband in their homes.

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	16,670	9,717	71,744

Types of Access or Training	Number of People Targeted	Number of People Participating	Total Training Hours Offered
Multimedia	0	0	0
Office Skills	0	0	0
ESL	0	0	0
GED	22	6	320
College Preparatory Training	0	0	0
Basic Internet and Computer Use	8,120	1,036	12,116
Certified Training Programs	66	64	1,375
Other (please specify): Computer Mentor Training	1,580	815	11,521
Total	26,458	11,638	97,076

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).

Economic: Jobs have been created at each of the new 10 computer centers. These jobs are computer mentors (independent contractors) who manage the lab and teach basic computer skills and facilitate other online course offerings as needed. Mentors are paid $20 an hour for six hours a week (and volunteer a minimum of four hours a week). The mentors, even in the spirit of volunteerism, bring additional income into their communities as well as increased professional capacity.

The mentors are better equipped to engage their community's needs and access the resources to do so. Each computer center also received a $1000 supply stipend, and mentors received a $250 supply stipend. These funds are being spent locally, thus providing much needed local business in their community.

Social: Community members and the fire and rescue squads have contributed much time and resources into making their public computer lab successful. A few examples are: building additions onto buildings, partnering with local agencies to address and provide community curriculum needs, and making presentations at local schools and civic group meetings.

Also, over the course of this past fiscal year, our communities and computer mentors have shared concerns with us over access to benefits by veterans located in rural communities. We have taken this concern seriously and have conducted both a focus group meeting and a Veteran's Summit to address this issue head-on. The use of broadband technology is a very important way we can start to bring these much needed resources to this population base. Teaching veterans and their families how to use computers and broadband opens a whole new world to them - one that can bring much needed benefits to their families.

These are but a few examples of the investment of hope that this project has inspired.

Two of our computer mentors designed and offered Genealogy and Online Couponing training for their peers. Also, seven of our "top" computer mentors were trained to conduct site visits this quarter. We have implemented these types of peer collaboration into our program in order to build capacity among our mentors that will lead to sustainable practices once the grant is completed.

This program reached out to the children of WV this year by designing and hosting ten Technology Camps for youth ages 8-12 across the state. These camps were very successful and not only opened the eyes of the children to the “wonders” of the internet, but sparked the interest of their parents as well. We’ve even received requests to hold Adult Technology Camps in the future.

In addition, we have had many people share how having free access to computers and broadband has made an impact in their lives. Following are a few of those stories (taken directly from the correspondence sent to us by the patrons):

"High-speed internet enabled me to search for scholarships so that I could afford to attend the college of my choice!"

"My family moved around a lot when I was a child, so I went to many different schools. Due to this I made many different friends who I had lost touch with. The internet has enabled me to reconnect with all these long lost friends which is very rewarding."

I work in the auto industry and am required to be trained on my company's new products each year. With my old dial-up it would pause between each question some times it would take so long it would lock up, and I would have to start over. Access to high-speed internet has changed all of that and allowed me to stay current with all my employment requirements!"

"I was going for a job interview. I looked up information about the company's history. It helped me to be prepared for questions that they might ask. I learned information about the company that I would never have found out otherwise on my own."

"High-speed internet allowed me to expand my options in high school. I was capable of taking virtual school courses because I was not hindered by lack of internet access. A couple courses I took were Latin 1 and 2 as well as AP Biology. The labs for my AP Biology were done online. Staying in contact with my instructors for those classes required internet access."

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).
40	**A team of Community Interviewers conducted door-to-door household surveys throughout the project's service area. Using a Stratified Cluster Sampling Method, each geographic area served by a Fire and Rescue Station served as the primary sampling frame. Within the 60 Fire and Rescue Station service areas, a randomly selected United States Postal Service mail carrier route became the secondary cluster. Along this route, Community Interviewers conducted 30 surveys, an appropriate sample size according to statistical calculations.** **Community Interviewers conducted a 6-10 minute, face-to-face interview with each household to gauge their knowledge of computers, internet access, and also inquire about training and opportunity interests.** **Data from surveys completed in 2010 and 2011 were compared to data collected during 2012. The percentage increase in broadband subscribers per location/county was multiplied by the population of said location/county. We have calculated a margin of error of 1.7%.** **Please note, the final report will be completed by March 31, 2013. Until that time, this data is considered "draft" as it will continue to go through our internal monitoring and evaluation system for final approval.** **Our estimated number of new subscribers as a result of this program is 30,550. This number is greater than originally anticipated. We believe this is due to our efforts in the partner communities to share the benefits of broadband and the fact that West Virginia has increased the broadband infrastructure across the state thus providing more families and businesses with the opportunity to subscribe to broadband services.** **In addition, TechNet released it's State Broadband Index last quarter (http://www.technet.org/technet-state-by-state-broadband-report). West Virginia ranked 35th overall, but on is listed as an overachiever state. West Virginia actually got the top score in increase in adoption among all of the states. (The data for this measure is shown on page 27 of the downloadable report). West Virginia went from 33% adoption in 2007 to 59% in 2010. Future Generations believes that our sustainable adoption program played a substantial role in the documented increase.**

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)?

Future Generations has been conducting baseline household surveys and phone-based small business surveys in 60 communities of this project's year service area. Initial survey results show the most common barrier to broadband adoption is perceived irrelevance. Broadband seems irrelevant to those "who don't know what they don't know", or rather, many people are either unaware of the benefits or do not perceive them as benefits. Our media outreach is directly targeted toward these groups of people. Those that are either still unaware of the benefits or are intimidated by technology are being made aware of learning opportunities available to them through the use of broadband - and that this service is free of charge to them at their local fire/rescue station.

The second most common barrier to broadband adoption we have see is cost. As previously mentioned, many of our computer centers are in low-income areas of the state and many just can't afford to subscribe to broadband and/or purchase a computer. We have addressed the cost issue by providing access to those who absolutely cannot afford broadband subscriptions through free broadband access at their local fire/rescue station. This program allows people to experience the "benefits of broadband" without having to first dive into an expensive contract with an ISP before even knowing how to use a computer.

We are addressing these issues in several ways. We have continued our statewide monthly media campaign specifically focusing on the"Benefits of Broadband". Some months we highlighted a specific benefit, such as education, online shopping, online medical resources,entertainment, and provided examples of each - hoping to "hit" on areas that matter to individuals and grab their interest. Posters highlighting these benefits are also posted our partner communities. Other months we highlighted a specific story on how broadband has impacted someone's life - giving a face and name to a real situation.

Also, our computer refurbishing program has provided laptops to participating communities that can be sold at cost to promote the use of computer and broadband in a way that low-income citizens can afford.

We believe that by facilitating the creation of relationships/partnerships with these volunteer fire and rescue stations and other social and governmental organizations in their communities, we are providing them with tools they need for sustainable broadband and

computer access for their citizens. This type of relationship-building ultimately increases a community's capacity to build on other successes in their community to combat issues such as poverty and substance abuse.

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).

Frequent advertising is key. Once people begin using the labs, word of mouth will increase the number of users, but advertising early and often to get those initial users in is important. Also encourage computer centers to take advantage of free community calendar advertising on cable channels and at radio stations.

We offer an open-entry/open-exit method to most of our training programs. This allows each patron to move along at his or her own pace. They don't feel the pressure of "falling behind" if they miss a class due to health problems or weather conditions. This has proven to be instrumental in keeping "return users" in our labs.

By providing eye-catching incentives for survey participants on a quarterly basis (digital camera and $50 gas card), the participation in crucial participant online surveys has improved dramatically.

Engaging community partners in evaluation and research findings better equips them to understand their community and actively engage in applying the data to good use.

Using a Kerberos-based single sign-on system for our public computers has enhanced security and made our monitoring and evaluation easier. Our mentors use a web-based form to create user accounts. The users can then sit down and log in to any computer. Their login history is recorded by our central server, and their credentials are automatically passed along to our online learning platform, where they can register for a class or take a survey.