

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 54-43-B10008	3. DUNS Number 831355321
4. Recipient Organization Future Generations Graduate School HC 73 Box 100, Franklin, WV 26807		
5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2013	6. Is this the last Annual Report of the Award Period? <p style="text-align: center;"> <input checked="" type="radio"/> Yes <input 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 Randy Brandt	7c. Telephone (area code, number and extension)	
	7d. Email Address randy@future.org	
7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 03-31-2014	

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 continues to promote 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 provides 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 the privacy of the users.

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 were distributed to the participating fire and rescue squads operating computer centers.

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	None
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).

Supplies including computers, computer stations, paper and printer supplies were distributed to the 60 fire and rescue squads, 10 of which were set up in the final year of the project.

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 whiteboard, 1 aluminum sign, 1 podium, 11 headphones, 1 mouse (for laptop), 1 router, Cat 5 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 cars, and portable screen.

Each station received a \$1,000 stipend to purchase necessary office supplies for their lab and an additional \$250 for mentors to use for office expenses and teaching aids.

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	22	6	320
College Preparatory Training	0	0	0
Basic Internet and Computer Use	20,840	2,779	30,243

Types of Access or Training	Number of People Targeted	Number of People Participating	Total Training Hours Offered
Certified Training Programs	142	138	3,036
Other (please specify): Computer Mentor Training	1,990	1,018	14,133
Total	22,994	3,941	47,732

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 were created at each of the computer centers - 60 throughout West Virginia. These jobs are computer mentors (independent contractors) who manage the labs 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 volunteer-ism 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 \$1,000 supply stipend along with the mentors receiving a \$250 supply stipend. These funds are being spent locally, providing much need local business. Each fire/rescue partner received \$1, 000 for use on training purposes which was used to train local emergency service staff and will directly benefit community members.

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 include 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.

Over the course of the project, our communities and computer mentors have shared concerns with us over access to benefits by veterans located in these rural communities. We have taken this concern seriously and conducted both a focus group meeting and a Veterans' summit to address this issue. The outreach to the veteran community continued through the duration of the project. 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 the members and their families.

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	<p>Teams 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 was a 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.</p> <p>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%</p> <p>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.</p> <p>In addition, TechNet released it's state broadband index, (www.technet.org/technetstate-by-state-broadband-report). West Virginia ranked 35th overall but 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 download able 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. This is the most reliable information we have been able to locate to document adoption growth. Local service providers would not provide information about their subscribers.</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)?

Future Generations through direct contact with computer mentors and patrons and via survey results found 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 continued to be targeted toward these groups of people. Those that are either still unaware of the benefits or are intimidated by technology were made aware of learning opportunities available to them through the use of broadband. That service was free of charge to them at their local fire/rescue station and where they could learn the benefits of broadband.

The second most common barrier to broadband adoption we have seen is cost. As previously mentioned, many of our computer centers are in low-income rural 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 individuals and families 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 addressed these issues in several ways. We continued our statewide monthly media campaign specifically focusing on the 'Benefits of Broadband'. We highlighted a specific benefit such as travel plans, online shopping, online medical resources, couponing, and provided examples of each hoping to hit on areas that matter to individuals. Posters highlighting these benefits were also posted in our partner communities.

Our computer refurbishing program provided laptops to participating communities at cost to promote the use of computer and broadband in a way that low-income citizens can afford. And of course, we set up the 60 computer centers in fire/rescue stations where high speed internet access was available to all at no charge.

We believe that by facilitating the creation of relationships/partnerships with these volunteer fire and rescue stations (usually a community center in rural communities) and other social and governmental organizations, we are providing citizens with the tools they need for sustainable broadband and computer access. This type of relationship building ultimately increases a community's capacity to build on other successes in the community particularly 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)

This project did not utilize subcontracts or sub grants to 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).

We would like to reiterate that frequent advertising is key. Once people begin using the labs, word of mouth increases the number of users, but advertising early and often to get those initial users is important.

Again we feel that our open-entry/open-exit method to most of our training programs was very successful. This allowed each patron to move along at his or her own pace. The client doesn't feel the pressure of 'falling behind' if they miss a class due to health problems or weather conditions. This proved to be instrumental in keeping 'return users' in the labs.

Using a Kerberos based single sign on system for our public computers enhanced security and made our monitoring and evaluation easier. Our mentors used a web based form to create user accounts.

We kept track of every training each mentor attended and provided them with a training transcript, course catalog so they could refer to it once the program was over. It was also available to share with potential employers.