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?
12-31-2010	◯ 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
Deputy Director	**7d. Email Address** leeann@future.edu
7b. Signature of Certifying Official	**7e. Date Report Submitted (MM/DD/YYYY):**
Submitted Electronically	02-10-2011

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 use of Open Source software and web-based applications as a means to reduce end-user costs and increase the perceived value of broadband access.

With traditional software, employees save data on their laptops, USB drives, or portable hard drives. It's not as safe as it sounds. Laptops are stolen, computers are rarely backed up properly, and it's unlikely everyone's machines are up to date with the latest security patches and updates.A key advantage to web-based software is that all your data is centralized and accessible over the web from any computer at any time. You can't leave something on the wrong computer since everything is stored in one place on the web. You can get to it from anywhere. nlike traditional software that requires you to download and install updates yourself, our products are updated automatically. You can work from home, work, or on the road. When you use web-based software your office is everywhere. At work, at home, a hotel, at a client's office, even on your mobile phone. Your data is accessible anywhere with internet access.

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
MEGCO	Heat Pump	7,697	1	As part of our contract agreement with the Circleville High School Preservation Committee, we agreed to install a separate heat pump at our refurbishing location in their building. The heat pump was delivered directly to Circleville High School.
Totals		7,697	1	

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 30 computer labs across WV. Each of the 30 beneficiaries serve as either volunteer fire or rescue squads (or at least half-time volunteer). The 30 stations receiving computer labs across West Virginia were Bartow-Frank-Durbin Volunteer Fire Department (VFD), Beverly VFD, Bradley-Prosperity VFD, Buffalo Creek VFD, Cass Rescue & VFD, Circleville VFD, Cora VFD, Flatwoods VFD, Ghent VFD, Gilbert VFD, Gilmer Co. VFD, Grantsville VFD, Kimball VFD, Lewis Co EMS, Lincoln Co. EMS, Logan FD, Mabscott VFD, Madison VFD, Matewan VFD, Mathias-Baker VFD, Maysville VFD, Meadow Bridge VFD, Moorefield VFD, Morrisvale VFD, Mount Hope Rescue & VFD, South Fork VFD, Summers Co. VFD, Upper Laurel Rescue, Upper Tract VFD, and Wharton-Barrett VFD. They represent the following 18 counties: Pendleton, Grant, Hardy, Randolph, Pocahontas, Lewis, Braxton, Gilmer, Calhoun, Fayette, Summers, Raleigh, Wyoming, McDowell, Logan, Mingo, Boone, and Lincoln. Most of these communities are in located in rural, low-income areas. In addition, seven of these counties, Braxton, Calhoun, Lincoln, McDowell, Mingo, Summers, and Wyoming, were recognized as distressed counties on the Appalachian Regional Commission's FY2010 listing.

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.

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	2,880	1,728	10,368
Multimedia	0	0	0
Office Skills	0	0	0
ESL	0	0	0
GED	0	0	0

Types of Access or Training	Number of People Targeted	Number of People Participating	Total Training Hours Offered
College Preparatory Training	0	0	0
Basic Internet and Computer Use	720	96	1,152
Certified Training Programs	0	0	0
Other (please specify): Computer Mentor Training	89	89	1,211
Total	3,689	1,913	12,731

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 30 computer centers. These jobs are computer mentors who manage the lab and teach basic computer skills. Mentors are paid $20 an hour for six hours a week (and volunteer at least 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 a success. A few examples are: building additions onto buildings, creating floats in local parades to generate enthusiasm, and making presentations at local schools and civic group meetings. These are but a few examples of the investment of hope that this project has inspired.

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

"I was laid off from work as a full time paramedic 3 weeks ago. Filing for unemployment I learned that I could attend college, would be paid unemployment while doing so, and if I was able to secure a grant - my education would be paid for. What a blessing! I have never had to use the system before and was unaware of what options were available, but I am very grateful for them. I did have high speed internet at my residence but when I changed phone services two months ago, I cancelled my internet. Due to the fact that I am now living on unemployment, I don't feel i can afford the extra bill for the internet. I am in the process of completing online courses for the requirements of the nursing class i am pursuing. Upper Laurel [computer center] has been such a blessing for me! They have been very accommodating with the use and hours of allowing me to use the computers. They have actually done far more than they had to. Having the access to these computers have allowed me to do all I need to do by simply driving just 2 miles down the road to Upper Laurel rather than driving 30 miles to Beckley everyday. I am extremely grateful!!!!"

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).
6	**Baseline data of broadband subscription rates in our service area are not publicly available. We continue reaching out to ISPs on accessing their private subscription data. Until we have cooperation with our ISP providers we are cautiously and modestly estimating that .90% of the individuals reached through our Broadband Awareness Campaigns will decide to subscribe to broadband. The number of people reached during the fourth quarter of 2010 alone was 74,371 - making our estimate of new subscribers 743. This number, along with the 12 people estimated to have subscribed to broadband in quarter three brings the total number of new subscribers to 673. The outreach methods used included: door-to-door household surveys on broadband use (including distribution of brochures detailing this project to each household surveyed), a direct mailing campaign sent first class to 1542 groups and organizations throughout the 18 county service area; a Small Business Survey completed using both phone calls and a mass mailing in the 30 communities our fire/rescue stations are located (which also included a brief introduction detailing this project); continued promotion through futurewv.org regarding course offerings and activities; and finally an advertising campaign launched in 20 newspapers in the project service area.** **During outreach activities, several mentors have informed Future Generations staff that as a result of this program, they are now themselves subscribing to broadband. Patrons of the computer lab have been completing surveys when they first sign on to become a registered user of the system. Users are prompted to update their broadband subscription status every quarter. Results from the most previous quarter are then compared to results from earlier quarters**

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)?

In July-November 2010, the Future Generations Graduate School conducted baseline household surveys in 30 communities of this project's year one service area. The baseline survey results showed that 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. We have addressed the cost issue by providing access to those who absolutely cannot afford it 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.

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.

Providing eye-catching incentives for survey participants (digital camera and ipod), the participation in crucial participant online surveys has improved dramatically.

Engaging community partners in evaluation and research findings through the mentor trainings 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.

The biggest challenge has been getting people to remember their passwords. Automated password resets are possible, but have proved to be problematic, especially for new users. An elegant low-tech solution was suggested by some of our mentors: have each new user write their password on a piece of paper, which is placed in a sealed envelop and stored in a secure location at the computer center.