

**ANNUAL PERFORMANCE PROGRESS REPORT FOR PUBLIC COMPUTER CENTERS**

**General Information**

<b>1. Federal Agency and Organizational Element to Which Report is Submitted</b>  Department of Commerce, National Telecommunications and Information Administration	<b>2. Award Identification Number</b>  08-42-B10596	<b>3. DUNS Number</b>  187406538
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**4. Recipient Organization**  
  
 Colorado Board of Education 201 E Colfax Ave, Director of Library Development, Denver, CO 802031704

<b>5. Current Reporting Period End Date (MM/DD/YYYY)</b>  12-31-2013	<b>6. Is this the last Annual Report of the Award Period?</b>  <input checked="" type="radio"/> Yes <input type="radio"/> No
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**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.**

<b>7a. Typed or Printed Name and Title of Certifying Official</b>  Susan Burkholder	<b>7c. Telephone (area code, number and extension)</b>  _____
	<b>7d. Email Address</b>  Burkholder_s@cde.state.co.us

<b>7b. Signature of Certifying Official</b>  Submitted Electronically	<b>7e. Date Report Submitted (MM/DD/YYYY):</b>  12-19-2013
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PROJECT INDICATORS					
<b>1. Are you establishing new Public Computer Centers (PCCs) or improving existing PCCs?</b> <input type="radio"/> New <input type="radio"/> Improved <input checked="" type="radio"/> Both					
<b>2. How many PCCs were established or improved, and what type of institution(s) were they associated with? Please provide actual total numbers to date. Figures should be reported cumulatively from award inception to the end of the most recent calendar year. Recipients should only count the PCCs that were fully established or in which improvements have been fully completed in that year (that is, partial improvements should not be counted).</b>					
Institutions	Established	Improved	Total		
Schools (K-12)	0	5	5		
Libraries	1	67	68		
Community Colleges	0	0	0		
Universities / Colleges	0	0	0		
Medical / Health care Facilities	0	0	0		
Public Safety Entities	0	0	0		
Job-Training and/or Economic Development Institution	0	0	0		
Other Community Support-Governmental (please specify): tribal museum, town halls	5	0	5		
Other Community Support-Non-Governmental (please specify): nonprofit community organizations	7	2	9		
<b>3. Please complete the following chart for each PCC established or improved using BTOP funds. Please provide actual total numbers to date.</b>					
<b>3.a. New PCCs</b>					
New PCC Address	Number of Workstations Available to the Public	Total Hours of Operation per 120-hour Business Week	Total Hours of Operation per 48-hour Weekend	Speed of Broadband Access to Facility (Mbps)	Average Number of Users per Week
0	0	0	0	0	0
<input type="button" value="Add New PCC"/>			<input type="button" value="Remove New PCC"/>		
<b>3.b. Improved PCCs</b>					
New PCC Address	Number of Workstations Available to the Public	Total Hours of Operation per 120-hour Business Week	Total Hours of Operation per 48-hour Weekend	Speed of Broadband Access to Facility (Mbps)	Average Number of Users per Week
<b>Prior to Improvement</b>					
0	0	0	0	0	0
<input type="button" value="Add New PCC"/>			<input type="button" value="Remove New PCC"/>		
<b>After Improvement</b>					
0	0	0	0	0	0
<input type="button" value="Add New PCC"/>			<input type="button" value="Remove New PCC"/>		
<b>4.a. Please check the primary uses of the PCCs funded by this award. (Check all that apply.)</b> <input checked="" type="checkbox"/> Open Lab Time <input type="checkbox"/> Other <input checked="" type="checkbox"/> Training					
<b>4.b. If "other," please specify the primary use of the PCCs:</b> N/A					
<b>5. Please list all of the PCC broadband equipment and/or supplies you have purchased during the past 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</b>					

**equipment and/or supplies. Please also describe how the equipment and supplies have been deployed (600 words or less).**

Manufacturer	Items	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed
n/a	0	0	0	no expenditures had over a \$5,000 purchase price
<b>Totals:</b>		0	0	

Add Equipment

Remove Equipment

**6. For PCC access and training provided with BTOP grant funds, please provide the information below. Figures should be reported cumulatively from award inception to the end of the most recent calendar year.**

Types of Access or Training	Number of People Targeted	Number of People Participating	Total Hours of Training Offered
<b>Open Lab Access</b>	67,416	1,282,112	0
<b>Multimedia</b>	7,244	2,824	8,723
<b>Office skills</b>	5,038	2,447	8,741
<b>ESL</b>	870	724	12,062
<b>GED</b>	341	333	4,861
<b>College Preparatory Training</b>	127	114	258
<b>Basic Internet and Computer Use</b>	19,328	13,619	33,471
<b>Certified Training Programs</b>	14	14	20
<b>Other (please specify):</b> We also track "job seeking" classes, and of these "other" classes, job seeking classes totaled 3461 targeted, 814 participants, and 2331 training hours. Other "other" classes include genealogy, library databases, e-readers, health, language learning.	11,000	4,973	72,903
<b>Total</b>	111,378	1,307,160	141,039

**7. Please describe how your Public Computer Center(s) promotes economic recovery in your area, such as through providing job training, access to job searches, online course offerings, certifications and the like (600 words or less).**

Our PCCs promote economic recovery by providing computer/internet access to job seekers as well as formal computer classes. In a 2013 study released about our BTOP project (see <http://www.ColoradoStateLibrary.org/BTOP>), 38% of computer users surveyed throughout Colorado indicated they looked for employment while on the computers. Job seekers reported that along with looking for jobs, they also used the computers for specific software, to connect with e-government resources, to find resources for business, and to work on school projects. Many of these computer users indicated that they did not have computers at home which made access through the computer center even more critical. Comments from open lab users include: "Probably the most valuable resource, dollar for dollar, available to community. I have found jobs...researched...located tax information, and have done school work over the years. Thank you!!" "At this center I am able to do all kinds of things for our business. I file my sales taxes, check our bank accounts and I recently applied for a loan and did all the paperwork here. It also allows me to keep in touch with my family through email and facebook and I also pay my bills I am very thankful to have this great resource available." Job seekers also took formal computer classes. Of those surveyed in formal computer classes, 68% reported becoming better at using a computer, 49% got better at using the internet, and 38% increased their ability with specific software. Job seekers in formal computer classes reported getting better at using the internet, search engines, and software as well as being better able to manage files, purchase or post items for sale, and create or edit a website. Quotes from computer class attendees: "I received a promotion at work thanks to instructor and computer skills I am learning." "The skills I learned today will help with my current job and any future ones. I can use these same skills at home. " "I am currently seeking a job as an Admin. Asst. or Exec. Asst. I need to use Power Point, so now I have a good intro."

In 2013, we expanded the PCCs to include additional equipment for students, adults, and seniors to learn design programs such as Photoshop, photo, audio, and video recording and editing, and other skills for 21st Century. Rural and urban libraries report that computer learning is increasing as people become aware of the many ways they can use technology to improve their lives including being more connected with friends and family, accessing health and education information, using e-government for business, and developing job skills. Along with in-person informal and formal computer training, the PCC staff point users to online tutorials that

support learning including [digitalliteracy.gov](http://digitalliteracy.gov) and [digitalllearn.org](http://digitalllearn.org)

**8. To the extent that you have made any subcontracts or sub grants, please provided 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).**

None.

**9. Please describe any best practices / lessons learned that can be shared with other similar BTOP projects (900 words or less).**

We have partnered with Work force, College in Colorado, the National Library of Medicine, and other agencies to highlight their online resources in the PCCs. These partners have provided training online and at local PCC for the staff and the public. With limited PCC staffing, these partner trainings are essential for continued public learning and support on e-government, education, and health resources.

We are working with the Governor's Office of Information Technology on a task force to increase digital literacy throughout Colorado. In 2013, we facilitated a meeting in central Colorado to plan for digital literacy activities in those communities. Business, workforce, and seniors were identified as targets in that region for additional training and support and local agencies stepped up to allocate resources as needed. This planning strategy was also promoted at the Colorado Municipal League conference and shared with librarians in Maryland as well as State Library Agencies throughout the country.

We have taken the assets developed from the BTOP project and developed a new online repository for PCC staff. <http://create.coloradovirtuallibrary.org> renames our public computer centers "Creation and Learning Centers" which indicates our shift to student learning and creation as a method for increasing digital inclusion and broadband adoption. Recognizing that the maker movement in the US is a model, this site encourages courses and activities in which those in the centers engage with personal goals to motivate them to learn and create new things. We developed online tutorials based on our PCC training curriculum as well as basic tutorials on customer service. We have sections for policies, purchasing, and best practices so that those at any stage in developing or increasing use in an existing PCC can find something to assist them. We also restructured a few positions and job duties at the state library to focus on digital literacy and creation as well as support for these centers. With the loss of the 4.5 staff originally hired temporarily with the grant fund, this staff reallocation is designed to have more targeted and purposeful support for rural libraries as well as staff of all library centers related to digital literacy learning and creation.

CSL conducted several methods of evaluation (see reports at <http://www.ColoradoStateLibrary.org/BTOP>) Along with releasing the state-level report, local PCC received their own custom reports based on survey respondents in their specific PCC. We provided training for these libraries on how to use this survey data to plan for future programs as well as to advocate for additional funds to sustain and further the PCCs in the future. Local funds are the main revenue for PCCs however, in 2013 the state allocated funds for libraries for early literacy materials which may increase overall local capacity to maintain other infrastructure including computer center equipment.