ANNUAL PERFORMANCE PROGRESS REPORT FOR PUBLIC COMPUTER CENTERS

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** 31-42-B10530	**3. DUNS Number** 878045806

4. Recipient Organization

NEBRASKA, STATE OF 1445 K ST, LINCOLN, NE 685082731

5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2012	**6. Is this the last Annual Report of the Award Period?** ◯ **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 Jo Ann McManus	**7c. Telephone (area code, number and extension)** 402-471-4870
	7d. Email Address joann.mcmanus@nebraska.gov
7b. Signature of Certifying Official Submitted Electronically	**7e. Date Report Submitted (MM/DD/YYYY):** 02-20-2013

PROJECT INDICATORS

1. Are you establishing new Public Computer Centers (PCCs) or improving existing PCCs?

○ **New**   ◉ **Improved**   ○ **Both**

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).

Institutions	Established	Improved	Total
Schools (K-12)	0	0	0
Libraries	0	147	147
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):	0	0	0
Other Community Support-*Non-Governmental* (please specify):	0	0	0

3. Please complete the following chart for each PCC established or improved using BTOP funds. Please provide actual total numbers to date.

3.a. New PCCs

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
NA	0	0	0	0	0

<div align="center">[Add New PCC]   [Remove New PCC]</div>

3.b. Improved PCCs

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
Prior to Improvement					
See Form Addendum	1,275	4,680	721	574	21,495

<div align="center">[Add New PCC]   [Remove New PCC]</div>

After Improvement					
See Form Addendum	1,969	4,633	699	2,384	29,337

<div align="center">[Add New PCC]   [Remove New PCC]</div>

4.a. Please check the primary uses of the PCCs funded by this award. (Check all that apply.)

☑ **Open Lab Time**   ☐ **Other**   ☑ **Training**

4.b. If "other," please specify the primary use of the PCCs:

Not applicable

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 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
NONE	NA	0	0	No equipment was purchased with a unit cost of more than $5000.00
Totals:		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 <u>cumulatively</u> 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
Open Lab Access	2,294,848	2,985,968	0
Multimedia	7,578	2,903	9,075
Office skills	7,133	2,450	5,321
ESL	51	50	59
GED	0	0	0
College Preparatory Training	836	393	869
Basic Internet and Computer Use	24,930	10,009	19,042
Certified Training Programs	4,849	2,943	13,693
Other (please specify): Homework help, book clubs, health resources, employment and job search resources, accessing government information	5,547	3,017	12,261
Total	2,345,772	3,007,733	60,320

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 project partners and public computing centers actively promote the economic recovery of our communities in Nebraska by providing both training and access.

The Nebraska Department of Labor has been working hard to offer advanced technology job market opportunities at public computing centers across the state, which helps their outreach since they have offices in only 14 Nebraska communities. Although they offer many services on-line, navigating that system can be challenging. To increase access, the agency's community outreach staff is working with libraries to offer training at public computing centers. First they do library staff training and then, on later dates, they do training for area job seekers and businesses seeking employees. Training library staff prior to training residents not only provides staff with the background to help patrons on a daily basis, but also allows the staff to assist at the training events, working as floaters to make sure everyone is following along. Training topics include: how to register on NEworks, how to create attractive and functional resumes and cover letters, now to conduct job searches, finding and using labor market information, and how to research employers. Training specific to business owners and managers is also provided including: posting jobs, searching online resumes, and how to attract quality candidates.

The Center for Rural Affairs has also hosted business plan basics courses at a few select locations. The workshop series included information on marketing, advertising, financial management, customer relations, goal setting, and business plan basics. The Center also has provided computer basics classes in Spanish, Quick Book basics classes in both English and Spanish, and E-Commerce training in Spanish.

Our Community College partners have been busy offering computer-related training, at no cost to patrons, at public computing centers in their service areas. Classes include: Microsoft Office (Excel, Power Point, Word and Access), how to use a mouse and keyboard, introduction to E-mail, beginning computers, beginning Internet, basic publisher, QuickBooks and other computer-related topics. In addition to English, classes have been offered for Spanish, Dinka, Arabic, and Nuir speakers.

Some notable quotes about the computer training collected from participants included:
"The reason I came to the class was because my computer ignorance caused me to lose my job. The class was all I expected and I

am looking forward to next week's class. I hope to attend as many of the library computer classes that I can."
"Since I work with children and elderly people every day I needed an easy way of explaining the use of the mouse and keyboard for those people needing help. This class provided that for me."
"I am having to use Excel at my job and needed to know more about the program. It was very beneficial to see and do so many things I just didn't know how to do."
"Thank you for offering classes like this one! What a great service!!"
"I didn't even know how to turn on a computer so everything I learned was a plus!"
 "These computer classes have been so great! I've heard so many positive comments. Thank you!!"
"Now I can do more things at my two jobs. Plus I can help the family with the home business."
"Now I have evidence that I too can accomplish something on the computer."
"Now that I know more about Word, I feel confident enough to apply for jobs that require knowledge of Word."
"Feliz de recibir esta clase gracias por pensar por nosotros dios nos vendiga."

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).

Not applicable. There are no subcontracts or sub grants.

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

Our Library Broadband Builds Nebraska Communities project involves 147 public computing centers and the procurement of close to 4,000 pieces of equipment and furniture to include computers, laptop charging carts, printers, scanners, projectors, wi-fi routers, network switches, computer desks and chairs, and other accessories. We also consider how new equipment will be compatible with existing equipment and operating systems, how new furniture will blend with old furniture, and how to remain responsive to the continued needs of our public computing centers. Dealing with this many libraries and this much equipment has proven to be challenging; however, we have met those challenges by employing several best practices.

Beyond the procurement and installation of equipment and software we also work with libraries and providers to upgrade broadband service, install new wiring and electrical outlets where needed and work with computer technicians who install grant equipment. All of these moving parts add to the complexity of the project.

We employ several best practices that help us to accomplish our goals and to communicate with our partners and our public computing centers, which are located in public libraries throughout the state.

Our best practices include the following:

First, written processes. When working with 147 libraries, it is very helpful to not only have a process but to be able to quickly communicate that process to a library. For instance, if a library wants to upgrade its broadband service, we have a written process that communicates how to request a quote from the provider and to communicate with the library board about what the grant supports and what needs to be supported by the library. Although we often walk through that information on the phone with library staff, having something in writing helps them remember what is covered as they work to move forward.

Second, the development of a myriad of tracking spreadsheets, lists and systems. Keeping up is much easier than either catching up or trying to piece together information after the fact. We have equipment at a warehouse, at our project office, and also directly shipped from the manufacturer to our libraries. It is imperative that we have tracking devices in place and that we continue to keep up to date. We also are careful to collect packing receipts from our libraries to verify that all the equipment and furniture purchased actually made it to its final destination—to one of our 147 public computing centers.

Third, a process that helps ensure libraries properly use all the equipment they receive. When we send equipment to a library, we also send what has become known as the "blue binder," which is a collection of useful information about the equipment such as license numbers, serial numbers, warrantee information, equipment specifications, troubleshooting information, value sheets for marketing and insurance purchases, and all kinds of information that will help a library to keep the equipment in good working order. When we send additional equipment such as a new printer, the library gets new pages to insert into their blue binder—pages related to that new piece of equipment. When libraries call to discuss equipment issues with staff we can direct them to review pages within their blue binder as we jointly work to resolve equipment issues.

Fourth, making use of a warehouse partner. We purchase the majority of our equipment through a single vendor. Fortunately our vendor has a warehouse partner that we can use at no cost to us. Most equipment we order - even those items that are ordered from other vendors - is shipped to the warehouse. Then we have the warehouse image the software onto the computers, and package the entire order so that it can be delivered to a library on a single day, rather than the library receiving several computers one day, a printer the next day, some cables another day, and the scanner a month later. This is especially important because some of our smaller libraries are not open every day. So, we ask our warehouse partner to deliver on a day that works for the library. The use of a

warehouse partner allows us to make these larger deliveries so that a computer technician can be scheduled to install the equipment soon after everything arrives. This helps the library keep track of all the parts that are needed for installation day.

Finally, communication between our public computer centers and our programming partners is also important. Another tool we launched earlier this year - and are making good use of - is our Library Broadband Builds Nebraska Communities blog, where participating grant libraries and program partners share tips and information. We also anticipate this will be a vehicle for sustainability after this grant ends. It will serve as a place where libraries can turn to each other and to the program partners for assistance to sustain and promote their public computing centers. Feel free to view our blog at: http://lbbnc.nebraska.gov.