OMB CONTROL NUMBER: 0660-0037
EXPIRATION DATE: 12-31-2013

ANNUAL PERFORMANCE PROGRESS REPORT FOR PUBLIC COMPUTER CENTERS

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	01-42-B10580	066470972

4. Recipient Organization

Auburn University 107 Samford Hall, Auburn, AL 36849

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)
Don-Terry Veal	
	7d. Email Address: vealdon@auburn.edu
7b. Signature of Certifying Official: Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 01-30-2013

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	48	48
Libraries	1	112	113
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): n/a	0	0	0
Other Community Support-*Non-Governmental* (please specify): n/a	0	1	1

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
0	0	0	0	0	0

Add New PCC Remove New PCC

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					
0	0	0	0	0	0

Add New PCC Remove New PCC

After Improvement					
0	0	0	0	0	0

Add New PCC Remove New PCC

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:

n/a

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
PolyCom	6400LF2 EdgeMarc VBP	26,056	1	sed to host teleconferencing sessions at various PCC locations and is installed at the Alabama Public Library Service.
PolyCom	6400LF2 EdgeMarc VBP	12,500	1	sed to host teleconferencing sessions at various PCC locations and is installed at the Alabama Public Library Service.
PolyCom	6400LF2 EdgeMarc VBP	32,500	1	sed to host teleconferencing sessions at various PCC locations and is installed at the Alabama Public Library Service.
PolyCom	6400LF2 EdgeMarc VBP	36,183	1	sed to host teleconferencing sessions at various PCC locations and is installed at the Alabama Public Library Service.
Totals:		107,239	4	

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
Open Lab Access	3,900,000	3,205,475	0
Multimedia	0	0	0
Office skills	0	3,348	41,459
ESL	0	0	0
GED	0	0	0
College Preparatory Training	0	1,096	5,035
Basic Internet and Computer Use	0	9,540	33,177
Certified Training Programs	0	555	2,261
Other (please specify): Job Skills	0	947	4,968
Total	3,900,000	3,220,961	86,900

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).

Public access computing and Internet access in public libraries function as the only choice for low-income families living in rural areas that cannot afford or do not have access to high-speed Internet at home. Libraries allow individuals to engage successfully in essential e–government services such as registering for Medicare or other benefits and filing tax information. Since our participating public libraries received the new BTOP internet workstations, Alabama residents can now go to libraries to find jobs, complete University distance education courses, improve digital literacy skills, complete school projects, connect with family and friends through social media, use telemedicine technologies, manage their small businesses, and much more.

Building on the successes of 2012, our libraries and schools are reporting increased usage of their computing centers for job search, training and education. Library patrons are pleased with how the new Internet workstations have made tax preparation easy, and librarians are still impressed with how quick the learning curve is on the new computers. This has allowed many librarians to focus less on addressing very basic computer-usage problems and more on teaching useful digital literacy skills to their patrons.

Our libraries have been able to expand their own training offerings due to the improved public computing centers. In some cases, the number of classes offered has doubled. Librarians and patrons have been quick to take advantage of the digital literacy training provided by the Center for Governmental Services, and course feedback has been overwhelmingly positive.

In 2012, the most astounding differences have been made at the schools that were part of the BTOP project. One school district has leveraged their new iMacs and internal wireless to secure funding for iPads in the classroom-with a focus on their use in Special Education and Rehabilitation. One of the most impoverished schools in the project went from six barely functioning computers for 150 students to 35, allowing their all of their students adequate time in a computer lab. Just as important, the students use those computers to take math and science classes offered online through the local high school.

The BTOP computers have also greatly increased community connectedness in all directions. Numerous libraries set aside their enhanced public computing centers for use by local students for an hour or more per day, but 2012 saw several libraries become the actual computer lab for local elementary and middle schools whose own labs were either damaged or had become obsolete. The improved public computing centers allowed this to take place without crowding out the regular patrons who were coming in to do job searches or applications. BTOP schools have continued and increased their classes for parents-showing them how to use computers to keep up with their children's' academic progress-and several schools have opened their labs to basic digital literacy and life skills classes for parents as well.

The areas targeted by the BTOP project were also some of the most hard-hit by the recession, and while unemployment is still high in many areas, our public computing centers are reporting increased numbers of people filling out job applications, taking classes required for their jobs, and preparing for professional certifications necessary for advancement or continued employment.

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).

No subcontracts or sub grants 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.

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

During the second year of the BTOP project, consistent themes of cooperation among community institutions have emerged. Many libraries have leveraged the new computer and networking hardware to secure additional grant funding through state agencies, or to present a stronger case for faster Internet service to their public computing centers. In several cases, the vastly improved public computing center was featured in grant applications for new or improved broadband infrastructure, new facilities, and additional technology upgrades.

Auburn University's collaboration with Tuskegee University fostered a sense of cooperation and reciprocity that has continued throughout the project. BTOP participants understand that there is a strong partnership between the federal government and academic institutions that provides a strong resource for future projects.

From project inception to the current day, Auburn University has been building strong relationships with local government officials that have made the BTOP project easier to implement; in many cases, these governments weren't aware that there was someone in the state they could partner with to try to improve their town or county.

The development of online digital literacy courses to complement Auburn University's digital literacy classroom instruction has maintained and increased awareness of the source of the computers, rather than having it fade into memory that the new computers were provided by Auburn University and made possible by the Department of Commerce. This dual-purpose training/marketing has helped maintain consistent levels of reporting and compliance from our client locations throughout the project, as well as provided high-quality training materials for use at libraries and schools throughout the state.

The creation and distribution of marketing materials and event planning guides has helped public computing centers promote their newly enhanced computing capacity, and helped them market that capacity beyond their standard patrons, e.g., to local small businesses, local schools, and other community organizations.

Building strong partnerships with state agencies, like the Alabama Public Library Service, and maintaining clear lines of communication with other agencies and BTOP grantees in the state, has been vital to the success of the project.